

**CHILDREN, FAMILIES & EDUCATION - RESOURCES  
AND INFRASTRUCTURE POLICY OVERVIEW AND  
SCRUTINY COMMITTEE**

**Tuesday, 20th July, 2010**

**9.15 am**

**Council Chamber, Sessions House, County Hall,  
Maidstone**







## AGENDA

# CHILDREN, FAMILIES & EDUCATION - RESOURCES AND INFRASTRUCTURE POLICY OVERVIEW AND SCRUTINY COMMITTEE

**Tuesday, 20 July 2010 at 9.15 am**  
**Council Chamber, Sessions House,**  
**County Hall, Maidstone**

Ask for: **Christine Singh**  
Telephone: **01622 694334**

*Tea/coffee will be available before the meeting*

### Membership

- Conservative (11): Mr C J Capon (Chairman), Mr T Gates (Vice-Chairman), Mr D L Brazier, Mr R L H Long, TD, Mr R J Parry, Mr K Pugh, Mrs J A Rook, Mr K Smith, Mr B J Sweetland, Mr M Whiting and Mr R Tolputt
- Liberal Democrat (1): Mr M J Vye
- Church Representatives (3): The Reverend N Genders, The Reverend Canon J L Smith and Dr D Wadman
- Parent Governor (2): Mr B Critchley and Mr P Myers
- Teacher Advisers (6): Mr T Desmoyers-Davies, Mrs J Huckstep, Miss S Kemsley, Mr R Straker, Mr S Thompson and Mr J Walder

### UNRESTRICTED ITEMS

*(During these items the meeting is likely to be open to the public)*

#### Item No

Timings\*

#### **A COMMITTEE BUSINESS**

- A1 Substitutes 9.15 am
- A2 Declarations of Interests by Members in items on the Agenda for this meeting
- A3 Minutes of the meeting held on 15 April 2010 (Pages 1 - 12)

#### **B ITEMS FOR DISCUSSION**

- B1 Deputy Cabinet Member and Service Directors' - Verbal Update 9.20-9.45 am  
(Pages 13 - 24)  
*(Including an update from Grahame Ward following the government's announcements regarding the Building Schools for the Future (BSF) Programme)*

B2	Restructure of the CFE Directorate (Pages 25 - 68)	9.45-10.15 am
B3	CFE Financial Outturn and Unit Operating Plan Outturn for 2009/10 (Pages 69 - 96)	10.15-10.30 am
B4	New Acadamies and Free Schools Proposals and the broader emerging Government agenda for Schools Reform (Pages 97 - 120)	10.30-11.30 am
B5	Special Educational Needs Transport-Informal Member Group (Pages 121 - 122)	11.30-11.40 am
B6	Admissions (Pages 123 - 126)	11.40-12.15 pm
B7	Sustainability and Climate Change Update (Pages 127 - 134)	12.15-12.30 pm
<b>C SELECT COMMITTEE WORK</b>		
C1	Select Committee Update (Pages 135 - 136)	12.30-12.40 pm

### **EXEMPT ITEMS**

*(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)*

*\*All timings are approximate*

Peter Sass  
Head of Democratic Services and Local Leadership  
(01622) 694002

**Monday, 12 July 2010**

*Please note that any background documents referred to in the accompanying papers maybe inspected by arrangement with the officer responsible for preparing the relevant report.*

**KENT COUNTY COUNCIL**

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**CHILDREN, FAMILIES & EDUCATION - RESOURCES AND  
INFRASTRUCTURE POLICY OVERVIEW AND SCRUTINY  
COMMITTEE**

MINUTES of a meeting of the Children, Families & Education - Resources and Infrastructure Policy Overview and Scrutiny Committee held at Darent Room, Sessions House, County Hall, Maidstone on Thursday, 15th April, 2010.

PRESENT: Mr C J Capon (Chairman), Mr T Gates (Vice-Chairman), Mr D L Brazier, Mr R L H Long, TD, Mrs J A Rook, Mr K Smith, Mr M J Vye, Mr M Whiting and Mr R Tolputt

CHURCH REPRESENTATIVES: The Reverend N Genders and  
The Reverend Canon J L Smith

PARENT GOVERNORS: Mr B Critchley and Mr P Myers

TEACHER ADVISERS: Miss S Kemsley

PRESENT: Mr G Cooke, Deputy Lead Member, Resources, Capital Programme and Infrastructure

IN ATTENDANCE: Mr K Abbott (Director Resources and Planning Group), Mr G Ward (Director, Capital and Infrastructure Group), Mrs J Wainwright (Director Commissioning (Specialist Services)), Ms A Agyepong (Equalities and Diversity Manager) and Mrs C A Singh (Democratic Services Officer)

**UNRESTRICTED ITEMS**

**21. Membership**  
(Item A1)

RESOLVED that Mr M J Vye had replaced Mr I S Chittenden as a member of this Committee and that Mr B Critchley had been appointed as a Parent Governor Representative be noted

**22. Declarations of Interests by Members in items on the Agenda for this meeting**  
(Item A3)

Mr M J Whiting declared an interest in Item B6 as his employer was a sponsor of the Spires Academy, Sturry, Canterbury. Mr Long made a declaration of interest in Item B1 as a Director of the Integrated Services Programme.

**23. Minutes - 19 November 2009**  
(Item A4)

RESOLVED that the Minutes of the meeting held on 19 November 2009 are correctly recorded and that they be signed by the Chairman.

## **24. Financial Monitoring Report**

*(Item B1)*

*(Report by Mr K Abbott, Director, Resources and Planning Group and Mr G Ward, Director, Capital and Infrastructure Group)*

(1) The Committee considered the fifth report on the forecast outturn against budget for the Children Families and Education (CFE) Directorate for 2009/10 financial year, which was based on the third full quarterly monitoring report that had been presented to the Cabinet on 29 March 2010.

(2) The Chairman asked Mr Abbott and Mr Ward to introduce the report.

(3) Mr Abbott highlighted the key issues in the revenue budget, which included that the Directorate predicted an underspend of £2,001k (excluding Schools and Asylum), which was a movement of £1m since in the last report to the Committee. The two key factors for this was; SEN Transport where a lot of transport runs were cancelled due to the prolonged period of heavy snow, and the impact of the contract negotiations being carried out by the Passenger Transportation Unit. There was an increase in the underspend of over £½m, which reflected the continuing difficulty to recruit Social Workers. Although the Asylum funding was not reflected in the £2m underspend of the Directorate there was the significant change on the position of Asylum funding. The forecast shortfall had been reduced by just over £1m, which was a direct result of the conclusions in the negotiations with the UK Border Agency (UKBA). UKBA had agreed to payback £2.3m, in respect of the additional costs incurred in 2008/9/10, half of that was reflected in the 2009/10 financial year was now reflected in the forecast. He concluded that the final figures for the schools reserves would be submitted to the Committee in the Summer.

(4) Mr Ward then spoke on the key aspects reflected in the capital budget advising that the figures reflected the position statement at the end of December 2009. The figures also reflected the cash limit adjustments that were made as part of the County Council Budget, which left a figure that suggested a £99k overspend on the capital programme, which was covered by the revenue contribution, this did mask the previous levels of slippage which had been adjusted as it moved along the formal approval process for the new capital programme. One of the challenges now until the end of the year was the impact of the adverse weather and what it had done to a significant number of the building schemes, whilst special schools were being rolled out the delay had caused in slippage in expenditure but more challenging the impact it had on planned openings of schools. He advised that colleagues in Corporate Property and some schools had to work through new time lines to ensure the schools could open at the start of the academic new year.

(5) Members were given the opportunity to ask questions and make comments which included the following:

(6) In response to questions by Mr Tolputt, Mr Abbott advised that; the figure of £6m was the forecast of the reserves that schools would be spending for projects etc. If any funding was clawed back from schools it had to be used for the benefit of the schools and not for use by the County Council. In response to the second question, Mr Abbott stated that there had been no Social worker posts held vacant. There had been some success with international recruitment but the reality was that

as fast as there was recruitment; Social Workers were leaving for new posts elsewhere. The County Council had also made a clear decision to put in additional funding to recruit Social Workers but KCC, like other local authorities were having great difficulties in recruiting Social Workers. He added that the restructuring of the Directorate had no impact on this issue as one of the clear positions that had been adopted was that front line posts would be protected. With reference to the Looked After Children figures rising in Kent, Mr Abbott agreed to come back to Members with further information advising that the issue was being pursued with the government and that Mrs Turner, Managing Director, would be speaking to her counterparts in the region to tackle the issue.

(7) In reply to a question by Mr Vye, Mr Abbott advised that in terms of the deficits the report referred to all schools, it was the case that when the accounts closed a few schools tipped into deficit usually because their cash flow calculations were incorrect, those would be dealt with by a telephone call. Mr Abbott said that only once had a school been issued with a notice of concern, where there were concerns regarding their deficit and in the past delegation had been withdrawn from schools but this was very rare. The process was about working closely with the school on an individual basis to agree a recovery plan.

(8) In response to a question by Mr Vye, Mr Abbott said that when preparing the 2010/11 budget he would look to colleagues in the Passenger and Transport Unit and those in Special Educational Needs for an indication of the funding needed for SEN transport. There should be sufficient funding in the budget now but this would be addressed in the first monitoring report of the new financial year on whether the forecasts were genuine.

(9) In reply to a question by Mr Vye regarding the pressures on the Learning Group, Mr Abbott advised that the report reflected the pressures on the Advisory Service. The smaller pressures had been addressed in the budget. He felt that for the future the pressures and demands from schools would not disappear but it was clear there was a national drive for schools to start working collaboratively and looking for solutions. Even with £6m coming out of schools from reserves, their spending plans were just closing; schools would still have £45m in the bank in revenue budgets. There was a need to look at the schools reserves to put in support where schools had been struggling with their spending plans, he suggested this could be carried out through getting the governors and Headteachers to reprioritise and spending their own money on things that in the past the LEA had picked up on occasion. The Governors and Headteachers needed to be aware that there would be less money in the future and the LEA would not be able to carry on funding things it had done in the past.

(10) In reply to a question by Mr Myers, Mr Ward advised that the appointment of the SEN transport contractors was not driven by budget constraints; the Informal Member Group for SEN Transport had been looking at this issue and would be addressed in Item B5 on the agenda. The LEA was aware of its responsibilities and the challenges of being aware of the complete variation of needs for young people that go to special schools.

(11) In response to a question by Mr Smith, Mr Cooke said that it was the role of this Committee to scrutinise the budgets of Children, Families and Education Directorate and that it would not be possible to have individual Informal Member Groups for each of the three Policy Overview and Scrutiny Committees (POSCs)

with the Directors. Mrs Rook suggested that Budget IMG that looked at the budget in November 2009 worked well.

(12) The Chairman sought the Committees agreement to a Budget IMG being set up with a membership of 6 (2,2,2) by each of the three POSC Chairmen nominating 2 Members from their Committee. The Committee agreed this without a vote.

(13) In reply to a question by Mr Whiting, Mr Abbott agreed to report back to Mr Whiting and Members of the Committee in writing regarding the graph for the position on SEN Home to School Transport in relation to the underspend.

(14) In response to questions by Miss Kemsley, Mr Cooke advised that the Children's Champions Board and its parent Committee the Vulnerable Children and Partnerships Policy Overview and Scrutiny Committee monitored the numbers of children placed in Kent by other local authorities. It was a significant issue. There was a shift that was being seen due to the 25 mile rule [children allowed to be placed no further than 25 miles from their home], with a large number of London Boroughs placing children in Kent and a shift of placements from the Thanet area to the Sittingbourne area. A number of the children were with independent fostering agencies too. Mr Abbott advised that KCC was not able to make money from the placements. This was an historic issue with the London Boroughs in particular as their funding per child was much higher than the shire authorities, they had actively recruited to Thanet but that had now changed because of the mileage limits. He added that the London Authorities were able to pay more than KCC could, which was a contributing factor in KCC's difficulty in recruiting foster carers.

(15) Mr Long made a declaration of interest as a Director of the Integrated Services Programme, which was one of the largest independent fostering providers in Kent. He felt that some social problems did occur by placing children directly or indirectly in Kent he felt that the issues were often overstated. He stated that the cost of the placement of children was borne by the placing authorities they paid fees to independent organisations who then paid foster carers, schools carers, and social workers etc who cared for the children. Children placed with those carers were often less of a burden. Kent social worker only became involved if there were allegations against people involved in the care, which was rare. He concluded that the situation would not change soon as there were experienced people in the present economic climate who were in a position to carry out this type of care.

(16) The Chairman paid tribute to Mr Abbott and Mr Ward and their Teams for the detailed budget reports they produce.

(17) RESOLVED that:

- (a) the responses to comments and questions by Members be noted,
- (b) the Scrutiny Board be requested to endorse a CFE Budget IMG being set up with a membership of 6 (2,2,2) by each of the three CFE POSC Chairmen nominating 2 Members from their Committee;
- (c) the requests for further information be carried out; and
- (d) the projected outturn figures for the CFE Directorate as at the third full quarterly monitoring report be noted.



