



Children, Young People,
Education and Skills

Annual Performance Report 2024

March 2025

Gouvernement d'Jèrri



Introduction

This annual performance report for CYPES is the first report produced by the department, since responsibility for publishing service performance measures transferred from Statistics Jersey to departments in 2024. Previous reports can be found here: [Service Performance Measures](#)

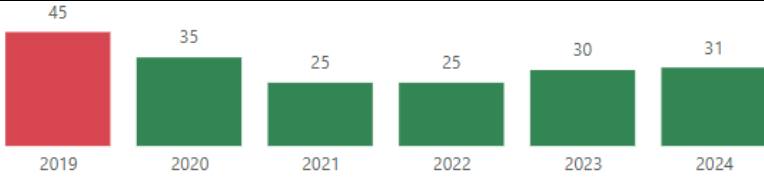
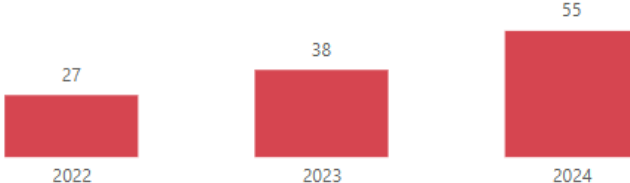
These service performance measures have been selected from a wide range of performance measures used within the department and are the high level measures felt to be the most meaningful to the public.

For some measures we have a lengthy time series, whilst for others the time series is reduced, and this may be due to availability or quality of data.

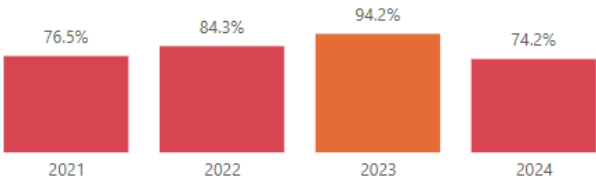
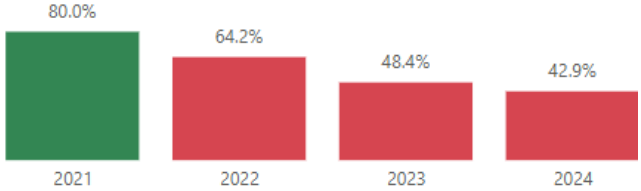
Performance thresholds (red/amber/green or RAG) are agreed with services using a blend of benchmarking data, best practice and historical local performance. At the end of 2024, CYPES had 13 “green” indicators, and 8 “red” indicators.

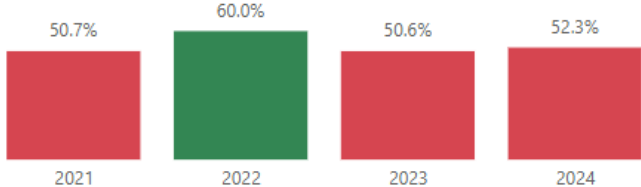
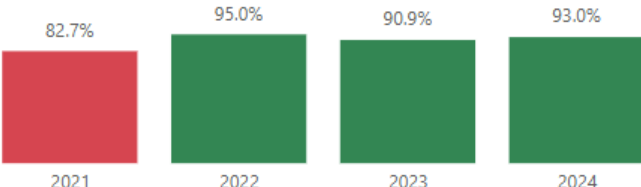
We will revisit our performance thresholds in 2025 to ensure that they remain meaningful.

Definitions for each of the measures are included at the end of this report.

