

**HERTFORDSHIRE COUNTY COUNCIL
CHILDREN, SCHOOLS AND FAMILIES
SCRUTINY COMMITTEE**

WEDNESDAY 13 OCTOBER 2004 AT 10.00AM

Agenda item no

7(b)

LOCAL PUBLIC SERVICE AGREEMENT (LPSA)

Report of Director of Children Schools and Families

Author: Roger de Ste Croix and
Keith Shephard

Telephone: 01992 555370
01992 555368

Executive members: Robert Gordon
Jane Pitman
David Beatty

1. Purpose of Report

1.1 To advise the Committee of those targets within the Council's Local Public Service Agreement, which fall within their remit.

2. Summary

2.1 This paper reminds members of the purpose and nature of LPSA's; and explains how targets within this Committee's remit are being tackled.

3. Conclusion

3.1 The LPSA regime provides one process in supporting the council's pursuit of continuous improvement. It offers an opportunity to further improve service delivery in selected areas in return for financial reward at the end of the Agreement period. Negotiated targets are stretching, and some will be easier to achieve than others. The council is also investing its own resources in pursuit of service improvements.

3.2 Significant financial reward is anticipated overall in due course, though it is too early in the Agreement period to specify an expected figure. Targets selected are in areas important to the Council and are integral to service development.

1. Background

- 1.1 All County and Unitary Councils have had the opportunity to be involved in the first round of LPSAs.
- 1.2 Agreements are between individual Councils and central government. They are designed to improve performance in a range of service delivery target areas, comprising a mixture of national and locally determined targets.
- 1.3 The Agreement was formally signed by the Leader in July.
- 1.4 Each target has a set of negotiated indicators against which success will be measured.
- 1.5 The LPSA regime provides a **Performance Reward Grant** (a maximum of £21m is available to the Council) that is shared equally amongst twelve agreed targets. This reward system operates equally across the twelve targets (maximum reward = £1.75m per target). For reward purposes the targets are independent.
- 1.6 Cabinet has previously agreed [Minute 8 – 17 June 2002] a formula whereby 40% of PRG is returned to the service budget and 60% to the Council's overall funds.
- 1.7 PRG comes into play once 60% of the agreed target 'stretch' is achieved. One fortieth of PRG is payable for each one per cent stretch above 60%.
- 1.8 The degree to which the Council has direct control over outcomes varies target by target. Government negotiators at the centre (ODPM) seek to balance the risk over the whole package and, whilst significant reward grant is likely in 2006 and 2007, the return will vary across targets.
- 1.9 The Council has received £1.8m pump priming money from Government, which is being used to support the 12 targets.
- 1.10 The full list of targets is attached as Appendix 1.

2. CSF Targets

- 2.1 Five of the twelve targets fall within this Committee's remit:

LPSA Target 1	GCSE attainment
LPSA Target 2	Secondary school attendance
LPSA Target 4	Looked After Children – Leaving Care
LPSA Target 5	Looked After Children – GCSE attainment
LPSA Target 12	Key Stage 2, English, Maths and Science

2.2 The target details for CSF are attached as Appendix 2.

2.3 Target 1

2.4 Fit with Service Priorities

This target is identical to the CSF Plan target 1.4 to increase percentage of pupils achieving A*-G at GCSE, improving performance by 0.5% by June 2005.

2.5 Progress

Fifteen schools with large numbers of pupils at risk of not attaining 5+ A*-G and a further 25 schools with smaller numbers will receive £5000 and £1000 respectively this term to fund 1-1 tutoring and additional e-learning support for individual pupils.

Liaison will take place to ensure that work towards this target and LPSA target 5 (educational attainment of Looked after Children) is complementary and avoids overlap.

As the target represents 500-700 children, we are potentially dealing with a limited cohort of young people, given the already high attainment figure for the county, and accurate identification will be a crucial part of making an impact towards the target.

2.6 Challenges and Learning

The cohort includes LAC and non-attenders. The 1:1 tutoring and other support is aimed at improving engagement and motivation in order to achieve better outcomes.

2.7 Target 2

2.8 Fit with Service Priorities

This fits with CSF Plan Priority Area 4, to reduce the percentage of half days missed due to authorised and unauthorised absence in secondary schools.

2.9 Progress

We are working with schools to reduce absence levels in line with the DfES strategy 'Improving School Attendance and Tackling Truancy'. All schools are now required to set targets, from 05/06, to reduce their absence levels if they are above average compared to similar schools. They are expected to meet these targets and be at least in line with the median measure by 2008. There are 13 secondary schools that will be given priority support to improve their attendance and reduce levels of absence.