## **25. Deputy Cabinet Member and Service Directors' Update** *(Item B2)*

*(Verbal report by Mr G Cooke, Deputy Cabinet Member, Resources Capital Programme and Infrastructure, Mr K Abbott, Director, Resources and Planning Group and Mr G Ward, Director, Capital and Infrastructure Group)*

(1) The Chairman asked Mr Cooke to give his verbal update. Mr Cooke advised the Committee of the visits he and the other Deputy Cabinet Members had made to various Kent primary and secondary schools, including schools that were part of the Building Schools for the Future (BSF), moving into special measures or struggling. He stated that he had visited primary schools that had a great need but with a limited primary capital programme. He felt that there was a missed opportunity as there seemed to be an unlimited resource in BSF. The work of BSF was understood but the work with children began with early years and at primary school, through the quality of the teachers. He took the opportunity to advise that Ms Andrea Chapman Headteacher of Lydd Primary School had been reinstated. The Committee agreed that a letter being sent to Ms Chapman regarding her reinstatement.

(2) Mr Cooke then spoke on school admissions and advised that 94% of primary and secondary school children had been offered a school of their choice and 80% were going to their first school of choice.

(3) Mr Abbott referred to the three Department of Children, Schools and Families (DCSF) publications that were published in March 2010 for consultation, in particular publication 1 - School Funding and publication 2 - The Distribution of School Funding, which he felt would be tricky to respond to as the closing date for comments was a month after the date of the general election and he felt that the outcome of the general election would effect what was in some of the proposals. He stated that there was more concern with the consultation on the Distribution of School Funding as the DCSF was looking to change the methodology and how it effectively distributed the Dedicated Schools Grant (DSG) between the English local authorities at the same time looking to no longer allocate specific grants and mainstreaming them by taking the grants and adding them into the DSG so that there was more flexibility in spending the money and less ring fencing. This authority had always pushed for this but there was concern about the national redistribution of schools funding that happened at the same time as mainstream specific grants as Kent schools always lost out on both counts in terms of the national distribution as they tended to move away from the South and South East and if the specific grants were included they would be caught up in this process. This would be closely monitored. Mr Abbott added that the papers set out the five key items that the DCSF wanted to base the distribution on, there was no indication in the proposals as to the proportion that those five elements made up the distribution, so it would be difficult to gauge a response.

(4) Mr Abbott concluded that the third consultation from the DCSF was the Management of Schools Surplus Balances, which seemed to be in line with what KCC was already doing. One issue that may raise concerns with schools was the challenging of school reserves. The guidance now said "...if a school was looking to have reserves bigger than the threshold ie over 5% or 8% the LEA should

challenge the whole reserve". This would be discussed with the Funding Forum in May 2010.

(5) Members were given the opportunity to make comments and ask questions which included the following:

(6) In response to a question by Mrs Rook, Mr Abbott advised that the government had stated that where local authorities were not seen to act on excessive school reserves it would legislate; it currently stood at £2 billion nationally in school reserves. The government gave local authorities more scope to act; KCC was one of the minority authorities to claw back money from school reserves and had made it clear that money was to be spent on children today. The school reserves had been considerably reduced in the past 2 years.

(7) Mr Ward then introduced the Capital Programme and Infrastructure portfolio highlighting key issues that included; that 80% of admission applications were now being made on line as opposed to 15% last year, which had made the process easier. On 30 March 2010 the Building Schools for the Future (BSF) outline business case funding was approved. The funding was estimated at £250m. There had also been recent approval to the outline business case for Skinners' Kent Academy, Tunbridge Wells, allowing the process to begin with approving the contractor and that contractor would then gain access to the next six Academies. Ten schools were already under construction.

(8) Mr Ward advised Members that the Capital Programme was approved on 10 February 2010 but the main uncertainty was that the funding physically stopped on 31 March 2011. The funding for 2011 was not yet known but various scenarios were being worked on i.e. what would happen if we received 40% less. There would also be new challenges as the funding had previously been budgeted over 3 years.

(9) In reply to a question by Mr Vye, Mr Cooke advised that the Kent Test was not a mechanism of pass or fail but a streaming mechanism, where the pass mark varied from year to year. He understood that the pass mark was pitched at streaming 20% of the pupils, but reminded Members that it was critical to note that affecting the overall percentage of children that went to grammar school was the appeals process which included; the schools, parents and secondary Headteachers. He felt that there would be no benefit in having separate pass marks for the Kent Test between the East and West of Kent. Overall there needed to be sufficient grammar school places for the children in Kent. There was an issue of some children from out of county attending grammar school places and there were a number of rulings that needed to be looked at including the Greenwich ruling. The Greenwich ruling would allow the authority to draw parish boundaries around schools. He reminded Members that most schools in the County had their own school admissions policy, which the LEA had no authority to demand who the school admitted that was the judgement of the Headteacher and Governors. He felt that it would not be the direction to pursue but there was an option to appeal to the Adjudicator.

(10) In response to Mr Vye's request, Mr Cooke agreed to a report being presented to the next meeting of the Policy Overview and Scrutiny Committee giving details of the percentage pass figures for grammar schools throughout the County.

(11) In reply to a question by Mr Horne, Mr Ward advised that the outline business case had been agreed and the funding had been released by the Partnership for Schools and Treasury for the Skinners' Kent Academy, Tunbridge Wells. The only obstacle to stop it from being built would be KCC's inability to arrive at a satisfactory agreement with a contractor, which would not happen and the school would be delivered.

(12) In response to follow up questions by Mr Horne, Mr Abbott advised that once the Skinners' Kent Academy was established, funding would be received by them directly via The Young People's Learning Agency (YPLA) one of the new agencies that had replaced the Learning Skills Council that handled the funding on behalf of the Department of Children, Schools and Families.

(13) In response to questions by Mrs Rook, Mr Ward stated that KCC would continue to lobby government about the funding for BSF being extended to be used for the benefit of not just buildings but providing excellent teaching etc. There was national recognition that as we moved forward there was a need to be far more joined up both across the programmes and across individual directorates of the authority and what was happening within Total Place but also in the linkages with District Councils where there had been some success. He gave the example of the new BSF scheme in Herne Bay High School where KCC was integrating some investment from Canterbury City Council for the replacement of some of the leisure facilities. Mr Ward commented that he felt school admissions was functioning well and that the chances of there being zero percent of school places being allocated by the local authority was slim, unless the schools were able to run with 20% vacancies and were expanded, virtually all children could be placed. Referring back to teaching and learning he stated that another challenge in schools was the effect of the change in the quality of the Headteacher and a change in the senior management team which had an affect on parents choosing a school.

(14) RESOLVED that:

- (a) a report be submitted to the next meeting of this Committee giving details of the percentage pass figures for grammar schools throughout the County; and
- (b) the responses to Members questions and comments on the verbal updates be noted.

## **26. Home to School Transport**

*(Item B3)*

*(Report by Mr G Ward, Director of Capital Programme & Infrastructure, Mr K Abbott, Director of Resources & Planning and Mrs S Hohler, Cabinet Member for Children, Families & Education)*

(1) Members received a report produced in response to a request for a factual overview of the CFE Directorate's transport budget, excluding the Special Educational Needs (SEN) transport provision, which was being reviewed by the Informal Member Group for SEN Transport established by this Policy Overview and Scrutiny Committee.

(2) Members of the Committee were given the opportunity to make comments and ask questions which included the following:

(3) In response to a question by Mr Vye, Mr Ward advised that there were figures available on children from low income families, which he would provide to the Committee outside the meeting.

(4) In reply to a question by the Chairman, Mr Abbott advised that the number of children with freedom passes had made a saving of £1m against the mainstream budget, which was built into the budget last September 2009.

(5) RESOLVED that:

(a) the figures available on children from low income families be forwarded to the Committee; and

(b) the responses to questions and comments by Members and the report be noted.

## **27. CFE Strategic Action Plan for Equalities**

*(Item B4)*

*(Mrs J Wainwright, Director, Commissioning and Partnerships, Mrs R Turner, Managing Director, and Mrs S Hohler, Cabinet Member for Children, Families & Education)*

*(Mrs A Agyepong, Equality & Diversity Manager and Mrs J Wainwright, Director, Commissioning and Partnerships were present for this item)*

(1) The Committee discussed a report that outlined the aims of an updated draft Equality and Diversity Strategic Action Plan 2010-2013.

(2) The Chairman asked that Mrs Wainwright introduce the report. Mrs Wainwright explained that it was important that this report was produced and before Members now as KCC was committed to equalities and diversity and there was a need for a Strategy to plan and implement the work across the Directorate. Reports of this kind were also essential in the inspections that apply across the County Council and as part of the Comprehensive Area Assessment and other inspection processes. KCC had made a commitment to achieve excellence, under the Equality Framework for Local Government during 2011, a higher rating than currently held across the County Council. The Children, Families and Education Directorate was working toward providing the necessary environment to achieve excellence. The report gave a series of examples and a strategic action plan over a number of years on how this would be achieved.

(3) Mrs Agyepong highlighted the five key areas of performance within the strategic action plan and gave examples of work being carried out in those areas as follows:

- Knowing your community and equality mapping;

- Place shaping leadership, partnership and organisational commitment;
- Community engagement and satisfaction;
- Responsive services and customer care;
- Modern and Diverse Workforce.

(4) Members were given the opportunity to ask questions and make comments which included the following:

(5) In response to questions by Mr Critchley, Mrs Agyepong advised that measuring best practise would be carried out by looking across KCC and across several partners to see how new ways of working were being developed, which could then be implemented across the County. She gave the example of colleagues based in a Children's Centre in Ashford who were developing a framework for questions that needed to be asked for children who came from families where English was a second language as they began to enter the education system. They had been doing this piece of work just for their Centre and had not thought about other parts of Kent that were experiencing the same issue that they could share that practise to produce good outcomes for the children. Mrs Agyepong said that she had worked with them to pull the framework together and linked them back to the Early Years Team so that once this was piloted the practise could be shared more widely and the impact it had measured.

(6) Mrs Agyepong said that work was being undertaken to look at the Customer Impact Assessments to ensure that the people who needed our services could access them taking into account the equality measure.

(7) In response to a question by Mr Vye, Mr Abbott stated that for future meetings the finance report could highlight the budget that underpinned the work on the Equalities and Diversity Strategic Action Plan for the Children, Families and Education Directorate.

(8) Members commented that future reports should have less jargon and contain examples of how the aims would be achieved and the required resources to explain how, for the Committee to keep equalities at the heart of its agenda. Mrs Wainwright said that this area was not an exact science. She explained giving the example ... "To continue to expand the mechanism used to engage the community in policy and service development and evaluation would be carried out through local working, engaging groups that might be around Children's Centres by talking to; parents, professionals in those Centres and asking them questions such as what they thought about our current policy?, what they felt could be done better?, and were there particular problems in their area? If a number of people came up with the same thoughts those would be embedded into practise". Mr Cooke felt that the outcomes that could be measured were not dependant on this; the measures in the report were complimentary measures that supported other programmes that were within the Committees remit, eg Not in Education Employment or Training (NEET). Mrs Agyepong said that she was clear about the strategic objectives which would be put forward in an action plan. She gave the example of knowing the groups that were being consulted at present but there being a need for clarity on why those groups were being consulted and not others and how other groups in communities could be reached to consult with to inform services. Mrs Agyepong agreed to reword the report to include outcomes.

(9) RESOLVED that:

- (a) the responses to Members comments and questions be noted;
- (b) agreement be given to the covering report being reworded to make the outcomes clearer by giving examples;
- (c) that future finance reports highlight the budget that underpinned the work on the Equalities and Diversity Strategic Action Plan for the CFE Directorate be noted;
- (d) agreement be given to the new strategic approach to Equality and Diversity within the Children Families and Education Directorate; and
- (e) the Committee received regular reports of activity against the Equality and Diversity Strategic Action Plan 2010 to 2013 be noted.

**28. Informal Member Group on SEN Transport - Verbal Update**  
*(Item B5)*

*(Verbal update by Mr G Ward, Director of Capital and Infrastructure Group)*

*(Mr G Horne, MBE, Chairman of Informal Member Group for Special Educational Needs Transport (IMG SEN) was also present for this item)*

(1) The Chairman asked Mr Ward to begin with his presentation to the Committee. Mr Ward advised the Committee of the work that had been carried out by the IMG, which included interviewing Mr Harlock, Commercial Services Director on contract letting and Mr Myers, Parent Governor Representative on the Children, Families and Education Policy Overview and Scrutiny Committees and the parent of a child attending Valence School, Westerham. The IMG had also been looking into a scheme run by Manchester City Council for independence training as an alternative to a child with Special Educational Needs being taxied to and from school and problems arising when the child left education and was not as independent as they could be. Three officers from KCC were presently visiting Manchester City Council to speak with parents and officers on how the scheme was working. The outcome of this visit would be reported at the next meeting.

(2) The IMG was also making enquires on schools that arranged their own school transport contract such as Goldwyn Special School, which seemed to produce a consistent service through having the same drivers and escorts, which from the evidence seemed to improve attendance and attainment, and whether this would be an option for other special schools. Mr Tolputt added that another advantage of the schools arranging their own transport was the pupils would not be restricted by time, under the constraints of taxis, allowing them in attending after school activities.

(3) Mr Horne added that the IMG had agreed to observe the transport arriving at a special school to see the transport requirements in practical terms. He felt that the review was not about saving money it was to ensure that the right support was in place by looking at all the options, giving young people with a disability their rightful share of educational opportunities.

(4) Mr Critchely requested that the time of transition of contracts be specifically looked at as there had been serious issues that had occurred during the times of transition which could have been thought about within the contract eg knowing the routes. Mr Ward said that this was noted and would form part of future contract renewals.