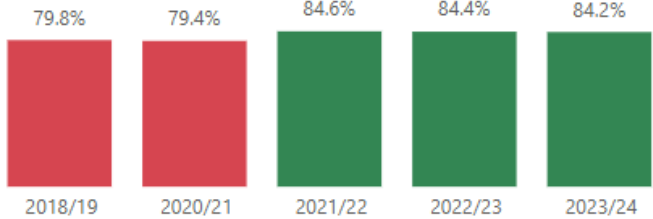
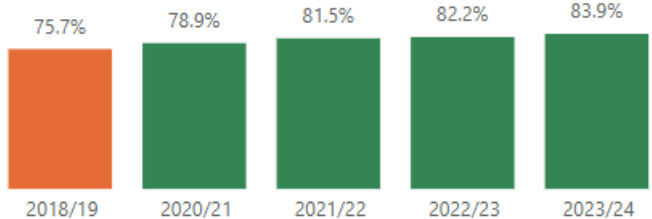
Service	Measure	Performance	Data (2024)	RAG Thresholds																					
CAMHS	Average waiting time for routine CAMHS assessment (CAMHS generic, days)	 <table border="1"> <caption>Average waiting time for routine CAMHS assessment (CAMHS generic, days)</caption> <thead> <tr> <th>Year</th> <th>Waiting Time (Days)</th> <th>RAG Status</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>45</td> <td>Red</td> </tr> <tr> <td>2020</td> <td>35</td> <td>Green</td> </tr> <tr> <td>2021</td> <td>25</td> <td>Green</td> </tr> <tr> <td>2022</td> <td>25</td> <td>Green</td> </tr> <tr> <td>2023</td> <td>30</td> <td>Green</td> </tr> <tr> <td>2024</td> <td>31</td> <td>Green</td> </tr> </tbody> </table>	Year	Waiting Time (Days)	RAG Status	2019	45	Red	2020	35	Green	2021	25	Green	2022	25	Green	2023	30	Green	2024	31	Green	Numerator: 8664	Red: >36 days
		Year	Waiting Time (Days)	RAG Status																					
2019	45	Red																							
2020	35	Green																							
2021	25	Green																							
2022	25	Green																							
2023	30	Green																							
2024	31	Green																							
		<p>All referrals are reviewed by the Children and Families Hub, and children and young people are offered an appointment according to their level of need. For some children with urgent needs, this means they might be seen the same day, but for others it's appropriate to wait for the next available routine appointment. This measure just looks at those referrals that were assessed as needing a "routine" appointment. Routine assessments are due within 36 days, in line with the NHS. In Quarter 4, initial assessments were completed on average within a very positive 26 days. The indicator thus remains green and within agreed timescales for routine generic assessments.</p>	Denominator: 281	Green: <36 days																					
CAMHS	Average waiting time for CAMHS assessment (neurodevelopmental), weeks	 <table border="1"> <caption>Average waiting time for CAMHS assessment (neurodevelopmental), weeks</caption> <thead> <tr> <th>Year</th> <th>Waiting Time (Weeks)</th> <th>RAG Status</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>27</td> <td>Red</td> </tr> <tr> <td>2023</td> <td>38</td> <td>Red</td> </tr> <tr> <td>2024</td> <td>55</td> <td>Red</td> </tr> </tbody> </table>	Year	Waiting Time (Weeks)	RAG Status	2022	27	Red	2023	38	Red	2024	55	Red	Numerator: 21680	Red: >13 weeks									
		Year	Waiting Time (Weeks)	RAG Status																					
2022	27	Red																							
2023	38	Red																							
2024	55	Red																							
		<p>Neurodevelopmental assessments are assessments for autism and ADHD. There has been considerable work in this service to add to assessment capacity, expand assessment offer to include FASD, and improve the support offer. This remains a very pressured service, but one with a clear action plan to address the issues and improve support outcomes. In 2024 and 2025 we allocated an additional £400k of Government plan funding to engage private assessment partners to add capacity. In 2024 there was also a reduction in referrals for neurodevelopmental assessments compared to 2023. Whilst waiting times for assessment have increased to 70 weeks given previous referral pressures we are working hard to move this downwards and the reducing referral rate will help this.</p>	Denominator: 391	Green: <13 weeks																					