Based on this data, Six CSF Attendance Workers have been appointed to secondary schools, all of which show above county average for non-attendance in 2002/03.

A one week induction programme has been held with relevant parties to develop understanding, support and commitment to this project.

2.10 We are particularly pleased with the staff appointed to this project, who have shown commitment.

2.11 Data will be collected on attendance.

2.12 Challenges and Learning

This is a small amount of funding for the targets involved, particularly as they are in relation to figures that will be collected next May. It was important that we have a project up and running for the start of this term. With this small amount of funding we have only been able to work in seven secondary schools. However, we are determined to stretch the funding as far as we can.

We need to have committed workers who stay with us for the duration of the project. We will make sure they feel supported and we will need to react quickly to any difficulties that arise during the project.

This is a tough target to meet in the context of national non-attendance trends. However, the additional funding obtained to meet this stretch will enable us to work more intensely with the schools identified and to help improve pupils' attendance and overall life chances.

2.13 Targets 4 and 5

2.14 Fit with Service Priorities

The fundamental service priority for the Education Support Service for Children in Care and Care Leavers is to ensure that all children and young people are supported to have access to an education to which they are entitled and that they are encouraged and supported to achieve their potential.

A broad range of measures have been put into place to support the education of looked after children both inside and outside school and to increase opportunities in further education, training and employment. These measures seek to promote the overall achievement of children in care in accordance with the DfES/DH Joint Guidance 'The Education of Children and Young People in Public Care' and the local recommendations of the Social Exclusion Report 'A Better Education for Children in Care'.

2.15 Progress

Target 4

The strategy to improve the participation in education, training and employment has been based on ensuring and maintaining contact with care leavers so that support can be targeted appropriately.

2.16 Actions include:

- Identification of young people at risk of falling out of education midway through year 11
- A new service, 'Employability Project', with European Social Funding to set up an employability programme for young people that helps to develop the necessary skills for the work place
- Recruitment to the post of Teenager 2 Work Co-ordinator
- Improving links and networks with training providers, colleges and Connexions etc
- An incentive scheme and maintenance allowances that promote and encourage young people to access and remain in education, training or employment
- Individual support to young people to ensure that their transition to new , such as university, is managed successfully

Target 5

The strategy to improve academic achievement at Key Stage 4 has focused both on the more able students and young people who are disaffected from education, in order to increase the number of young people achieving 5 A*-C GCSEs and to meet the associated LPSA target. There is also a concern that as many young people in Year 11 sit GCSE examinations as possible and that all alternative qualifications have a GCSE equivalency.

2.17 Actions include:

- an extensive study support programme involving revision classes
- workshops to prepare for GCSE coursework
- accelerated learning seminars
- residential revision courses held jointly with the University of Hertfordshire
- distribution of GCSE study guides
- individual tuition and direct support
- additional learning opportunities that lead to GCSE qualification or equivalent

2.18 A range of initiatives are being delivered including:

- out of schools learning programme to enable Key Stage 4 students obtain a GCSE in Information Technology
- IT programme targeted at children in Year 11 who would not otherwise achieve any GCSE equivalent qualifications
- BTEC course for those without qualifications, in basic skills, English and Maths studies

2.19 The strategy needs to focus next on reducing the high number of young people who do not participate in end of key stage 4 GCSE or equivalent examinations.

2.20 The supported learning programme provides additional support to both individuals and groups of children and is clearly having a positive effect on outcomes. This programme will continue, using data to target resources most effectively.

2.21 Challenges and Learning

It must be acknowledged that there is a significant variation from year to year in the percentage of children in care who have Statements of Special Educational Needs at the time they sit GCSE examinations. However, the new Government targets relate to all children in care, including those with severe learning difficulties, for whom GCSE examinations are generally not appropriate. This does adversely affect the overall results because the numbers involved are statistically unstable as they are below 100.

2.22 Links with the Schools Standards and Effectiveness division will be strengthened to ensure the best possible support to schools and individual children.

2.23 The LPSA targets are challenging. However the increased focus and extra effort to provide targeted support and joined up services within CSF and partners has resulted in a very satisfactory upward trend in achievement, both at GCSE and participation in education, training and employment for children in care and care leavers.

2.26 Target 12

2.27 Fit with Service Priorities

This target fits with Strategy Area 1 in the CSF Plan, specifically to improve achievement at Key Stage 2.