(5) In response to a question by Mr Whiting, Mr Cooke advised that there was an ongoing Special Schools Review, which looked to ensure that the appropriate provision was made for children with special needs. The IMG was set up to look at the budget for SEN Transport and whether there were ways of, whilst maintaining the service, making savings. There were issues that had been drawn out by the IMG including supporting independence, which could have implications for the whole Council.

(6) RESOLVED that:

- (a) the responses to comments and questions made by Members be noted;
- (b) the continuity of travel arrangements during the transition period of SEN transport contracts form part of the future contract renewals;
- (c) a progress report by the Informal Member Group for SEN Transport be submitted to the next meeting of this Committee; and
- (d) the verbal report be noted.

## **29. Future visits to Building Schools for the Future sites and Academies- Verbal report**

*(Item B6)*

*(Verbal update by Mr G Ward, Director, Capital and Infrastructure Group)*

(1) Mr Ward remind Members that at the last meeting there was a discussion where Members had indicated that they wished to visits some of the new schools facilities. He urged the Committee when arranging a schedule of visits to have a cross section of schools not just those in the Building Schools for the Future Programme.

(2) The Chairman suggested, and the Committee agreed to, the Deputy Cabinet Member and the Chairman drawing up a list of schools for the Committee to visit.

(3) In response to comments by Mrs Rook and Mr Smith, Mr Ward felt that the visits were necessary as a lot of funding had been committed to schools and Members needed to be clear about what they wanted, had been delivered. The Chairman said that Mrs Rook and Mr Smith had made valued comments as resources needed to be considered and duplication of visits with other Policy Overview and Scrutiny Committees avoided when arranging the visits. He envisaged that the list of schools would be short and varied to give Members comparisons throughout Kent.

(4) RESOLVED that:

- (a) the Chairman and the Deputy Cabinet Member draw up a list of schools for the Committee to visit be noted; and
- (b) the responses to comments and question by Members and the verbal report be noted.

**30. Select Committee - Update**  
*(Item C1)*

*(Report by Mr P Wickenden, Overview, Scrutiny and Localism Manager)*

(1) The Committee considered a report that detailed the progress to establish the Select Committee on Extended Services and sought suggestions for future reviews to be included on the Select Committee Topic Review Programme during the period of November 2010 and January 2011.

(2) RESOLVED that:

- (a) suggestions for Select Committee Topic Reviews be forwarded to the Democratic Services Officer; and
- (b) the report be noted.



By: Gary Cooke, Deputy Cabinet Member Resources,  
Capital Programme & Infrastructure  
Keith Abbott, Director of Resources and Planning  
Grahame Ward, Director of Capital Programme and  
Infrastructure

To: Resources and Infrastructure Children, Families &  
Education Policy Overview Committee

Date: 20 July 2010

Subject: **Deputy Cabinet Member and Service Directors' Verbal  
Update**

Classification: Unrestricted

**1. Deputy Cabinet Member's Verbal Update will include:**

**(1) Building Schools for the Future (BSF)/Academies**

Members will be aware of what has been announced by the government and they will hopefully have read the press statement that the Leader released together with the letter and attachments that the Cabinet Member and I circulated. The stopping of BSF has major implications not only for Wave 4, but Members should be aware of the impact this has on a number of Special Schools.

**(2) In-Year Savings / Budget**

CFE has made a substantial contribution to the in-year savings that were required of Kent County Council. We thought we had met our obligations when we produced initial savings of £6.2 million, however we were then faced with a further requirement of £1.5 million resulting from savings that the Department for Education (DfE) transferred back to the Local Authorities. Additionally we have had two tranches of further savings that totalled £2.7 million.

To date we have delivered in-year savings of £10.4 million and to date have accomplished this without recourse to schools' budgets, thereby protecting frontline services.

**(3) Forward Looking Budget / Prioritisation**

Will present a verbal report that will outline some of the challenges that lie ahead and how important it will be to prioritise services. There are going to have to be some extremely difficult decisions taken.

**(4) School Visits**

Verbal update on schools visited and issues being raised.

## **(5) Kent School Honours**

Congratulations go to:

- Helen Tait, Head teacher at Sandgate Primary School and Folkestone Academy who received a CBE for services to education in Kent
- Michael Stevens, Chair of Governors, Oakwood Park Grammar School, Maidstone, who received an MBE for voluntary service to education

## **2. Service Directors' Verbal Update will include:**

The update from Grahame Ward (Director of Capital Programme and Infrastructure Group) and Keith Abbott (Director of Resources and Planning Group) will include the following key points:

### **(1) Building Schools for the Future and Academies Programme:**

Update on the position in light of the recent government announcement. The aim of this item will be to provide a clearer context to the announcement and share understanding so far of the ways forward.

### **(2) Health and Safety**

Update on the issues that were mentioned at the last meeting.

### **(3) In-year budget savings:**

Detail on the four separate sets of in-year budget savings announced by the DfE, which total in excess of £10m.

**Sarah Hohler and Gary Cooke – Cabinet Member and  
Deputy Cabinet Member for Children, Families and Education**

All County Councillors  
C/O Members Desk  
Sessions House  
County Hall  
Maidstone  
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Direct Dial/Ext: (01622) 694157  
E-Mail: sarah.hohler@kent.gov.uk  
Ask For: Mrs Sarah Hohler  
Date: 7<sup>th</sup> July 2010

Dear Colleague

By now you will see the press release that the Leader has released in relation to the disappointing news from Michael Gove about both our BSF and Academies Programme.

We find ourselves in the position that all of the schools in Wave 4, 5 and 6 have been "stopped" and 8 academies are now "under discussion" raising doubts as to their individual futures.

We will be continually reviewing the situation as more information hopefully becomes available and what we have will be shared with members as soon as is practical. Our initial response to Monday's events has been to take action to prevent what may now be unnecessary expenditure on the BSF programme, both in terms of the use of consultants and also in terms of site acquisition plans.

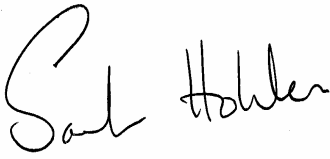
The stopping of Wave 4 is perhaps the most disappointing and surprising element of the announcement as it leaves us with the position where half of the schools in both Gravesham and Thanet will have been rebuilt or significantly re-modelled whilst the other half are now, at best, on hold pending the review by the group of "experts" appointed.

We are attaching a copy of the letter from Michael Gove to Katherine Kerswell together with a schedule of all the schools affected. We all share the Leader's disappointment in this news especially in relation to those schools within Wave 4.

There is, however, a glimmer of hope in that Michael Gove has also clearly stated that his announcement does not signal the end of investment in our schools. We need to do all that we can collectively to ensure that Kent remains at the forefront of future investment to best serve the interests of our Kent School Community covering all pupils, teachers, schools, and parents.

Finally, on a separate matter, we have also attached to this letter an update from Rosalind Turner on the Children, Families and Education Restructure.

Yours sincerely

A handwritten signature in black ink that reads "Sarah Hohler". The letters are cursive and fluid.

**Sarah Hohler**  
Cabinet Member for Children, Families  
and Education

A handwritten signature in black ink that reads "Gary Cooke". The signature is highly stylized and cursive.

**Gary Cooke**  
Deputy Cabinet Member for Children, Families  
and Education

**Enclosures:**

- Letter from Michael Gove to Katherine Kerswell
- A schedule of all the Kent schools affected
- A letter from Rosalind Turner about the CFE Restructure

## Kent

Cornwallis Academy	Unaffected
Isle of Sheppey Academy	Academy - for discussion
Dover Christ Church Academy (Kent 15)	Academy - for discussion
Longfield Academy	Unaffected
Marsh Academy	Unaffected
New Line Learning Academy	Unaffected
Skinner's Kent Academy	Academy - for discussion
Spires Academy	Unaffected
The Astor of Hever Community School	Academy - for discussion
The Duke of York's Royal Military School	Academy - for discussion
The John Wallis C of E Academy Ashford	Academy - for discussion
The Knole Academy	Academy - for discussion
Wilmington Enterprise College	Academy - for discussion
Charles Dickens	Open (04/2010)
Dane Court	Open (01/2010)
Ifield	Open (03/2008)
Northfleet School for Girls	Open (09/2009)
St George CoE	Open (07/2009)
Whitstable	Open (01/2010)
Abbey School	Stopped
Astor High School	Stopped
Borden Grammar School	Stopped
Brockhill Park Performing Arts College	Stopped
Castle Community College	Stopped - PFI
Challenger Centre PRU	Stopped
Chatham House Grammar	Stopped
Clarendon House Grammar	Stopped
Dover Grammar School for Boys	Stopped - PFI
Dover Grammar School for Girls	Stopped - PFI
Foreland School	Stopped
Fulston Manor School	Stopped
Gravesend Boys Grammar	Stopped - PFI
Gravesend Girls Grammar	Stopped
Grovesnor House PRU	Stopped
Hartsdown Tech	Stopped - PFI
Hereson	Stopped
Highview School (Special)	Stopped
Laleham	Stopped
Meopham	Stopped
Northwood Centre PRU	Stopped
Pent Valley School	Stopped - PFI
Portal	Stopped
Queen Elizabeth Grammar School	Stopped
Sandwich Technology School	Stopped
Sir Roger Manwood's School	Stopped
Sittingbourne Community College	Stopped
St Edmund's Catholic School	Stopped
St Georges C of E School, Gravesend	Stopped
St. Anthony's	Stopped
Stone Bay School	Stopped
The Folkestone School for Girls	Stopped
The Harvery Grammar School	Stopped
Ursuline College	Stopped
Walmer Science College	Stopped - PFI
Westlands School	Stopped
Herne Bay High School	Unaffected
King Elthbert including Portal House	Unaffected
Northfleet Technology College	Unaffected - PFI
St Johns	Unaffected - PFI
Thamesview	Unaffected - PFI

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# Kent County Council News Release

Ref No: 268/10

6 July 2010

## **Surprise and disappointment at Building Schools for the Future announcement**

Paul Carter, the Leader of Kent County Council, has spoken of his surprise and disappointment at Michael Gove's announcement in the House of Commons that the Building Schools for the Future programme has been stopped, as well as putting a number of new academies 'under discussion'.

Paul Carter said:

"I have been surprised and disappointed by the scale of the announcement, which brings to an end the Building Schools for the Future programme for 40 secondary schools and means significant uncertainty for eight new academies. I am enormously disappointed for these schools, teachers, pupils and parents which will not see new schools built."

Kent had the largest Building Schools for the Future programme in the country and had been at the forefront of building new academies. The announcement will come as an enormous shock to the 48 secondary schools (40 secondary schools and eight academies), including pupil referral units and special schools, in the county that would have benefited from being substantially rebuilt or refurbished.

To date, 11 secondary schools have been, or are in the process of being, rebuilt and seven new academies have been completed or are underway. Kent County Council has overseen in the region of £400million of public money spent on new and refurbished schools.

Mr Carter added:

"We have played by the rules with the Labour government, being successful in attracting significant government funds into education in Kent. We must now work with the coalition government to help them bring the public finances of this country under control. At the same time, we will work with them to make sure Kent receives as much as possible from a more limited capital programme to improve school facilities across the county.

"I appreciate that all those involved in the project, from headteachers to contractors, will also be disappointed. We need time to take stock of our position and reflect on the announcement. I would like to see all the people involved coming together to talk about innovative ways of revitalising secondary schools. We stand ready to offer any assistance to the government's review panel."

Mr Carter said there was hope in George Osborne's emergency budget speech last month.

Mr Osborne said:

"Well-judged capital spending by government can help provide the new infrastructure our economy needs to compete in the modern world. It supports the transport links we need to trade our goods, the equipment we need to defend our country, and the facilities we need to provide quality public services."

Building Schools for the Future was launched by the previous government in 2003. The aim of the £55billion government programme was to rebuild or renew every secondary school in England. Kent was expected to benefit from £1.8billion worth of investment for new schools.

...ends...

### **Notes to Editors:**

The following schools have been rebuilt or are under construction. All these schools will be completed:

- Charles Dickens School, Broadstairs
- Community College Whitstable, Whitstable
- Dane Court Grammar School, Broadstairs
- Herne Bay High School, Herne Bay
- The Ifield School, Gravesend
  - The Ifield School was rebuilt as part of Kent's Special School Review, but is funded through Building Schools for the Future. The school is also receiving the ICT Managed Service provided by Kent's ICT Partner, Northgate Education.
- King Ethelbert School, Birchington
- Northfleet School for Girls, Gravesend
- Northfleet Technology College, Gravesend
- St George's CE Foundation School, Broadstairs
- St John's Catholic Comprehensive School, Gravesend
- Thamesview School, Gravesend

(Cornwallis Academy, Maidstone; Longfield Academy, Dartford; Marsh Academy, Romney Marsh; New Line Learning Academy, Maidstone and Spires Academy, Canterbury are unaffected and building work will be completed).