Service	Measure	Performance	Data (2024)	RAG Thresholds															
Early Help	% of children referred to Early Help by Children's Social Care who are allocated a lead worker	<table border="1"> <tr> <th>Year</th> <th>Performance (%)</th> <th>RAG</th> </tr> <tr> <td>2022</td> <td>81.5%</td> <td>Red</td> </tr> <tr> <td>2023</td> <td>90.7%</td> <td>Green</td> </tr> <tr> <td>2024</td> <td>86.2%</td> <td>Green</td> </tr> </table>	Year	Performance (%)	RAG	2022	81.5%	Red	2023	90.7%	Green	2024	86.2%	Green	Numerator: 112	Red: <80%			
		Year	Performance (%)	RAG															
		2022	81.5%	Red															
2023	90.7%	Green																	
2024	86.2%	Green																	
Denominator: 130	Green: >85%																		
Following work with social workers to ensure that families understand the early help offer and have consented to it, performance has improved in Q3 and Q4 to above the baseline.																			
Children's Social Care	% Level of Need decision completed within 24 hours	<table border="1"> <tr> <th>Year</th> <th>Performance (%)</th> <th>RAG</th> </tr> <tr> <td>2021</td> <td>87.4%</td> <td>Red</td> </tr> <tr> <td>2022</td> <td>87.5%</td> <td>Red</td> </tr> <tr> <td>2023</td> <td>94.6%</td> <td>Orange</td> </tr> <tr> <td>2024</td> <td>96.6%</td> <td>Green</td> </tr> </table>	Year	Performance (%)	RAG	2021	87.4%	Red	2022	87.5%	Red	2023	94.6%	Orange	2024	96.6%	Green	Numerator: 973	Red: <90%
		Year	Performance (%)	RAG															
		2021	87.4%	Red															
2022	87.5%	Red																	
2023	94.6%	Orange																	
2024	96.6%	Green																	
Denominator: 1007	Green: >95%																		
This measures the number of referrals received into the Children and Families Hub that MASH responded to within 24 hours. Performance is consistently strong and has improved over the last 12 months. There are a number of mitigating factors which can lead to delay, such as not being able to make contact with parents, or a need to commission the services of an interpreter to communicate with families when following up on referrals. The target of 24 hours has been exceeded in only a very small number of instances.																			
Children's Social Care	% re-referrals to Children's Social Care in 12 months	<table border="1"> <tr> <th>Year</th> <th>Performance (%)</th> <th>RAG</th> </tr> <tr> <td>2021</td> <td>17.3%</td> <td>Orange</td> </tr> <tr> <td>2022</td> <td>13.8%</td> <td>Green</td> </tr> <tr> <td>2023</td> <td>24.0%</td> <td>Orange</td> </tr> <tr> <td>2024</td> <td>13.4%</td> <td>Green</td> </tr> </table>	Year	Performance (%)	RAG	2021	17.3%	Orange	2022	13.8%	Green	2023	24.0%	Orange	2024	13.4%	Green	Numerator: 104	Red: >24.5%
		Year	Performance (%)	RAG															
		2021	17.3%	Orange															
2022	13.8%	Green																	
2023	24.0%	Orange																	
2024	13.4%	Green																	
Denominator: 774	Green: <17.1%																		
This measures the rate of second or subsequent referrals to Children's Social Care within 12 months. This is a good measure of our effectiveness in supporting families to make sustainable changes. Performance in this area improved in the last 6 months of 2024. Jersey compares favourably with benchmarking data below both our statistical neighbours' rate and the rate for England. Audit work continues to understand the detailed circumstances of the small number of families in this cohort to investigate any themes that may be emerging.																			

Service	Measure	Performance	Data (2024)	RAG Thresholds															
Children's Social Care	% Child and Family Assessments completed within 45 days	 <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>RAG</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>76.5%</td> <td>Red</td> </tr> <tr> <td>2022</td> <td>84.3%</td> <td>Red</td> </tr> <tr> <td>2023</td> <td>94.2%</td> <td>Orange</td> </tr> <tr> <td>2024</td> <td>74.2%</td> <td>Red</td> </tr> </tbody> </table>	Year	Percentage	RAG	2021	76.5%	Red	2022	84.3%	Red	2023	94.2%	Orange	2024	74.2%	Red	Numerator: 591	Red: <90%
		Year	Percentage	RAG															
		2021	76.5%	Red															
2022	84.3%	Red																	
2023	94.2%	Orange																	
2024	74.2%	Red																	
Denominator: 797	Green: >95%																		
<p>The timeliness of an assessment is an important measure of how swiftly we assess and respond to the needs of children and families. This is an area of continued focus and practice improvement. Changes in legislation during 2024 prompted an increase in the number of referrals being completed, this has impacted upon timeliness. It is also important to note that the service consistently provides a prompt response to those situations deemed as urgent and requiring immediate consideration of safeguarding measures. Where assessments have exceeded 45 days, the majority are completed within the next 10 days.</p>																			
Children's Social Care	% of children who have a repeat Child Protection Plan in the last year	 <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>RAG</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>31.1%</td> <td>Red</td> </tr> <tr> <td>2022</td> <td>30.7%</td> <td>Red</td> </tr> <tr> <td>2023</td> <td>33.5%</td> <td>Red</td> </tr> <tr> <td>2024</td> <td>35.2%</td> <td>Red</td> </tr> </tbody> </table>	Year	Percentage	RAG	2021	31.1%	Red	2022	30.7%	Red	2023	33.5%	Red	2024	35.2%	Red	Numerator: 32	Red: >15%
		Year	Percentage	RAG															
		2021	31.1%	Red															
2022	30.7%	Red																	
2023	33.5%	Red																	
2024	35.2%	Red																	
Denominator: 91	Green: <10%																		
<p>The current Key Performance Indicator (KPI) stands at 35.2%, surpassing the average of 25.1% among statistical neighbours. We responded to this data with an audit of children within this cohort in April 2024 and a subsequent review in October 2024. Both audits led to strengthened Head of Service oversight and recommendations for improvements in practice.</p>																			
Children's Social Care	% children who have been looked after for 2.5 years or more and have been in the same placement for 2 years (long term placement stability)	 <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>RAG</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>80.0%</td> <td>Green</td> </tr> <tr> <td>2022</td> <td>64.2%</td> <td>Red</td> </tr> <tr> <td>2023</td> <td>48.4%</td> <td>Red</td> </tr> <tr> <td>2024</td> <td>42.9%</td> <td>Red</td> </tr> </tbody> </table>	Year	Percentage	RAG	2021	80.0%	Green	2022	64.2%	Red	2023	48.4%	Red	2024	42.9%	Red	Numerator: 12	Red: <74.8%
		Year	Percentage	RAG															
		2021	80.0%	Green															
2022	64.2%	Red																	
2023	48.4%	Red																	
2024	42.9%	Red																	
Denominator: 28	Green: >74.8%																		
<p>This measures the number of children who have been in care for 2.5 years or more and have been in the same placement for 2 years or more. Placement stability is a key factor to support positive outcomes for children. Long</p>																			