2.28 Progress

2.29 The strategy is to extend the National Primary Strategy's 'Intensifying Support Programme' to a further ten schools; appoint an additional ISP consultant for two years; identify a Lead SDA to have oversight of the programme; commit a group of named SDAs from the School Standards and Effectiveness Division to support the identified schools and provide support from consultants in the LEA's literacy, mathematics and science teams.

2.30 However, as we are in the initial stages, it is too early to report on progress. This target was the last to be agreed and will continue until Summer 2006, unlike the others which will end in 2005. The increased pump priming money is being used to employ an additional consultant over two years and to pay the schools' costs in the programme.

2.31 Challenges and Learning

These targets are extremely challenging as they are strictly beyond our current aspirations. However, the strategy is focusing on schools which are under-performing and we are seeking to bring about further improvements.

As over the past 2/3 years performance in English and Maths has stagnated, we are pleased to report improvements in 2004. In addition, our performance in Hertfordshire is well above the national average for English, Maths and Science.

3. LPSA 2 – 'second generation'

3.1 The next round of Agreements has commenced nationally with 20 pilot authorities. The prospectus will be published once those pilots have been evaluated.

3.2 Essentially the so-called LPSA 'second generation' will require the lead authorities (county and unitary) to develop Agreements which involve a range of partners in selecting and delivering targets. This will certainly involve District Council's, the Police Authority, the NHS and the voluntary sector.

3.3 Existing partnerships under the umbrella of 'Herts Together' will provide a helpful platform for selecting and drawing targets which reflect those issues which are most important to our communities, and which can best be tackled in collaboration.

3.4 As currently timetabled, the Hertfordshire Agreement would commence on 1 April 2006. Priority areas, target selection, and target development will need to take place during 2005.

3.5 Opportunities will be provided for County Councillors to contribute to the target selection process.

4. Financial implications

4.1 As indicated above, the Council has received £ 1.8m pump priming money to support the Council's efforts in achieving its LPSA targets. The council's own resources are also being used to boost this effort, though the targets themselves have been selected on the basis that they are consistent with service priorities, and therefore predominantly supported by mainstream budgets.

4.2 Potential financial reward for the Council is set out in paragraph 4.

4.3 For the 'second generation' investment and reward will be multi-agency.

5. Access to services implications

5.1 The purpose of LPSA is to improve service delivery outcomes for our residents. Target descriptions include references to how the Council is striving to be inclusive in its approach. Indeed many targets (e.g. employment and training for disadvantaged people, Looked after Children - life chances, independent living and packages of care, e-government) are specifically designed to tackle access issues.

Background papers

HCC report to Resources Scrutiny Committee 18 May 2004

Appendix 1

Hertfordshire County Council LPSA Targets (CSF in bold)

Target No.	Description	*Stretch
1	5 GCSEs at grades A*- G to include English and maths	0.5%
2	Improve secondary school attendance levels	a) Total absence 0.33% b) Unauthorised 0.01%
3	Provision of high quality pre-admission and Rehabilitation. Care to older people to help them live independently.	a) prevent 300 more hospital admissions b) 225 more clients benefiting from rehab services c) 600 more clients get voluntary sector support d) 18 per 1000 more older people helped to live at home
4	Improve the life chances of children in care by improving the level of education, training and employment outcomes for care leavers aged 19	21% point increase in care leavers engaged in education, training and employment
5	Improve the life chances of children in care by improving the educational attainment at GCSE for 16 year olds in care	a) 13% point increase 5 or more A*-C b) !6% point increase 1 or more A*-G
6	Ensure continuous improvement in the economy, efficiency and effectiveness of local services through overall annual improvements in cost effectiveness of 2% or more. (mandatory Target)	
7	Improve electronic service delivery. Access to services and first point of contact resolution.	a) 5.5% point improvement -of all customers contacting the council who are satisfied with resolution of their enquiry b) 5% point improvement in the percentage of enquiries resolved at the first point of contact
8	Reduction in killed and seriously injured (KSI) road casualties	67 fewer people killed or seriously injured (from 770 to 703)
9	Increased job opportunities for people on incapacity benefits who are lone parents - Helped into work by HCC.	a) 16 hpw employment for 13 weeks or more - 200 people b) 8-16 hpw employment under permitted work rules - 100 people c) at least 8 hpw voluntary work for 13 weeks - 100 people

10	Number of people organising their own (Adult Care) services using direct payments.	175 more people (from 175 to 350)
11	Reduction in the number of deliberate fires.	a) in dwellings - by 10 (from 94 to 84) b) other buildings by 23 (from 230 to 207)
12	Improved performance at Key Stage 2 – English, maths and science	1 percentage point increase in Maths, English and Science at Level 4 and above.