The following schools will be reviewed on a school by school basis:

- Dover Christ Church Academy
- Isle of Sheppey Academy
- Skinners Kent Academy, Tunbridge Wells
- The Astor of Hever Community School, Maidstone
- The Duke of York's Royal Military School, Dover
- The John Wallis C of E Academy Ashford
- The Knole Academy, Sevenoaks
- Wilmington Enterprise College, Dartford



The following schools have been stopped:

- Abbey School, Faversham
- Astor High School, Dover
- Borden Grammar School, Sittingbourne
- Brockhill Park Performing Arts College, Hythe
- Brook Education Centre, Folkestone
- Castle Community College, Deal
- Challenger Centre Pupil Referral Unit, Sittingbourne
- Chatham House Grammar, Ramsgate
- Clarendon House Grammar, Ramsgate
- Dover Grammar School for Boys
- Dover Grammar School for Girls
- Foreland School, Broadstairs
- Foxwood School, Hythe
- Fulston Manor School, Sittingbourne
- Gravesend Boys Grammar
- Gravesend Girls Grammar
- Grosvenor House Pupil Referral Unit, Herne Bay
- Harbour School, Dover
- Hartsdown Technology College, Margate
- Hereson School
- Highview School, Folkestone
- Laleham Gap, Margate
- Meadowfield School, Sittingbourne
- Meopham, Gravesend
- Northwood Centre Pupil Referral Unit, Ramsgate
- Pent Valley School, Folkestone
- Portal House, Dover
- Queen Elizabeth Grammar School, Faversham
- Sandwich Technology School
- Sir Roger Manwood's School, Sandwich
- Sittingbourne Community College
- St Edmund's Catholic School, Dover
- St Georges C of E School, Gravesend
- St. Anthony's, Margate
- Stone Bay School, Broadstairs
- The Folkestone School for Girls
- The Harvey Grammar School, Folkestone
- Ursuline College, Westgate
- Walmer Science College, Deal
- Westlands School, Sittingbourne

**For further information contact Ian Tucker at Kent County Council Media Centre on 01622 694931/07738 341783 or e-mail [ian.tucker@kent.gov.uk](mailto:ian.tucker@kent.gov.uk)**

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**Rt Hon Michael Gove MP**  
Secretary of State

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT  
tel: 0870 0012345 ministers@education.gsi.gov.uk

5 July 2010

Dear Colleague,

This afternoon, I made a statement in the House of Commons about the Building Schools for the Future (BSF) programme and the future of capital spending in schools more broadly.

As I set out in my statement, the BSF programme has become far too complex, bureaucratic and inefficient. Too much of the money allocated to it has been spent on expensive consultants and advisers and the complexity of the procurement process has compounded this.

I made clear that the BSF model of investment in school buildings could not continue, except for those projects so far advanced in the process that it would make no sense to call a halt.

I have therefore concluded that where financial close has been reached on a particular Local Education Partnership (LEP), then the agreed set of projects under that LEP should go ahead. This reflects the financial negotiations and contracts that have been signed. This means that even where financial close has not been reached on particular school projects within that LEP, they should nonetheless go ahead where formally agreed as part of the creation of the LEP.

Where financial close has not been reached, I am clear that projects should stop as part of the ending of the BSF programme. In particular, I do not wish to allow the creation of new area-wide exclusivity agreements over many years with a single contractor.

However, there are some areas where although financial close has not been reached, very significant work has been undertaken to the point of appointing a preferred bidder at 'close of dialogue'. There are 14 such cases. In these cases 2 (or occasionally 3) school projects have been prioritised locally as 'sample' projects, to be the first taken forward in the area. I will be looking in more detail over coming weeks at these 'sample projects' to see whether any can be allowed to proceed.

In addition, drawing the line in this way in relation to academy building projects affect some 100 academy projects which involve academies which are either open in the predecessor school buildings, or due to open in the next school year or else due to open further into the future, but which already have a signed funding agreement with the sponsor. These academy projects are a

particular concern, because these are the schools which face a history of low attainment and serious deprivation, and are most in need of transformation.

I will therefore speak individually to each affected academy sponsor, to discuss the case of each affected academy. In many cases, it will be possible for the academy to continue its work of educational transformation without urgent injection of new capital expenditure. This will be the case where the existing building provides suitable accommodation for the pupils on roll and for the education provided by the academy. In these cases, I will expect that any building work at the academy will have to await the implementation of an improved approach to our capital programme - as will be the case with other proposals previously being considered as part of BSF.

However, there are also some cases where as well as meeting exceptional educational need, an academy project also meets a demand for a significant number of new places, and so the building work is essential to the functioning of the academy. Likewise, there are some cases where an academy was created from a merger of pre-existing schools, and where continued use of existing buildings would cause very significant educational problems. And there may be other exceptional cases where the implementation of an academy relies heavily on a building programme which cannot wait. In these cases, I will look sympathetically on the need for building work to go ahead, looking to make savings where possible.

The attached information from Partnerships for Schools (PfS), sets out in detail the impact of my announcement on local authorities.

I must stress that the cancellation of BSF does not represent the end of capital investment in schools. I announced today a review of how the Department for Education invests capital money. This review's recommendations will help to shape the design of future capital investment in schools. My intention is that future investment will be focused on ensuring sufficient school places in buildings which are conducive to teaching and learning.

A handwritten signature in black ink that reads "Michael Gove". The signature is written in a cursive, flowing style with a prominent initial 'M' and a long, sweeping tail.

MICHAEL GOVE

By: Keith Abbott, Director of Resources and Planning  
Rosalind Turner, Managing Director, Children, Families & Education Directorate  
Sarah Hohler, Cabinet Member for Children, Families & Education Directorate

To: CFE Resources and Infrastructure Policy Overview and Scrutiny Committee

Date: 20 July 2010

Subject: **Restructure of the Children, Families and Education Directorate**

Classification: Unrestricted

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Summary: To provide Members with an overview of the CFE restructure, to include consultation feedback, recruitment process, service planning and model of delivery, links to the review of Kent Children's Trust, savings made and connections with planning for pressures ahead.

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## 1. Introduction

The direction of travel for children's services and the need to reorganise CFE under a re-formed SMT was set out in Rosalind Turner's original report to County Council in June 2009. The new SMT structure was operational from October 2009 with the recruitment to the Director for Learning and Director for Specialist Children's Services posts taking place in the autumn, leading to the appointment of Merril Haeusler and Helen Davies.

The results of the Kent Children's Trust review interim report in October, followed by the final report in December 2009, plus the budget planning in October 2009 added additional impetus, identifying the priority areas that needed to be addressed and the level of budget reduction required : £6,619,000 from base budget and £1,015,000 from DSG, leading to a net reduction of 260 posts (7% overall reduction in staff numbers).

Formal 90 day consultation around the proposed service model and structure for CFE commenced on the 23 February 2010 and ran until the 23 May. The proposals set out to ensure that any new arrangements had clear accountability built in, that there was a focus on front line delivery to children, young people and

families with a sustainable approach to multi-agency working aligned to the proposed new model of twelve Local Children's Trusts aligned to District Council boundaries and that the whole service was enabled to work together as one.

Initial Customer Impact Assessments were completed for all service areas undergoing change, with full Impact Assessments being undertaken for Disabled Children's Services, Unaccompanied Asylum Seeking Children's Services and School Standards and Improvement.

## **2. Key messages from 90 day consultation and resulting changes**

**2.1** 356 responses were received from staff, schools, early years and childcare settings and partners. Main areas of feedback were:

- The new proposed posts in early years leading to a potential loss of specialisms
- A request for more information around the local authority's continued support to schools, the new role of the District Heads of Standards and School Improvement and the Standards and School Improvement partners and how joint work between schools would be facilitated
- Concerns around the ability to recruit to the senior standards and school improvement posts at the salary levels proposed
- Loss of subject specialisms
- Perceived centralisation arising from the new model and the effects on partnership working – querying how locality based staff reporting through to Heads of Service could work in an integrated way at a local level
- Questions around how preventative and early intervention services would be coordinated locally and challenge to the proposed role of the Service Integration Manager
- Concerns around the loss of expertise in the Unaccompanied Asylum Seeking Children's Service and the capacity of Social Work teams to take on this work
- Some concern around the proposal to amalgamate AEN and Resources and the Disabled Children's Service
- The impact on front line services resulting from the reduction in administrative and business support

*90 day summary report is attached as Appendix One*

**2.2** As a result of the feedback, the following changes were made to the original proposals prior to the launch of the new structures and the commencement of recruitment:

- Adjustments were made to the early years roles, including an increase in salary to bring the Kent Scheme range into line with the teachers salary currently offered for the Early Years SENCOs
- Adjustments were made to the job descriptions and salary for the District Heads of Standards and School Improvement and more

information was and continues to be provided to schools to provide more clarity around the accountabilities for these roles and how they will be allocated to schools

- The number of Secondary Teaching and Learning posts was increased from 8 to 10
- The Services Integration Manager role was removed and 12 Preventative Services managers introduced into the proposals. These postholders will directly manage children's centres, Family Liaison Officers and Parent Support Advisers and any other project based preventative roles within the 12 districts
- Work has commenced on proposals to enable locality based CFE operations to work closely with operational staff from other agencies and to consult on options around this as early as possible, ensuring linkages are made with work resulting from the Kent Children's Trust review
- The original proposal for the Unaccompanied Asylum Seeking Children's Service split its operation across two managers, this was adjusted so that the team came under the Head of Corporate Parenting
- AEN and Resources and Disabled Children's Services remain as two distinct teams but will work closely together and with health services to look at how services can be improved from the perspective of parents
- Some adjustments were made to the spread and balance of administrative and business support

*Summary changes are attached as Appendix Two*

### **3. The model of delivery for the future**

**3.1** We have planned our structure to complement the review of Kent Children's Trust, with the move from 23 Local Children's Services Partnerships to 12 Local Children's Trust Boards. This will mean that all our partners, such as schools, health, police, district councils, voluntary sector, and our KCC colleagues in Communities and Kent Adult Social Services, will have a clear and sustainable local focus for planning and delivering local services for children and young people.

**3.2** In addition there is:

- A clear focus on early years, school improvement particularly at key Stage 2 and 14-19 provision, plus clarity on CFE coordination and leadership around prevention and early intervention and safeguarding
- Schools will have a single Standards and Improvement Officer to support, challenge and broker additional help when needed
- A focus on participation of children, young people and their families and on involvement of local people, local councillors and other key partners at a community level
- Flexibility of resource allocation to enable response to changing local needs

*CFE response to questions raised by Mr. Vye as part of the consultation are attached as Appendix 3*

#### **4. Recruitment**

**4.1** The recruitment process has been taking place in three phases; the first phase included Heads of Service, District Heads of Standards and School Improvement Primary and Secondary, Preventative Services Managers and some other senior posts. Interviews took place between Monday 21 June and Thursday 1 July and CFE Cabinet and Deputy Cabinet members attended the interviews in the capacity of observers. Decisions for this round of interviews were made by the Senior Management Team on Friday 2 July and top level structure charts with names are attached as Appendix 4.

**4.2** The second phase recruited to posts at Kent Range 12 or above or equivalent. Interviews took place between Monday 5 July and Friday 16 July. Decisions for this round were made on Monday 19 July.

**4.3** The third phase deals with the recruitment for posts at Kent Range 11 or below or equivalent. Interviews have been taking place, starting from Thursday 8 July and continuing to Thursday 22 July. All staff will be notified of any decisions by Friday 23 July.

#### **5. Next Steps**

- Any staff who have been unsuccessful in securing a post will receive notice of redundancy on the 31 July 2010
- We will continue to support these staff in order to help them secure roles within KCC or elsewhere
- A workforce development plan is in place and will address induction and support staff to operate in the new way of working when it commences from the 1 September 2010
- We have delivered the planned savings target
- We are conscious that this is only the beginning of an even more rigorous process to reduce costs across local government whilst continuing to provide excellent public facing services
- We will continue our conversation with schools around the future relationship they would wish to have with the local authority
- We will ensure local operational delivery supports the priorities of KCC, CFE and joint working with partners in the interests of improved outcomes for children and young people and aligns with the recommendations coming from the Children's Trust review.



**Recommendations:**

Members of the Resources and Infrastructure Children, Families and Education Policy Overview and Scrutiny Committee are asked to note the information and support the new arrangements as they commence and bed down from the 1 September 2010 onwards

Marisa White

[Marisa.white@kent.gov.uk](mailto:Marisa.white@kent.gov.uk)

01622 69 6583

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**Summary of responses as at 90 days: Final Position****Introduction**

This briefing is intended to provide a summary position statement based on cumulative information at the end of the formal consultation. It provides a picture of views received from staff across the directorate and beyond including partners, schools and settings. By its nature the summary will not cover all aspects of feedback but will present the views and comments most represented from the feedback received under thematic headings, including a specific section focusing on feedback received in the 80-90 day period, with commentary on adjustments made to original proposals based on feedback received.

The table below shows total numbers of responses received, by format and source, throughout the full 90 days.

	Questionnaires			Email/letters	Total	Anonymous comment
Learning	64		ASK	70	134	
			Operations	23	23	
CAP	19		Commissioning	25	44	
SCS	20		CSS	6	26	
RAP	2		Finance	3	5	
CPIG	2		Resources	1	3	
Schools	26		Schools	18	44	
Settings	6		Settings	15	21	
Partners	5		Partners	18	23	
			Parents	1	1	
Total					324	
Total	144			180		32
<b>Total</b>	<b>356</b>					

## **Consultation Feedback:**

### **Early Years**

One of three areas to have received the greatest level of feedback was Early Years. Respondents felt that the proposals could lead to many perceiving that the skilled professional support for Early Years settings was being downgraded and concern was expressed around the potential loss of expertise. Many respondents felt that the proposed generic Early Years role would dilute specialisms and lead to a “one size fits all” model. Concern was expressed at the loss of the SENCO with a number of those replying feeling that this would threaten the Local Authority’s ability to identify vulnerable young children at an early stage and provide the support to them and to their families at the earliest possible point as well as ensuring a smooth transition into school. It is suggested in a number of responses that the loss of the Early Years SENCO could affect the ability to work effectively with Health colleagues to support families of very young children.