Service	Measure	Performance	Data (2024)	RAG Thresholds															
		<p>term placement stability for children has declined in the past 12 months and falls below that of statistical neighbours. Practice is being strengthened with regular permanency planning meetings taking place. A key priority is the recruitment of foster carers to enable better matching for children and their carers to support placement stability from the outset. The landscape is further distorted by the relatively low number of children in care in Jersey.</p>																	
Children's Social Care	% Care Leavers in Education, Employment or Training	 <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>RAG</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>50.7%</td> <td>Red</td> </tr> <tr> <td>2022</td> <td>60.0%</td> <td>Green</td> </tr> <tr> <td>2023</td> <td>50.6%</td> <td>Red</td> </tr> <tr> <td>2024</td> <td>52.3%</td> <td>Red</td> </tr> </tbody> </table>	Year	Percentage	RAG	2021	50.7%	Red	2022	60.0%	Green	2023	50.6%	Red	2024	52.3%	Red	Numerator: 45	Red: <53%
			Year	Percentage	RAG														
2021	50.7%	Red																	
2022	60.0%	Green																	
2023	50.6%	Red																	
2024	52.3%	Red																	
			Denominator: 86	Green: >53%															
		<p>This measures the number of care leavers in education, employment or training. Performance across this indicator reached a peak of 62% in August and September of 2024 but is generally in the range of 55 -60%. However, the end of year position is 52.3% which is slightly below this range. Performance has been impacted by a couple of new young people moving into this cohort. This is disappointing given the improvement seen previously and further work is required to support young people to move into Education, Employment and Training.</p>																	
Children's Social Care	% Care Leavers living in suitable accommodation	 <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>RAG</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>82.7%</td> <td>Red</td> </tr> <tr> <td>2022</td> <td>95.0%</td> <td>Green</td> </tr> <tr> <td>2023</td> <td>90.9%</td> <td>Green</td> </tr> <tr> <td>2024</td> <td>93.0%</td> <td>Green</td> </tr> </tbody> </table>	Year	Percentage	RAG	2021	82.7%	Red	2022	95.0%	Green	2023	90.9%	Green	2024	93.0%	Green	Numerator: 80	Red: <86%
			Year	Percentage	RAG														
2021	82.7%	Red																	
2022	95.0%	Green																	
2023	90.9%	Green																	
2024	93.0%	Green																	
			Denominator: 86	Green: >86%															
		<p>Strong and improving performance has been maintained throughout 2024 with 93% of Care Leavers living in suitable accommodation at the end of 2024. Where there have been slight reductions in the data it should be remembered that this relates to a very small number of young people. There is ongoing work around supporting all young people in suitable accommodation.</p>																	