**** Expected performance without LPSA to expected performance with LPSA***

LPSA Targets and Project Plans

Target 1

Target agreed – Hertfordshire to confirm current performance year

Increase the % of pupils obtaining five or more GCSEs at grades A*-G (equivalent), including English and Maths.

Indicator by which performance will be measured

BVPI 039

Current performance

91.5%

Performance at the end of the period of the Local PSA (summer 2005)

Performance expected without the Local PSA

95.5%

Performance Target with the Local PSA

96%

Enhancement in performance with the Local PSA

0.5%

Target 2

Reduce overall levels of absence

Indicators by which performance will be measured

Percentage of half days missed in secondary schools maintained by Hertfordshire County Council

1. Total absence
2. Unauthorised absence

Current performance

1. 7.9%
2. 0.87%

Performance at the end of the period of the Local PSA (summer 2005)

Performance expected without the Local PSA

1. 7.33%
2. 0.76%

Performance Target with the Local PSA

1. 7.00%
2. 0.75%

Enhancement in performance with the Local PSA

1. 0.33 % points
2. 0.01 % points

Note:

Performance Reward Grant will be divided between the 2 indicators as follows: Indicator 1 – 75%; Indicator 2 – 25%

Target 4

Improve the life chances of children in care by improving the level of education, training and employment outcomes for care leavers aged 19, so that levels for this group are at least 75% of those achieved by all young people in the same area by March 2004.

Indicator by which performance will be measured

PAF PI A4 – the percentage of young people who were looked after on 1st April in their 17th year (aged 16) who were engaged in education, training and employment at the age of 19

Current performance – year ending 31 March 2002

63%

Performance at the end of the period of the Local PSA - year ending 31 March 2006

Performance expected without the Local PSA

70%

Performance Target with the Local PSA

91%

Enhancement in performance with the Local PSA

21% point increase in care leavers engaged in education, training and employment

Target 5

Improve the life chances of children in care by improving the educational attainment of children leaving care

Indicators by which performance will be measured

1. The percentage of care leavers aged 16 or over achieving 5 or more passes at GCSE grades A*-C or equivalent at GNVQ (Data source: OC1 return)
2. The percentage of children looked after achieving 1 or more GCSEs at grades A*-G or equivalent at GNVQ (Data source: OC2 return; line 6c)

Current performance – year ending 31 March 2002

1. 4%
2. 43%

Performance at the end of the period of the Local PSA – year ending 31 March 2006

Performance expected without the Local PSA

1. 10%
2. 75%

Performance Target with the Local PSA

1. 23%
2. 91%

Enhancement in performance with the Local PSA

1. 13 % point increase in care leavers achieving aged 16 or over achieving 5 GCSEs or more at Grades A*-C
2. 16 % point increase in children in care achieving 1 GCSE or more at Grades A*-G

**Note: The Performance Reward Grant will be divided as follows:
Indicator 1 – 60%; Indicator 2 – 40%**

Target 12

To increase the percentage of 11 year olds at or above the national standards for English, mathematics and science.

Indicator(s) by which performance will be measured, and current performance

1. Percentage of children achieving level 4+ in English at Key Stage 2
2. Percentage of children achieving level 4+ in mathematics at Key Stage 2
3. Percentage of children achieving level 4+ in science at Key Stage 2.

Baseline performance (Summer 2003)

1. 80.7% achieved level 4+ in English
2. 76.4% achieved level 4+ in mathematics
3. 89.7% achieved level 4+ in science

Performance at the end of the period of the Local PSA

Performance expected without the Local PSA (Summer 2006)

1. 91% achieving level 4+ in English
2. 89% achieving level 4+ in mathematics
3. 94% achieving level 4+ in science

Performance target with the Local PSA (Summer 2006)

1. 92% achieving level 4+ in English
2. 90% achieving level 4+ in mathematics
3. 95% achieving level 4+ in science

Enhancement in performance with the Local PSA

1. 1% points increase in numbers of children achieving level 4+ in English
2. 1% points increase in numbers of children achieving level 4+ in mathematics
3. 1% points increase in numbers of children achieving level 4+ in science