In addition, there is a request for reconsideration of the proposed change from the current status of Early Years staff on Teachers terms and conditions to the Kent Scheme. Respondents have voiced strong concern over the Authority’s ability to retain and recruit a sufficiently high calibre of staff if this proposal is implemented.

**SMT has given serious consideration to all the points raised and as a result have now raised the grade for the proposed Early Years Adviser posts from KR10 to KR11 in order to bring the salary range in line with that currently received by Early Years SENCOs and to ensure a greater parity of salary between School Teaching and Learning Advisers and Settings Advisers. They recognise that this does not address the change in terms and conditions and are clear that the reason behind the proposed change from Teachers terms and Conditions to Kent Scheme, is that Kent Scheme enables all year round work with settings as the majority do not operate on a term time only basis and need to be able to access advice and support at any point in the year.**

**The new Early Years role will be suitable for candidates from a range of backgrounds who can bring a range of skills to the overall team. It is hoped that a proportion of the posts will be taken up by those with SENCO expertise, with others bringing a range of specialist skills and expertise to remaining posts in the team.**

***Further adjustments have been made resulting in changes to the line management in original proposals for the following teams and roles following staff discussions with managers and work around bringing certain functions embedded within teams together into central teams:***

***The Children and Families Information Service has been moved back to report to the Head of Early Years and Childcare.***

***The Childcare Business Hub Coordinator has been moved to the Early Years Market development team.***

***A number of administrative support roles in the Early Years and Childcare team have been reallocated to ensure appropriate support across teams.***

***Two early Years Marketing and Communications posts have been moved from the Early Years Market Development team to the CFE Communications team.***

**School Improvement Partners and Advisers (now District Head of Primary Standards and School Improvement -previously Senior SIP – Primary, Primary Standards and School Improvement Partner -previously Primary SIP and District Head of Secondary Standards and School Improvement – Previously Senior SIP – Secondary)**

The area registering the second largest number of responses was that of Senior School Improvement Partners, School Improvement Partners and Advisers.

***Roles and responsibilities:***

Respondents felt that although they had more information provided around the new role of the SIP and Senior SIP they would benefit from more detail, particularly around county-wide responsibilities and leadership development. They still felt unclear how work around leadership would link to standards in the proposals and where current SIP duties will be redirected. There was a perception that the SIP role would be an inspection rather than a support role. This was seen as punitive in focus, and there was concern as to how schools would access support.

Greater clarity was requested around the management reporting lines for the 24 Teaching and Learning Advisers.

Fears were expressed over the removal of specialist support currently provided by the Subject Specialists, and the resulting loss of expertise in developing Local Authority statements of action for schools in category.

There was concern that the Advisory Headteacher team was being reduced at a time when Kent has an increasing number of schools in category and a high number of Headteacher vacancies.

Recruitment was seen as a potential issue for the SIP and Adviser roles. Respondents indicated that Schools currently pay Assistant Headteachers more than the proposed scale for Advisers. Kent's previous difficulty with recruitment to SIP posts is referred to, with respondents foreseeing further difficulty in recruiting the proposed twelve secondary SIPs.

**County-wide responsibilities for Senior SIP posts will not be determined until the team is in place and the experience, skills and interests of team members can be taken into account.**

**The originally proposed Senior SIP and SIP roles will be very different from that currently undertaken by School Improvement Partners. The role is not about inspection, it is about support and challenge – being a “critical friend” to the schools he/she will be working with. The job titles have been changed to: District Head of Primary Standards and School Improvement (previously**

**Senior SIP – Primary), Primary Standards and School Improvement Partner (previously Primary SIP) and District Head of Secondary Standards and School Improvement (previously Senior SIP- Secondary) to reflect the breadth of this new role. The salary range for these posts has also been increased to reflect the concerns around salary levels and to make them more equitable to salary levels in many Kent schools. This salary increase has meant that there has had to be a corresponding increase to the salary levels of the Head of Standards and School Improvement, the Principal Adviser Primary Standards and the Principal Adviser Secondary Standards.**

**The number of District Head of Secondary Standards and School Improvement posts (previously Senior SIP –Secondary) has been adjusted following a closer analysis of the number and needs of schools and is 6 rather than 12 – each post covering two Districts.**

**We have also increased the number of Secondary Teaching and Learning Adviser posts from 8 to 10 following concerns around the original proposed number. We will be looking for a balance of Core subject specialists amongst post holders covering the Secondary phase but will be focusing on recruiting individuals with excellent all round teaching and learning skills to work with Kent Primary schools.**

**The Teaching and Learning Advisers will be managed within Districts by the District Heads of Primary/Secondary Standards and School Improvement and will be allocated to the Districts according to the needs of schools.**

**The person specifications have been adjusted to include those who “are willing to become SIP accredited”.**

***Allocation:***

Questions were asked as to how schools would be allocated to District Heads of Primary/Secondary Standards and School Improvement and Primary Standards and School Improvement Partners (previously SIPS and Senior SIPs) to reflect the diverse nature and needs of Kent schools. Concerns were raised at the proposed levels of Teaching and Learning Advisers and a request made to reconsider the number currently proposed.

**The number of District Heads of Primary/Secondary Standards and School Improvement and Primary Standards and School Improvement Partner posts in each District will reflect the level of need and the number of schools allocated to each postholder will reflect the levels of support required by the schools e.g. a Primary Standards and School Improvement Partner with a higher proportion of more vulnerable schools will have a lower number of schools allocated to him/her.**

**The number of Secondary Teaching and Learning Adviser posts has been increased from 8 to 10 (see comments above).**

### **Capacity:**

There was concern expressed at the ability of schools to implement the “schools supporting schools” model without some support from the Local Authority to aid this transition. Some felt that schools would not have the capacity to provide specialist support and advice for the Local Authority and to other schools and efforts to do so would detract from the time teachers have for main duties around teaching and learning in their own school.

**The Authority is investigating the possibility of setting up a “traded Services” unit for the future, given the direction of government policy in relation to schools and to ensure that sufficient capacity exists to address Kent schools needs. This will be discussed with schools as part of a bigger discussion around the future relationship between the local authority and Kent schools, commencing with sessions being held this month that will involve Paul Carter and Sarah Hohler as well as Rosalind Turner and other members of SMT.**

**Part of the role of the District Heads of Primary/Secondary Standards and School Improvement and Primary Standards and School Improvement Partners will be to support the development of the “schools supporting schools” model.**

### **Perceived Centralisation; effects on Partnership working;**

The proposals for line management accountability to rest with Heads of Service, although retaining local deployment were seen by many as “centralisation”. Concerns were raised as to how integrated working would operate on the ground with reporting lines through to the strategic centre. Many felt that “silos” would operate and that current strong working relationships would be threatened. A number felt that the current approach was working well and did not need to be changed.

There is a perceived danger by some respondents that increased uniformity could decrease local differentiation, particularly where they felt that the size and complexity of Kent had not been taken into account. It was felt by some that this aim for consistency across the county could also contradict the aims of Total Place, one of the stated key drivers.

**SMT are clear that they will expect resources and staff to be deployed locally whilst being line managed through reporting lines to the relevant Head of Service, and to be used flexibly to respond to local need but within a clear and agreed accountability framework. Work is taking place to look at the rationale for the allocation of staff and resources to Districts in a way that addresses evidenced local need.**

**Service managers will have the requirement to work across boundaries and to promote integrated approaches and ways of working amongst their staff written into their job descriptions and performance management targets. There will be increased accountability and a stronger performance management framework but this will not mean increased uniformity**

## **Preventative services**

Responses centred around three key areas, namely:

### ***Capacity:***

The original proposals were not felt to demonstrate staffing levels (around prevention) that reflected the need of the locality and funding resources were questioned. Concerns were raised around local preventative services currently funded by sources which are likely to cease.

**SMT have acknowledged that this was a gap and have looked at this issue alongside the comments made about the proposed Service Integration Manager role (see below). The proposals have been adjusted to remove the proposed 12 Service Integration Managers reporting to a Head of Partnerships (also now removed) within the Commissioning and Partnerships Group, and to have 12 Preventative Services Managers locally deployed across the 12 districts, reporting through to the 3 Heads of Children's Services within Specialist Children's Services. The administrative support previously allocated to the SIM roles has been transferred across to support the Preventative Services Manager posts.**

**These roles will directly manage Children's Centres, district based Family Liaison Officers and Parent Support Advisers plus CAF Coordinators and administrators and the varied project and programme based roles (the majority grant funded) established in the current Local Children's Services Partnerships. The Preventative Services Managers will take the lead on the operational coordination and delivery of preventative services across a District, including coordination of CAF. They may not have all the relevant elements brought together in their team from the start but elements of preventative services currently located and managed elsewhere, once identified, can be brought together under their management and direction through negotiation and consultation with relevant staff and managers. They will play a key role in coordinating and working closely with other services that are key contributors to prevention and early intervention in a district**

**A considerable number of Preventative services are currently funded via government grant, whether that is currently through KCC CFE or other partners e.g Health, District Councils etc. A scoping, evaluation, prioritisation and risk assessment exercise is currently underway in order to have discussions with our partners and to inform options for the delivery of preventative services once more information is available around new government spending decisions. It is expected that the proposed Preventative Services Managers will play a pivotal role in influencing and implementing any decisions in this area of service.**



**Structures:**

The original structural proposals around prevention were criticised by respondents who felt that they could not see how swift and flexible services could be deployed around the child and family and felt that there was a lack of a local cohesive and locally managed team to respond swiftly and flexibly in the original proposals.

***(please see above: Preventative Services Managers and team as a response to this concern)***

**Assessment and intervention:**

More clarity was requested around how prevention and early intervention would be led at a local level, who would lead on CAF, Single Point of Access and Partnership based review.

***(please see above: Preventative Services Managers and team as a response to this concern)***

**Prevention**

Some respondents were uncomfortable with preventative services coming under the Specialist Children's Services Group. Reasons cited included: concern around the preventative agenda being seen as led by social care professionals and the perception that vulnerable families may be deterred from engaging.

It was also felt that there was a danger that resources targeted at prevention would instead be swallowed up by the higher levels of need. The suggestion was for a preventative team led by a District Manager equivalent with ring fenced resources. This function should work closely but separately to the social care workforce.

***(please see above: Preventative Services Managers and team as a response to this concern)***

Concern was also expressed at the proposed deletion of the Extended Schools Development Manager posts and the impact on service development and relationships with partner agencies.

**In light of these comments the structure has been amended to include some temporary grant funded Extended Services posts (to March 2011) that will provide transitional capacity and will focus on building sustainability. Preventative Services Managers and District Heads of Primary/Secondary Standards and School Improvement and Primary Standards and School Improvement Partners will, as part of their induction, gain an understanding of the Extended Services agenda. Extended Services Co-ordinators will remain until the end of grant funding (August 2011) reporting through to three of the central Extended Services posts, so ensuring further operational capacity. All will work very closely with district based officers to ensure that their work is appropriately targeted.**

### **Learning - standards versus ECM**

Respondents have registered their concern at the apparent strength of focus around standards in the Learning Group to the perceived detriment of the Every Child Matters agenda. Staff and schools alike have stated that the structure needs to take a more holistic view and reflect the Learning Group's function to meet the needs of all children and young people in relation to ECM.

**This comment has been noted. It is not the intention of the Learning group to focus on Standards to the detriment of the Every Child Matters agenda.**

### **Top Heavy**

A significant number of comments centred round a perceived increase in additional and unnecessary management layers. Responses signalled a desire for a flatter structure which moves away from too many managers and too centralist a hierarchy.

**The management of the majority of staff will sit in the districts. Some senior management posts that were in the original proposals have been deleted, for example the Head of Partnerships in the Commissioning and Partnerships group.**

### **Administrative and business support**

The proposed wide ranging reductions made to numbers of administrative staff have exercised many, greatly. There is a sense that the vital function that many administrative roles play in maintaining front-line service delivery has been overlooked and that their removal poses a very real threat to business continuity. For some teams their administrative colleagues are seen as 'frontline' and are the first point of contact for families, schools, settings and partner agencies.

**SMT recognise the concerns raised by many around this issue. An exercise undertaken across the whole of KCC prior to the drawing up of these proposals identified that we do have administrative resource levels that are higher than comparative local authorities and that we needed to address this. We need to ensure that we are targeting our administrative resources where they are most needed and that we are equipping staff with the skills and tools to be able to support themselves efficiently wherever possible. Further work has been undertaken to provide more clarity around the structural proposals for business support and administrative staff, particularly in the Learning group and in a number of areas posts have been reallocated across teams and in some cases, administrative posts have been increased in number from original proposals.**

**We recognise that we have not tackled the lack of consistency in administrative support structures and grades across CFE in this current reorganisation and expect that some further adjustments will have to be made when we face the next phase of change once the direction and policy decisions of our new government have been announced in more detail.**

**In addition, intentions around accommodation in the longer term are for all staff to be co-located at County Hall and twelve district bases.**

**Short to medium term plans for accommodation are reflected in the current structure proposals. We are aware that Kings Hill is closing in December and staff whose base is identified as Kings Hill are being consulted with as their final base is yet to be determined.**

### **Service Integration Manager**

A number of respondents felt that the Service Integration Manager role and title was unintelligible to non CFE based staff. It was not felt to convey any sense of work with either children and families or schools.