Service	Measure	Performance	Data (2024)	RAG Thresholds														
Education	Average rate of exclusions from school	<table border="1"> <caption>Average rate of exclusions from school</caption> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>9.1%</td> </tr> <tr> <td>2019/20</td> <td>6.5%</td> </tr> <tr> <td>2020/21</td> <td>8.5%</td> </tr> <tr> <td>2021/22</td> <td>6.2%</td> </tr> <tr> <td>2022/23</td> <td>7.0%</td> </tr> <tr> <td>2023/24</td> <td>8.8%</td> </tr> </tbody> </table>	Year	Rate (%)	2018/19	9.1%	2019/20	6.5%	2020/21	8.5%	2021/22	6.2%	2022/23	7.0%	2023/24	8.8%	Numerator: 1024	Red: >6.1%
		Year	Rate (%)															
		2018/19	9.1%															
2019/20	6.5%																	
2020/21	8.5%																	
2021/22	6.2%																	
2022/23	7.0%																	
2023/24	8.8%																	
Denominator: 11656	Green: <4.3%																	
<p>Accurate data shows a slight increase in the number of exclusions across schools. The regular monitoring of this data enables the central team to provide further support in schools where it is required. The department is currently working to expand opportunities in specialist provisions and developing further training for staff.</p>																		
Education	% pupils persistently absent from school (i.e. missed 10% or more sessions)	<table border="1"> <caption>% pupils persistently absent from school</caption> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>9.8%</td> </tr> <tr> <td>2019/20</td> <td>13.6%</td> </tr> <tr> <td>2020/21</td> <td>12.2%</td> </tr> <tr> <td>2021/22</td> <td>26.2%</td> </tr> <tr> <td>2022/23</td> <td>16.9%</td> </tr> <tr> <td>2023/24</td> <td>17.5%</td> </tr> </tbody> </table>	Year	Rate (%)	2018/19	9.8%	2019/20	13.6%	2020/21	12.2%	2021/22	26.2%	2022/23	16.9%	2023/24	17.5%	Numerator: 1831	Red: >26%
		Year	Rate (%)															
		2018/19	9.8%															
2019/20	13.6%																	
2020/21	12.2%																	
2021/22	26.2%																	
2022/23	16.9%																	
2023/24	17.5%																	
Denominator: 10441	Green: <23.5%																	
<p>A focus on consistent attendance recording in line with the part time timetable policy has led to better data accuracy and improved our understanding of attendance in school, and therefore our ability to safeguard young people. The Educational Welfare team are now able to directly support both schools and young people with higher accuracy.</p>																		
Education	% of Reception children who attended Government schools achieving expected level of development	<table border="1"> <caption>% of Reception children who attended Government schools achieving expected level of development</caption> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>59.4%</td> </tr> <tr> <td>2020/21</td> <td>59.5%</td> </tr> <tr> <td>2021/22</td> <td>59.2%</td> </tr> <tr> <td>2022/23</td> <td>62.3%</td> </tr> <tr> <td>2023/24</td> <td>60.9%</td> </tr> </tbody> </table>	Year	Rate (%)	2018/19	59.4%	2020/21	59.5%	2021/22	59.2%	2022/23	62.3%	2023/24	60.9%	Numerator: 464	Red: <61.2%		
		Year	Rate (%)															
		2018/19	59.4%															
2020/21	59.5%																	
2021/22	59.2%																	
2022/23	62.3%																	
2023/24	60.9%																	
Denominator: 762	Green: >69.9%																	
<p>The 2023/24 cohort of Reception children were those born at the height of the Covid pandemic and the restrictions that came with it. Children's global development was impacted as a result of the 'lockdown' conditions, which have then resulted in lower attainment this year across the 17 Early Learning Goals. Specifically, delays in Communication and Language have exacerbated children's capacity to achieve the</p>																		

Service	Measure	Performance	Data (2024)	RAG Thresholds																		
		<p>expected level in their literacy competencies within the early learning goals of word reading and writing. However, children’s prime areas of learning have either remained the same or increased slightly due to the quality and focus of teaching and learning within the EYFS to ensure children are equipped with the essential foundations for learning on which to build on.</p>																				
Education	% of pupils who attended Government of Jersey schools assessed as reaching age-related expectations in reading, writing and mathematics at end of KS1	 <table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> <th>RAG</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>79.8%</td> <td>Red</td> </tr> <tr> <td>2020/21</td> <td>79.4%</td> <td>Red</td> </tr> <tr> <td>2021/22</td> <td>84.6%</td> <td>Green</td> </tr> <tr> <td>2022/23</td> <td>84.4%</td> <td>Green</td> </tr> <tr> <td>2023/24</td> <td>84.2%</td> <td>Green</td> </tr> </tbody> </table>	Year	Performance (%)	RAG	2018/19	79.8%	Red	2020/21	79.4%	Red	2021/22	84.6%	Green	2022/23	84.4%	Green	2023/24	84.2%	Green	Numerator: 677	Red: <80.2%
			Year	Performance (%)	RAG																	
2018/19	79.8%	Red																				
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2022/23	84.4%	Green																				
2023/24	84.2%	Green																				
			Denominator: 804	Green: > 81.5%																		
		<p>We continue to see positive performance on this measure, with 84.2% of Year 2 children reaching age related expectations in reading, writing and mathematics. This is the third year of positive performance at 84%, maintaining standards following the completion of the Jersey Tutoring Programme in December 2023.</p>																				
Education	% of pupils who attended Government of Jersey schools assessed as reaching age-related expectations in reading, writing and mathematics at end of KS2	 <table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> <th>RAG</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>75.7%</td> <td>Orange</td> </tr> <tr> <td>2020/21</td> <td>78.9%</td> <td>Green</td> </tr> <tr> <td>2021/22</td> <td>81.5%</td> <td>Green</td> </tr> <tr> <td>2022/23</td> <td>82.2%</td> <td>Green</td> </tr> <tr> <td>2023/24</td> <td>83.9%</td> <td>Green</td> </tr> </tbody> </table>	Year	Performance (%)	RAG	2018/19	75.7%	Orange	2020/21	78.9%	Green	2021/22	81.5%	Green	2022/23	82.2%	Green	2023/24	83.9%	Green	Numerator: 703	Red: <75.7%
			Year	Performance (%)	RAG																	
2018/19	75.7%	Orange																				
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2021/22	81.5%	Green																				
2022/23	82.2%	Green																				
2023/24	83.9%	Green																				
			Denominator: 838	Green: >78.7%																		
		<p>We continue to see positive improvement on this measure, with 83.9% of Year 6 children reaching age related expectations for reading, writing and mathematics. This is the fourth year of positive performance with the end of primary school data, maintaining standards following the completion of the Jersey Tutoring Programme in December 2023. This moderated Teacher Assessed measure at the end of Primary stage provides a rounder measure of attainment for Jersey pupils than KS2 tests provide, but is not suitable for benchmarking against locations outside Jersey.</p>																				

Service	Measure	Performance	Data (2024)	RAG Thresholds														
Education	% of pupils achieving an English and mathematics GCSE (or equivalent) – at grades 4 and above	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>65.0%</td> </tr> <tr> <td>2019/20</td> <td>74.7%</td> </tr> <tr> <td>2020/21</td> <td>79.6%</td> </tr> <tr> <td>2021/22</td> <td>81.2%</td> </tr> <tr> <td>2022/23</td> <td>69.1%</td> </tr> <tr> <td>2023/24</td> <td>73.2%</td> </tr> </tbody> </table>	Year	Percentage	2018/19	65.0%	2019/20	74.7%	2020/21	79.6%	2021/22	81.2%	2022/23	69.1%	2023/24	73.2%	Numerator: 643	Red: <66.8%
		Year	Percentage															
		2018/19	65.0%															
2019/20	74.7%																	
2020/21	79.6%																	
2021/22	81.2%																	
2022/23	69.1%																	
2023/24	73.2%																	
Denominator: 878	Green: >69.3%																	
<p>In line with advice from the Department for Education (DfE) and Ofsted we are not comparing like for like the results from this year to those achieved during and impacted by the changing assessment methodologies used during the pandemic. Results for GCSE students who achieved a standard pass (grade 4) in English and mathematics of 73.2% in 2024, reflects an overall positive trajectory for GCSE performance, most notably in the non-selective schools. This compares to the 65% recorded in 2019, pre-Covid, and the 69.1% recorded in 2023.</p>																		
Education	Average Point Score at Key Stage 5	<table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>36.2</td> </tr> <tr> <td>2019/20</td> <td>39.4</td> </tr> <tr> <td>2020/21</td> <td>41.0</td> </tr> <tr> <td>2021/22</td> <td>40.2</td> </tr> <tr> <td>2022/23</td> <td>35.2</td> </tr> <tr> <td>2023/24</td> <td>34.9</td> </tr> </tbody> </table>	Year	Score	2018/19	36.2	2019/20	39.4	2020/21	41.0	2021/22	40.2	2022/23	35.2	2023/24	34.9	Numerator: 47564	Red: <35.9
		Year	Score															
		2018/19	36.2															
2019/20	39.4																	
2020/21	41.0																	
2021/22	40.2																	
2022/23	35.2																	
2023/24	34.9																	
Denominator: 1361	Green: >36.8																	
<p>This data for 2024 at 34.9 is comparable to the previous year. This cohort entered level three study based on GCSE grades subject to transition processes after experiencing lockdown in Year 9. This resulted in the largest ever KS5 cohort across Island schools. As with last year's KS5 cohort, more pupils were able to access A level, but the average point scores achieved were slightly lower than in 2019. Our thresholds for this measure use pre-Covid cohorts.</p>																		