Grave concerns were expressed about the nature of the role which was seen as lacking clarity. It was described as “an impossible task” due to its lack of line management responsibility and inability to direct resources.

*(please see Prevention Services manager proposal)*

**The SIM post has been removed from the structure with the functions now split between the Preventative Services Managers (in Specialist Children’s Services), Commissioning Officers and the Kent Children’s Trust Manager (in Commissioning and Partnerships).**

### **Unaccompanied Asylum Seeking Children’ Services:**

Feedback around this area of service was split into two camps, those who welcomed the mainstream integration offered by the proposals and those who were quite against what they saw as the fragmentation of the service across two Heads of Service.

There was a concern that the specialist skills and knowledge to deal with UASC i.e. understanding of immigration control and legal complexities could be diluted if Reception and Assessment were made the responsibility of the Corporate Parenting team.

Equally some felt that the proposals for UASC could improve integrated approaches and processes and reduce compartmentalisation within Children’s Social Services.

Agreement with the proposals however rested on two key points

- 1) Guarantee of the specialist skills and knowledge
- 2) Taking account of the capacity within the existing mainstream CSS teams and their willingness to take on an additional client group.

**The Development Manager post within the current team has been reinstated to provide capacity around the reduction of unit costs (reporting directly to the Head of Corporate Parenting) and the proposed structure has been adjusted so that the service is no longer split between two Heads of Service. The service will now report through to the Head of Corporate Parenting.**

### **Disabled Children's Services:**

A key concern in this area centred round the statutory social work element of Disabled Children's Services and the perceived potential risks of having the team managed by a non social work qualified senior manager. Those not in agreement with the proposals felt that this fragmented the accountability for safeguarding disabled children and put the level of risk for the most vulnerable group of children at what they considered to be an unacceptable level.

There was a contradictory and supportive view point offered which stated that the joining of the SEN Service with the social care services for Disabled Children would promote closer working between services and should provide the opportunity for clearer, simple and more joined up routes for parents to access support for their children.

**The original proposal to bring the AEN and Resources unit (now SEN) together with Services for Disabled Children has been changed, with SEN remaining on its own as a unit with the Head of unit reporting directly through to the Director of Specialist Children's Services. The Disabled Children's Service will now report through to the Head of Children's Services for West Kent, but as an interim measure, the Disabled Children's Services team will report to the Head of Corporate Parenting until April 2011.**

**There will still be an expectation for these teams to work together with Health to address the issue of improving referral and access routes for families with children.**

### **Miscellaneous**

A range of queries and comments were received that were more general in nature, some of these are detailed as examples below:

Some feedback received was around what some respondents described as a deficit model, designed to react to poor performance rather than a proactive structure.

**SMT are confident that the model they have put in place underpinned by accurate data and informed by local knowledge will allow pro-active deployment of support to prevent any deterioration in performance or outcomes rather than solely responding to acute needs that have progressed beyond responding to preventative action.**

Greater clarity on the Local Authority's relationship with schools was requested.

**Kent will continue to value a strong and supportive relationship with schools. We have started to explore with head teacher colleagues what the future relationship between the Local Authority and Schools would need to be given evolving government policy and Kent's own position in relation to this.**

*Please see the document “**Changes to Original Proposals Following Consultation**” for detailed changes put into place as a result of feedback received.*

### **80-90 day feedback:**

A great deal of the 80-90 day feedback mirrored concerns referred to in the period up to the 80 days. Respondents were referring increasingly to the change in government and asking for views and a clear vision on how the Local Authority would need to be remodelled in the light of changing policy, with an honest discussion around what KCC can and can't do in the future.

Many expressed concerns around the length of time and delays and the nature and level of support, in some cases, from their managers.

Detailed below are some summary comments under headings:

### **Structure**

Concerns still exist around the move from the current model of service delivery within Local Children's Services partnerships.

Some respondents have drawn on their knowledge and experience of similar structures in other Authorities and although able to be more positive around how it could work in a smaller authority, still cautioned as to the suitability for Kent due to the size and variety of schools and other providers

Some of the schools responding in this period raise concerns that the proposals do not appear to reflect current government thinking – separating children's social services from education and aligning it more with health, for example.

**SMT feel strongly that the new model will provide a strong framework within which can exist sufficient flexibility to utilise differing patterns of resources locally, for example around the voluntary and community sector, through other statutory partners, or through appropriate targeting of CFE staffing resource to evidenced need.**

### **Service specific concerns**

One particular area to have received a high volume of comments in this final phase of the consultation was that of governor services. Responses were received from the current team members, schools and the Kent Governor's Association.

### **Governor Services**

Staff directly affected by the proposals were largely supportive. They felt that bringing the complimentary functions of Support and Training under one team was a sensible decision which would remove the impediment of their previous separation.

Schools and partners questioned the capacity of the new proposed service to meet the service need. They did not feel they had yet received sufficient information about

the impact of the new structure on governor support and training and had concerns around the potential impact on school standards.

There was a call from some governors for greater consideration of the role and activity of Area Education Officers and their potential to support governor training and development and a view that this should be reflected in both the structure and the AEO job description.

### **District Heads of Primary/Secondary Standards and School Improvement; Primary Standards and School Improvement partners**

Further comment was received on the above roles. Whilst the change to full-time professional SIPs (*see new titles*) was welcomed, concerns that the reduced number would not be able to offer more than the legal minimum support for schools were raised. The allocation needs to take account of the individual needs of schools .

There was a comment on the removal of the role of the Head Teacher SIP which is seen as potentially ignoring the wealth of professional expertise available to schools gained from working closely with Heads in other schools.

**Support to Governing bodies will also form part of the discussion taking place between the Local Authority and Kent Schools. Governors have a crucial role in school leadership , standards and school improvement. The role of the District Heads of Primary/Secondary Standards and School Improvement will be crucial in supporting school leadership, including governing bodies and there is no intention to cut down on governor training provided.**

**Previous comments cover the work that is underway to ensure that the new roles will be allocated according to the individual needs of schools.**

### **Local and Partnership working**

A number of respondents felt that the statement ‘for the first time all CFE services will be delivered locally as a whole team’ did not acknowledge the good work already going on and did nothing to value those staff out in the localities.

Roles which have operated at Partnership level are described as the “bedrock” by some respondents and it is suggested that careful management will be required to avoid a vacuum of knowledge as staff change.

Some of the partner agencies who have made a response are disappointed to see that the LCSP model, which allowed managers to deploy staff according to immediate local needs, is being replaced by a new structure which they feel may inhibit the acquisition of local knowledge.

**It is acknowledged that the statement “for the first time all CFE services will be delivered locally as a whole team” was perhaps unclear. It was reflecting on the fact that the LCSP teams did not cover the whole range of services and roles across CFE, it was not meant as a reflection on the quality of work or of integration at a local level.**

**Business continuity is vitally important particularly at times of change. We will do our best to ensure a balance between staff who have previous local**

**knowledge and those who may be new to a district. Induction will include ensuring that those new to a district receive extensive background information in order to support them in their new roles.**

### **Views of schools**

A higher proportion of responses from schools were received in the final 10 days of the consultation and their feedback signalled a need to have clarity around the quality and quantity of support they could hope to receive from the Authority and the ways in which this could be accessed in the future.

Whilst there was recognition of the need for schools to move towards a model of providing each other with increased levels of support, clear points were made about their ability to do so at this time, without additional resource, support and guidance and with so little lead in.

Some expressed concerns that schools could become more isolated or would set up informal networks to counteract this and that this would lead to inconsistency across Kent.

Some schools affected by the move to district boundaries have said that they feel the proposals did not take into account the fact that young people move across district lines for their schooling and that traditionally both primary and secondary schools have developed their provision and tailored their collaboration to reflect this pool of students and where they come from. Some feel that the move to different 'districts' that some schools will experience within the new structure lessens the opportunities to work in this way.

The passing of the LCSPM and (previous structure) LEO roles is lamented by some. They raise a concern that they will not have anyone who is able to represent them or their district fully and that important issues between schools and the local education authority will be missed or only dealt with in a superficial way.

Letters were received from a number of specialist Sports Colleges voicing their concerns at the loss of the Teacher Adviser team for PE and wishing for the contribution that P.E. makes towards wider agendas to be taken into consideration.

**The role of the District Heads of Primary/Secondary Standards and School Improvement is again key here for schools. It is intended that schools will be encouraged to continue with collaborative networks and that the District roles will ensure that these are linked back to the local authority. It remains to be seen how government policy will bring about changes to the nature of the relationship between schools and between schools and the local authority but we hope to start addressing this together in our joint conversations commencing this month.**

***To see all the detail of changes made following consultation, please refer to the document "Changes to original proposals following consultation".***

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## **Changes to original proposals following consultation:**

*(this briefing needs to be read in conjunction with the final 90 day report)*

### **Learning Group (Top level and admin):**

- The temporary post of Strategic Director for Schools, Colleges and Settings and the associated PA have been removed from the structure.
- All the Director's PA posts are now showing under the Resources & Planning Group as they will be line managed by the Staff Officer to the Managing Director.
- The admin for the whole of the Learning Group has been realigned to facilitate more effective line management and to accommodate greater flexibility

### **Early Years:**

- Children and Families Information Service now moved back to report to the Head of Early Years and Childcare.
- Two EY Marketing and communications posts moved from EY Market Development team to become part of the CFE Communications team.
- The EY Quality and Outcomes team has been realigned to the 12 district model, rather than the 3 area based model. The EYFS Advisors and Senior EYFS Advisors will each take the lead for a district.
- The Early Years FS Teaching and Learning Advisers (settings) remain on Kent Scheme due to the need to support settings all year round but the grade is increased from KR10 to KR11 in order to bring the salary range in line with that currently received by early Years SENCOs and with the salary of the EYFS Teaching and Learning Advisers (Schools).
- The Senior EYFS Advisers (Settings) have increased in grade from KR11 to KR12
- Three grant funded posts: the Making a Big Difference Adviser and PPEL Buddying project Officer and administrative support posts have been removed due to removal of the grant
- The Childcare Business Hub Coordinator has been moved into the Early Years- Market Development team, reporting through to the Childcare Sustainability Project Officer
- A number of administrative support roles in the Early Years and Childcare team have been reallocated leading to changes for individuals.
- The Early Years Researcher will now report direct to the Head of Early Years & Childcare instead of the Head of Market Development & Information

### **Standards and School Improvement:**

- Change in title of original proposed Senior School Improvement Partner and School Improvement Partner posts to:
- District Head of Primary/District Head of Secondary Standards and School Improvement and

Primary Standards and School Improvement Partner

- The salary range for these posts has been increased to make them more attractive to candidates, including those from a Primary head teacher or vice principal in a Secondary School background. This has resulted in salary changes to the posts of:
  - Head of Standards and School Improvement,
  - Principal Adviser Primary Standards and
  - Principal Adviser Secondary Standards.
- The number of Secondary Teaching and Learning Adviser posts has been increased from 8 to 10
- The number of District Heads of Secondary Standards and School Improvement (previously Senior SIPs ) has been reduced from 12 to 6.
- The post of School Sports/Olympic Learning Consultant Headteacher has been moved to report to the Principal Adviser Secondary Standards
- Through the recruitment process we will be looking for a balance of core subject specialists amongst post holders covering the secondary phase but will be focusing on recruiting individuals with excellent all round teaching and learning skills to work with Kent Primary Schools.
- Work has been undertaken to identify an appropriate *school to postholder allocation model* that will be discussed with schools and staff (once appointed) prior to commencement in September 2010.
- Three of the Business Support Officer posts previously reporting through to ACSOs have been moved to Primary Standards to support the work of the Primary Standards teams.
- Administrative Assistant posts have been increased to 12 in primary Standards and to 6 in Secondary Standards
- Six temporary grant funded posts have been added to the Extended Learning team. These are: Project Officer – Healthy Schools; Extended Learning Project Officer; three Quality in Extended Services Sustainability Officers; Administrative Assistant.
- Extended Schools Coordinators who were going to report through to the Service Integration managers in the original proposals will now report to the three Quality in Extended Services Sustainability Officers
- The Extended Services Development Manager for Dover will remain in the structure until July 2011 on a grant funded basis.
- The Learning and Skills Council staff have now been brought into the new 14-19 Entitlement team and some have been “slotted” into particular posts within the new structure
- Three posts within the original proposals around Governor Services (in the Workforce and Professional Development unit): one at KR10 and two at KR7

have been removed and replaced with 3 Governor development Officer posts at KR9

- The post of Manager – International development and Leadership has been moved to report directly to the Head of Workforce and Professional Development and adjustments made to retain the business and administrative support to this role on a grant funded basis
- The posts of Training Officer for Children’s Centres and Settings at KR10 and Workforce Development Officer Early Years Accreditation at KR11 have been removed and replaced with two Early Years and Children’s Centres Training and Workforce Development Officers at KR9
- The Manager for EYC Leadership and Workforce Development has changed from a Soulbury to equivalent KR grade.
- The Publications Officer, originally in Workforce Development has transferred to the Communications team in Resources and Planning
- There have been some adjustments to the Administrative Support in MCAS and Specialist Teaching Service in order to ensure that support is fairly distributed to support the business
- There has been a change in job title for the Additional Needs Coordinators to Specialist Teaching Services District Coordinators
- The Area Education Officers have been reduced from six to four posts and have changed line management and Group. They will now report to the Director of Capital programmes and Infrastructure. The remaining three Area Support Officer posts will also transfer and the number of PA posts will increase to four and transfer with the rest of the team.