Service	Measure	Performance	Data (2024)	RAG Thresholds														
Highlands	% of Highlands College graduates in employment, training or further study 2 months after finishing their course	<table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>91.0%</td> </tr> <tr> <td>2019/20</td> <td>84.0%</td> </tr> <tr> <td>2020/21</td> <td>84.0%</td> </tr> <tr> <td>2021/22</td> <td>93.0%</td> </tr> <tr> <td>2022/23</td> <td>93.5%</td> </tr> <tr> <td>2023/24</td> <td>96.0%</td> </tr> </tbody> </table>	Year	Performance (%)	2018/19	91.0%	2019/20	84.0%	2020/21	84.0%	2021/22	93.0%	2022/23	93.5%	2023/24	96.0%	Numerator: 566	Red: <70%
		Year	Performance (%)															
		2018/19	91.0%															
2019/20	84.0%																	
2020/21	84.0%																	
2021/22	93.0%																	
2022/23	93.5%																	
2023/24	96.0%																	
Denominator: 590	Green: >80%																	
<p>Positive destinations are a key indicator of the quality of education post-16. This indicator demonstrates that the education and training undertaken by 16- to 19-year-olds has successfully progressed them into sustained full or part-time employment, or into further study. In England, the 2024 figure achieved was 77%. We use AI to measure destinations for maintained accuracy and reduced administrative burden in the timely collection of data. Highlands College has increased its performance up to 96% which is outstanding. This means graduating 6th formers are more likely to have fulfilling lives.</p>																		
Skills Jersey	% of students engaged in coaching and mentoring who achieve a positive destination	<table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>77.0%</td> </tr> <tr> <td>2022</td> <td>80.0%</td> </tr> <tr> <td>2023</td> <td>82.0%</td> </tr> <tr> <td>2024</td> <td>87.0%</td> </tr> </tbody> </table>	Year	Performance (%)	2021	77.0%	2022	80.0%	2023	82.0%	2024	87.0%	Numerator: 40	Red: <77%				
		Year	Performance (%)															
		2021	77.0%															
2022	80.0%																	
2023	82.0%																	
2024	87.0%																	
Denominator: 46	Green: >79%																	
<p>Following the full organisational restructure of Skills Jersey in 2024 the Skills Coaching Team and Trackers Mentoring Team were combined to form the Skills Mentoring Team. This allowed a broader remit for the team to encapsulate our most vulnerable clients as well as offering mentoring to those within education or completing qualifications in the workplace.</p> <p>Next Steps, a combined provisions initiative, utilised the mentoring team as a front door and safety net for young people to access a number of Government departments and offerings in order to guide them on their career or educational journey. Through one to one mentoring and guidance young people were given access to multiple departments and professionals to ensure that young people identified as NEET (not in employment, education or training) were fully informed about their career options and could make steps towards a positive destination</p>																		

Service	Measure	Performance	Data (2024)	RAG Thresholds														
		within education or employment. This has led to a 5% rise in the number of students engaged in coaching and mentoring who achieve a positive destination.																
Skills Jersey	% of apprentices who complete their apprenticeship	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>96.0%</td> </tr> <tr> <td>2020</td> <td>96.0%</td> </tr> <tr> <td>2021</td> <td>85.0%</td> </tr> <tr> <td>2022</td> <td>94.0%</td> </tr> <tr> <td>2023</td> <td>96.0%</td> </tr> <tr> <td>2024</td> <td>94.0%</td> </tr> </tbody> </table>	Year	Percentage	2019	96.0%	2020	96.0%	2021	85.0%	2022	94.0%	2023	96.0%	2024	94.0%	Numerator: 144	Red: <85%
			Year	Percentage														
2019	96.0%																	
2020	96.0%																	
2021	85.0%																	
2022	94.0%																	
2023	96.0%																	
2024	94.0%																	
			Denominator: 153	Green: >89%														
		The percentage of apprentices who completed their apprenticeship has remained at previous levels through the support of one-to-one coaching for individuals undertaking apprenticeships in their chosen industry area. Through regular meetings, employer and tutor appraisals, apprentices continue to benefit from a strong foundation to ensure success.																
Jersey Youth Service	% of school pupils aged 10-16 using Jersey Youth Service projects	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>33.5%</td> </tr> <tr> <td>2020</td> <td>30.8%</td> </tr> <tr> <td>2021</td> <td>30.9%</td> </tr> <tr> <td>2022</td> <td>34.2%</td> </tr> <tr> <td>2023</td> <td>35.2%</td> </tr> <tr> <td>2024</td> <td>35.7%</td> </tr> </tbody> </table>	Year	Percentage	2019	33.5%	2020	30.8%	2021	30.9%	2022	34.2%	2023	35.2%	2024	35.7%	Numerator: 2647	Red: <30%
			Year	Percentage														
2019	33.5%																	
2020	30.8%																	
2021	30.9%																	
2022	34.2%																	
2023	35.2%																	
2024	35.7%																	
			Denominator: 7416	Green: >33%														
		The Jersey Youth Service is extremely pleased to see the increase in attendance. This rise is a strong indicator that young people are eager to engage with the services offered.																