#### **Specialist Children’s Services Group:**

- All the Director’s PA posts are now showing under the Resources & Planning Group as they will be line managed by the Staff Officer to the Managing Director.
- There will now be 12 Preventative Services managers (one in each District), working alongside the District Managers (Social Work teams) and reporting through to the 3 posts of Head of Children’s Services (West, East and Mid Kent). These post holders will lead on the coordination of preventative services within a District, directly managing Children’s Centres and their staffing, District based Family Liaison Officers and Parent Support Advisers, CAF Coordinators and administrators and other project and programme based preventative staff resources. They may not have all the relevant elements brought together in their team from the start but elements of preventative services currently located and managed elsewhere could be brought together under their management and direction through negotiation and consultation with relevant staff and managers. They will also play a key role in coordinating and working closely with other services that are key contributors to prevention and early intervention in a district. This post replaces the post of Service Integration Manager, originally proposed and located within the Commissioning and Partnerships Group.

- The Service for Unaccompanied Asylum Seeking Children will remain as one team (with the exception of the Finance team who will transfer to Resources & Planning Group) and report directly through to the Head of Corporate Parenting.
- The Education Assessment Service, which was previously shown under the Asylum Duty & Initial Assessment Team, will now report through to the Integrated Looked After Children's Support Service. The post of Personal Adviser has been removed due to the removal of the associated funding from Connexions.
- The Business Development Manager- Asylum post, originally deleted, is restored and will report to the Head of Corporate Parenting
- The original proposal to bring AEN and Resources (now SEN) teams together with Services for Disabled Children has changed, with SEN remaining on its own as a unit and the head of the unit reporting through to the Director for Specialist Children's Services. The Disabled Children's Services teams will now report through to the Head of Children's Services for West Kent, but as an interim measure until the post of Head of Children's Services – West Kent is filled and the new post holder has had time to settle in, the Disabled Children's Services team will report to the Head of Corporate Parenting. As these Management posts are now reporting direct to a Head of Service, the County Complex Needs Manager post has been removed. The Disability Register Coordinator post, which was reporting through to Partnership with Parents, has been transferred back to Disabled Children's Services.
- CAF and Contact Point (centrally) have been brought together as one team called Integrated Process. A part-time Team Leader post has been created to manage the service.
- Under Residential Care, Fairlawn and Court Drive will be overseen by one Registered Manager.
- The Integrated LAC Support Services now reports to the Head teacher for LAC within the Corporate Parenting unit
- The career grade social workers for CAMHS have also moved to be part of the Integrated LAC Support Service reporting to the Head teacher for LAC
- The LAC Education Welfare Officers originally shown in the ILACSS have been moved to Attendance and Behaviour

### **Commissioning and Partnerships:**

- All the Director PA posts are now showing under the Resources & Planning Group as they will be line managed by the Staff Officer to the Managing Director.
- The Service Integration Manager posts have been removed and their administrative support transferred to Specialist Children's Services to support the 12 new Preventative Services manager posts.

- The Head of Partnerships post has been removed and the KCT Partnership Manager and team have been moved to report through to the Head of Strategic Planning and Democratic Services
- The Pinnacle coordinators now report through to the Senior Commissioning Officer for Teenage Pregnancy
- There is a new grant funded post of Literacy Coordinator (until end of march 2011) reporting to the Commissioning Officer – Parenting
- The performance and Monitoring Officer for Asylum Seeking Children post has been removed
- The Strategy and Standards Officer KR11 and performance and QA Officer KR11 have been removed and replaced with two Performance and QA Assistant posts KR7 (one for Learning and one for Specialist Children's Services)
- A new post of Business Support Officer has been added, reporting to the Senior Business Planning Officer in the Commissioning Unit
- One Team Leader post in management Information plus an MI Officer post have been removed and the number of MI Assistant posts increased by 4.4 FTE (KR7)
- The Children's Officer -Care Standards posts in the Safeguarding unit have been reduced by one FTE and the Area Children's Officer posts (Safeguarding) have been increased by one FTE
- The number of Independent Reviewing Officers has been increased from 14.4 FTE to 17 FTE
- The Area Performance and Standards Officer (LAC) posts have been reduced by one FTE
- The KCSB Allegation manager post has been removed
- The KCSB Inter-agency training manager post has changed its job title to KCSB Learning and Development Officer
- The Principal Policy Officer does not have line management responsibility in this revised structure
- The Strategic planning Coordinator post reports directly to the Head of Strategic Planning and Democratic Services and now line manages the Strategic Planning Officer posts
- The Equalities Officer reports directly to the Head of Service
- The Access to information Officer and Access to Records Officer have been moved from the Communications team in Resources and Planning to the Customer Care team in Strategic Planning and Democratic Services
- The Research and Intelligence Assistant post has been removed
- Two additional, temporary, Customer Care Assistant posts have been added

#### **Resources and planning group:**

- All PAs to the directors will now report to the Staff Officer to the Managing Director who will head up the SMT support team and report to the Director of Resources and Planning
- The post of Personnel Services Manager has been removed and there is a new post of Workforce Planning and Support Manager

- The Recruitment and Retention Manager and the Teachers pension Team will now report through to the Workforce Planning and Support Manager
- The Publications Officer, originally in Learning's Workforce Development team has transferred to the Communications team in Resources & Planning Group
- Two marketing and communications Posts have been moved from Early Years Market Development team to become part of the Communications team in Resources & Planning Group
- The Access to Information Officer and Access to Records Officer have been moved from the Communications team in Resources & Planning to the Customer Care team in Strategic Planning and Democratic Services

**Capital programme and Infrastructure group**

- All the Director PA posts are now showing under the Resources & Planning Group as they will be line managed by the Staff Officer to the Managing Director.
- Area Education Officer posts have been reduced from six to four and transferred from the Learning Group, along with the three AEO School Organisation Officers and four Pas (previously three). The AEOs will report directly to the Director of CPIG.
- The County Accommodation Manager and Assistant now report to the County Projects and Property Services Manager

## Appendix Three

### Questions raised by Mr. Vye

**1) Now that decisions on deletions of posts, and creation of new posts, with salary levels, have been taken, could you provide us with the net balance of savings to be made by restructuring?**

A) Savings of £8.367 million

**2) Would you provide us with a) the risk assessment and b) the customer impact assessment carried out on the restructuring proposals?**

Aa) Risk assessment was carried out as part of SMT discussions in the early stages of shaping the proposals (minutes of meetings and planning days) and through the Initial Customer Impact Assessments. Risk assessment of managing the process and its impact on service delivery was managed as part of the overall project monitoring and reviewed by SMT on a weekly basis (example copy attached, see "risks and mitigation").

Ab) Summary Customer Impact Assessment (amalgamation of individual service CIAs) will be distributed to Members separately to this report.

**3) Would you please tell us the number of schools facing serious challenge in the county (OfSTED judgments, likely future OfSTED judgments, failure to reach floor targets etc) and explain how the distribution of School Improvement Partners is guided by the number of such schools in each district**

A) Information on the categorisation of schools according to OFSTED judgements etc and allocation of schools to District Heads of School Standards and Improvement and Primary Standards and Improvement Partners is now available via the following link ([www.kenttrustweb.org.uk/communication/cfe\\_restruct\\_schools.cfm](http://www.kenttrustweb.org.uk/communication/cfe_restruct_schools.cfm)) and has been made available to schools.

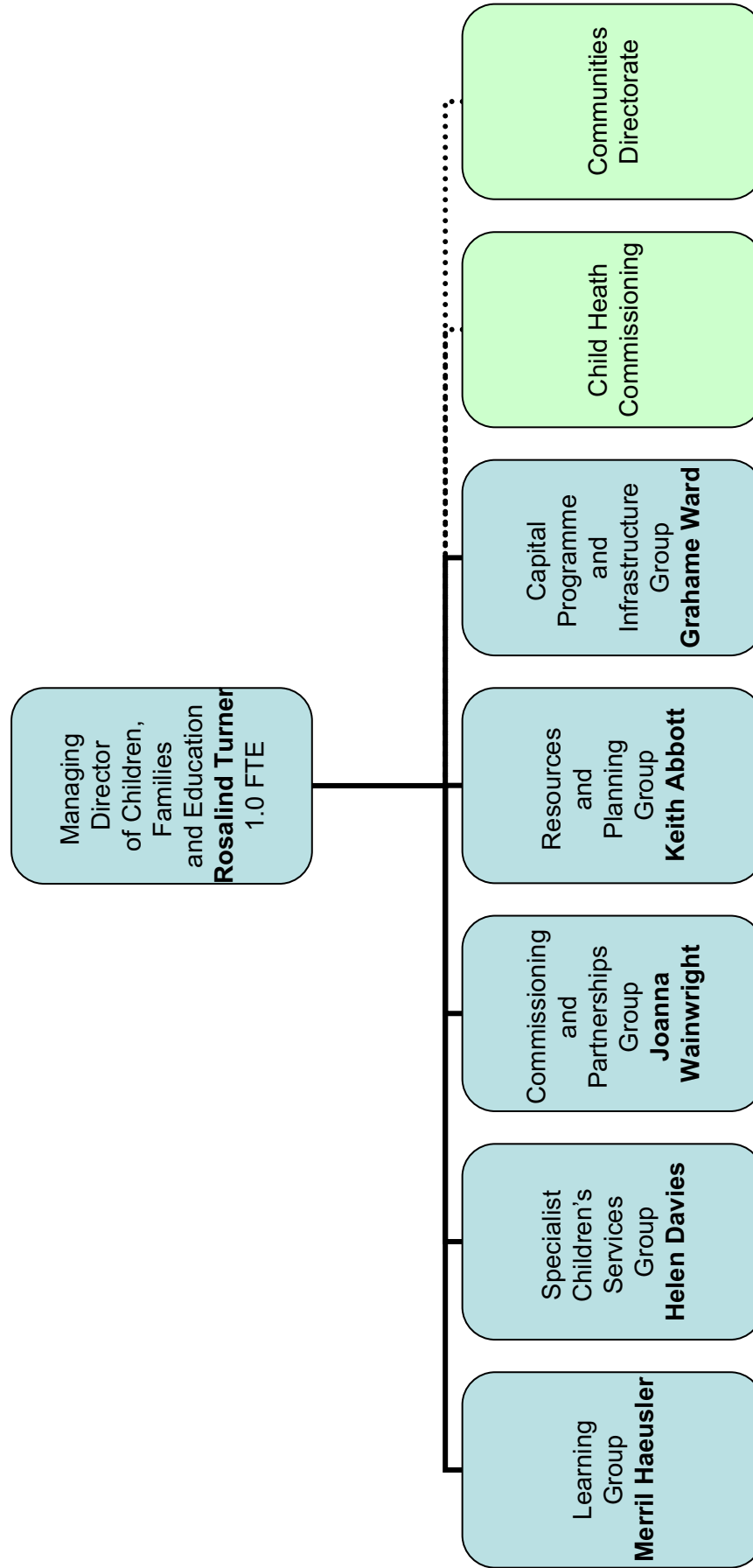
**4) Would you please let us know how far the concept of 'traded services' (e.g. training for CPD, advisors going into schools etc) has been developed?**

A) During the planning stages a group of officers completed an initial assessment of potential areas for increased trading and actions that would be required to enable this to be pursued. The concept has been discussed with both the Primary and Secondary Forums and discussions are commencing with schools following recent meetings lead by Mr. Carter, Mrs Hohler, Katherine Kerswell and Rosalind Turner and in the light of new Government proposals on Academies.