Definitions

Service	Measure	Numerator	Denominator
CAMHS	Average waiting time for routine CAMHS assessment (CAMHS generic), days	The total number of days between referral and assessment date for all assessments completed in the year for new routine (non-urgent) referrals to CAMHS generic (excluding Neuro developmental, Eating disorders and Early Intervention)	The number of completed routine generic assessment completed in the year
CAMHS	Average waiting time for CAMHS assessment (neurodevelopmental), weeks	The total number of weeks between referral and assessment for all ADHD and Autism (Neurodevelopmental) assessments completed in the year	The number of completed Neurodevelopmental assessments during the year
Children's Social Care	% Level of Need decision made by MASH within 24 hours of initial contact time	The number of contacts with MASH where the level of need decision was made within 24 hours	The number of contacts to MASH in the quarter
Children's Social Care	% re-referrals to Children's Social Care in 12 months	The number of re-referrals to Children's Social Care within 12 months	Total number of referrals to Children's Social Care during the year
Children's Social Care	% Child and Family Assessments completed within 45 days	The number of Child and Family assessments completed within 45 days	The total number of Child and Family assessments completed during the year
Children's Social Care	% of children who have a repeat Child Protection Plan in the last year	The number of children beginning a Child Protection Plan in the year with a previous Child Protection Plan in the previous 12 months	The total number of children beginning a Child Protection Plan in the year
Children's Social Care	% children who have been looked after for 2.5 years or more and have been in the same placement for 2 years (long term placement stability)	The number of children who have been looked after for at least 2.5 years that have been in the same placement for 2 years	The number of children who have been looked after for at least 2.5 years, at the end of the year
Children's Social Care	% Care Leavers in Education, Employment or Training	The number of care leavers (at year end) in Education, Employment or Training	The total number of care leavers (at year end)

Service	Measure	Numerator	Denominator
Children's Social Care	% Care Leavers living in suitable accommodation	The number of care leavers (at year end) in suitable accommodation, as defined by DfE	Total number of care leavers (at year end).
Early Help	% of children referred to Early Help by Children's Social Care who are allocated a lead worker	The number of children stepping down to Early Help from Children's Social Care who are allocated a lead worker during the year	The number of children stepping down to Early Help from Children's Social Care during the year
Education	Average rate of exclusions from school	Total number of exclusion instances in the previous three terms	Total number of pupils (source: Termly school census)
Education	% pupils persistently absent from school (i.e. missed 10% or more sessions)	Number of pupils in compulsory education with less than 90% attendance (using DfE methodology)	Number of pupils in compulsory education
Education	% of Reception children who attended Government schools achieving expected level of development	The number of Reception children in mainstream Government schools who achieved expected level of development, assessed across all Early Learning Goals	The number of pupils in Reception in mainstream Government schools at the time of the summer census
Education	% of pupils who attended Government of Jersey schools assessed as reaching age-related expectations in reading, writing and mathematics at end of KS1	The number of pupils in Government schools who are assessed as "Developing" and above in reading, writing and mathematics at end of KS1, using Teacher Assessments	The number of pupils at end of KS1 in mainstream Government schools according to the summer census
Education	% of pupils who attended Government of Jersey schools assessed as reaching age-related expectations in reading, writing and mathematics at end of KS2	The number of pupils in Government schools who are assessed as "Developing" and above in reading, writing and mathematics at end of KS2, using Teacher Assessments	The number of pupils at end of KS2 in mainstream Government schools according to the summer census
Education	% of pupils achieving an English and mathematics GCSE (or equivalent) – at grades 4 and above	The number of Year 11 pupils achieving an English and mathematics GCSE (or equivalent) – at grades 4 and above	The number of Year 11 pupils who took GCSEs during the calendar year.
Education	Average Point Score at Key Stage 5	Sum of the point score of all level 3 qualifications taken during KS5 study by pupils (age 16-18) who are deemed to have	Sum of the total size of all level 3 entries taken during KS5 study by pupils (age 16-18) who are deemed to

Service	Measure	Numerator	Denominator
		completed KS5 study (normally over 2 years, maximum 3 years)	have completed KS5 study (normally over 2 years, maximum 3 years)
Highlands	% of Highlands College graduates in employment, training or further study 2 months after finishing their course	The number of Highlands College students in employment, training or further study within 2 months of completing their studies (as recorded by Highlands college)	Number of full-time Highlands College students completing their programme of study during the year
Skills Jersey	% of students engaged in coaching and mentoring who achieve a positive destination	The total number of students leaving the skills coaching service with a positive destination recorded	The total number of students accessing the skills coaching service
Skills Jersey	% of apprentices who complete their apprenticeship	The number of individuals successfully completing their apprenticeship, as recorded by Skills Jersey, during the calendar year.	The number of individuals accessing Trackers apprentice programme, which refers to those accessing Government subsidy, during the calendar year.
Jersey Youth Service	% of school pupils aged 10-16 using Jersey Youth Service projects	The number of individuals that have accessed a Jersey Youth Service Project at least once during the calendar year.	Number of 10-16 years old pupils as at 1st of May (source: May school census)