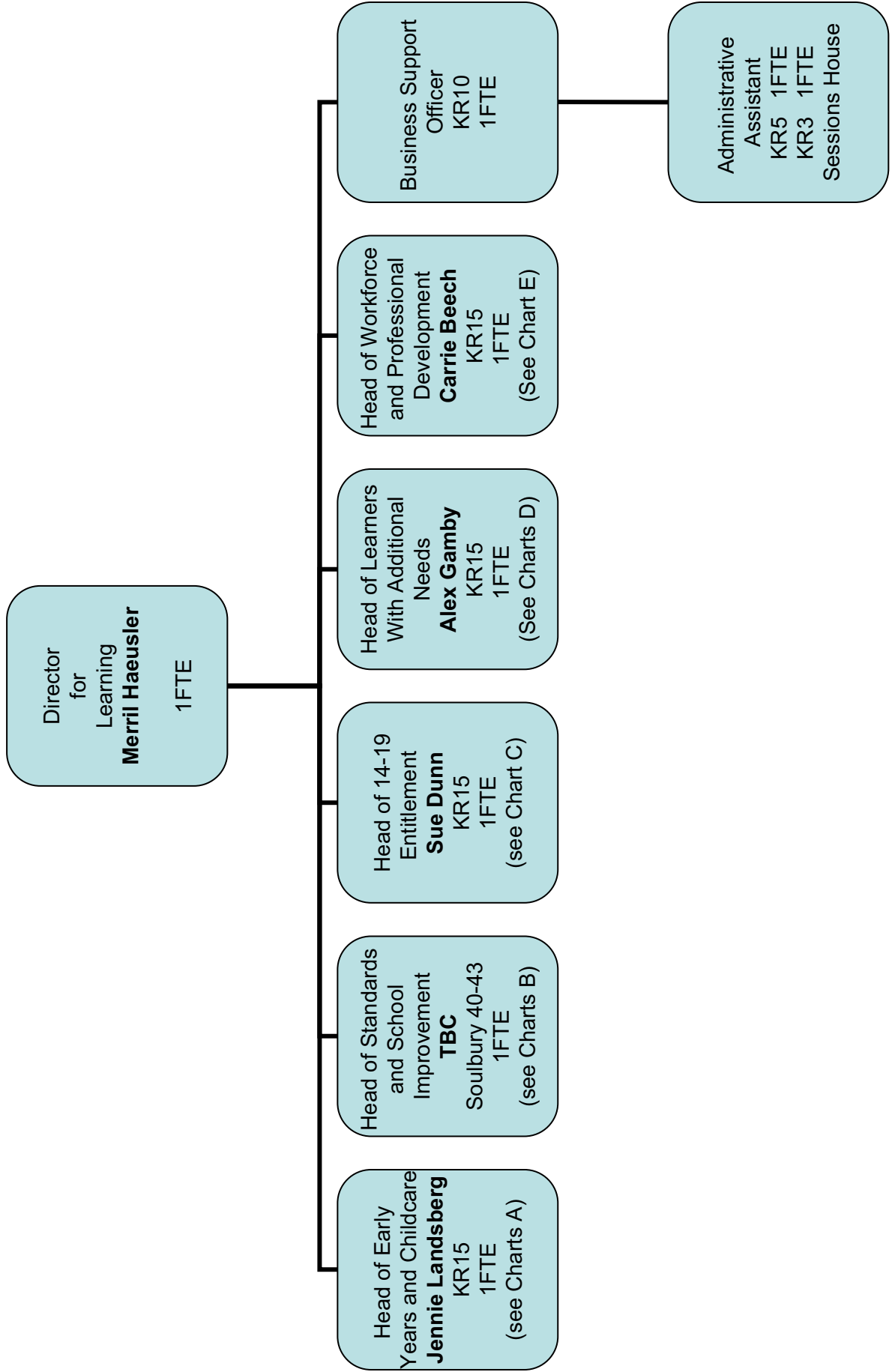
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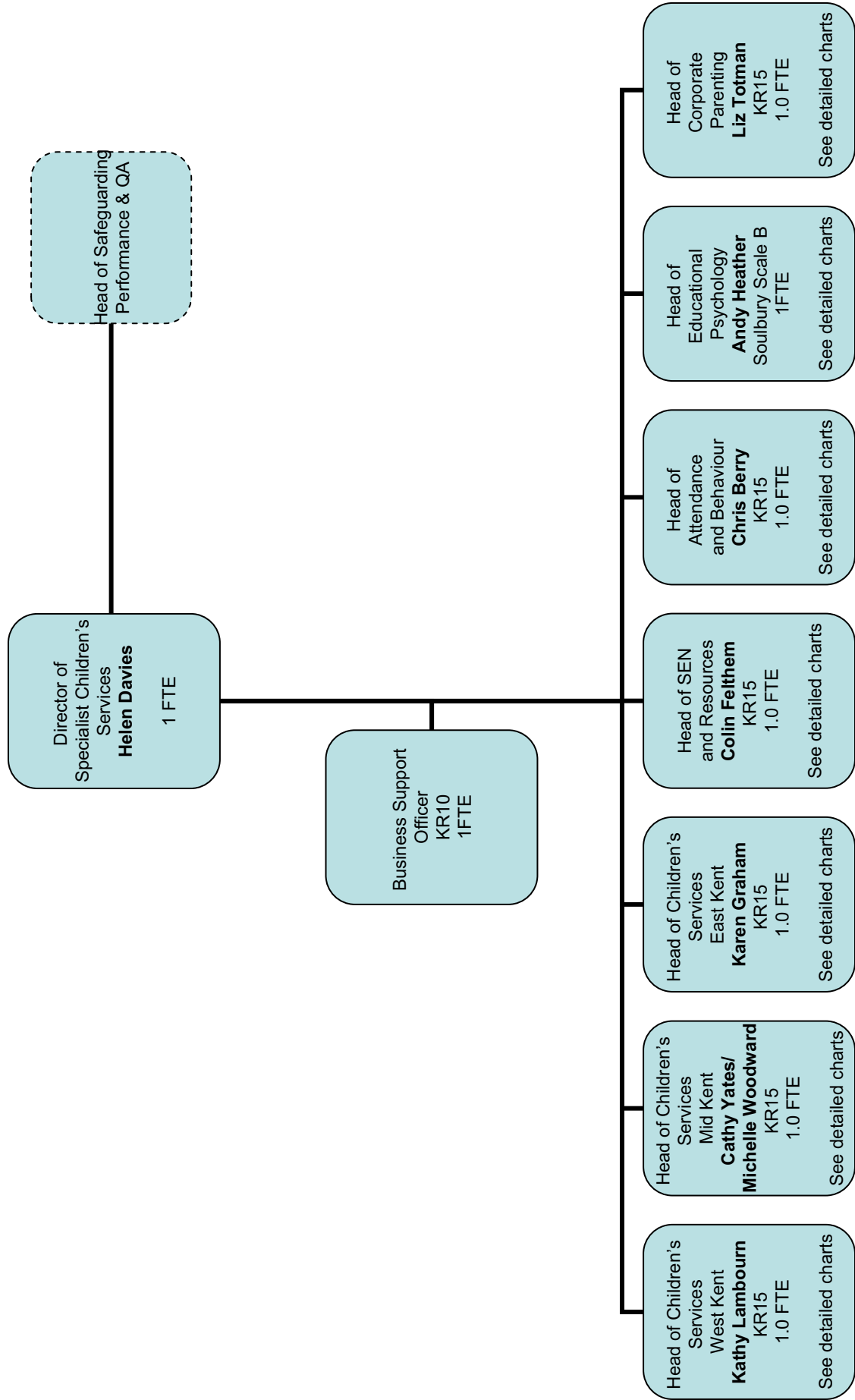
# Children, Families and Education



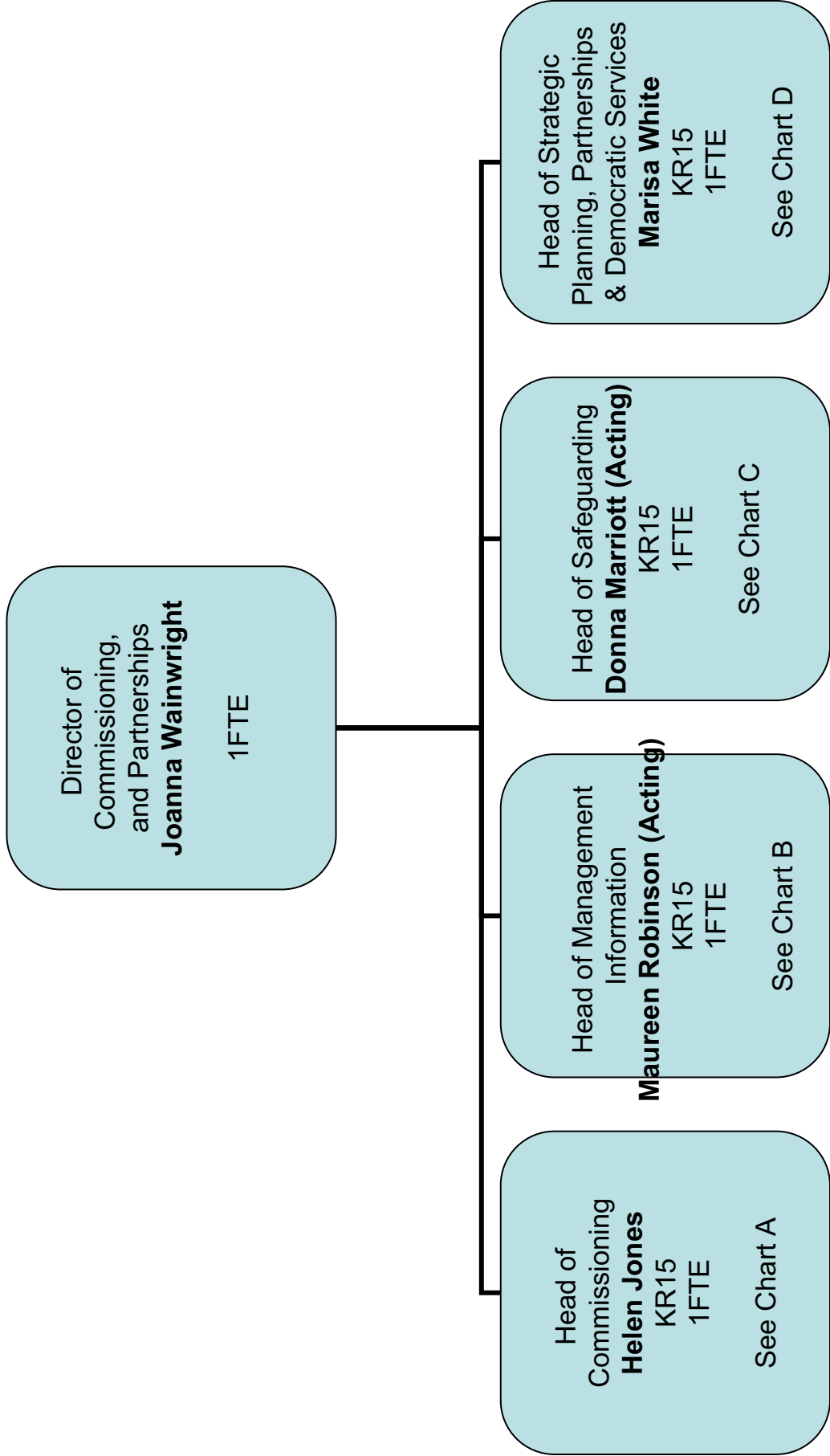
# Learning Group



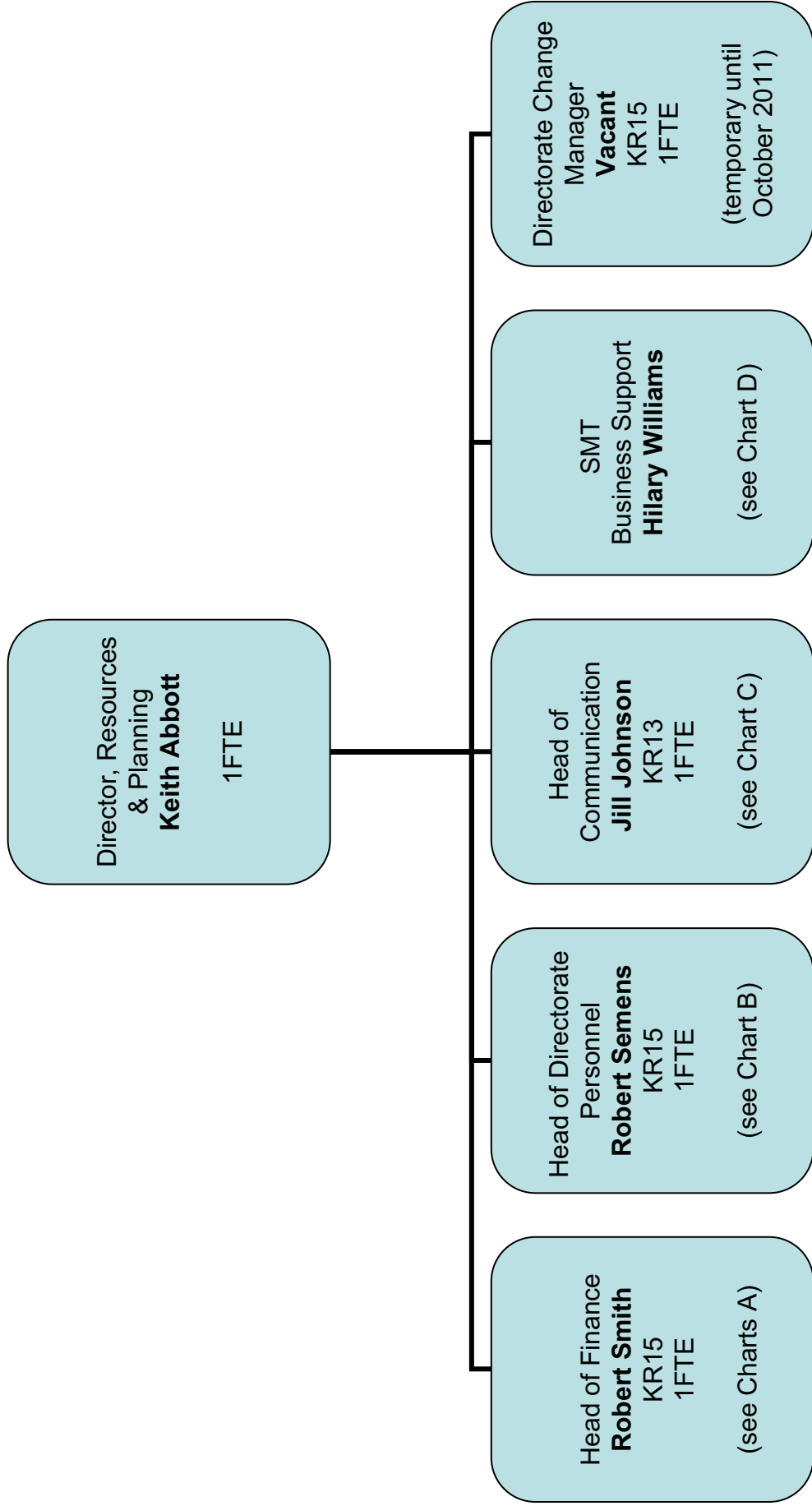
# Specialist Children's Services Group



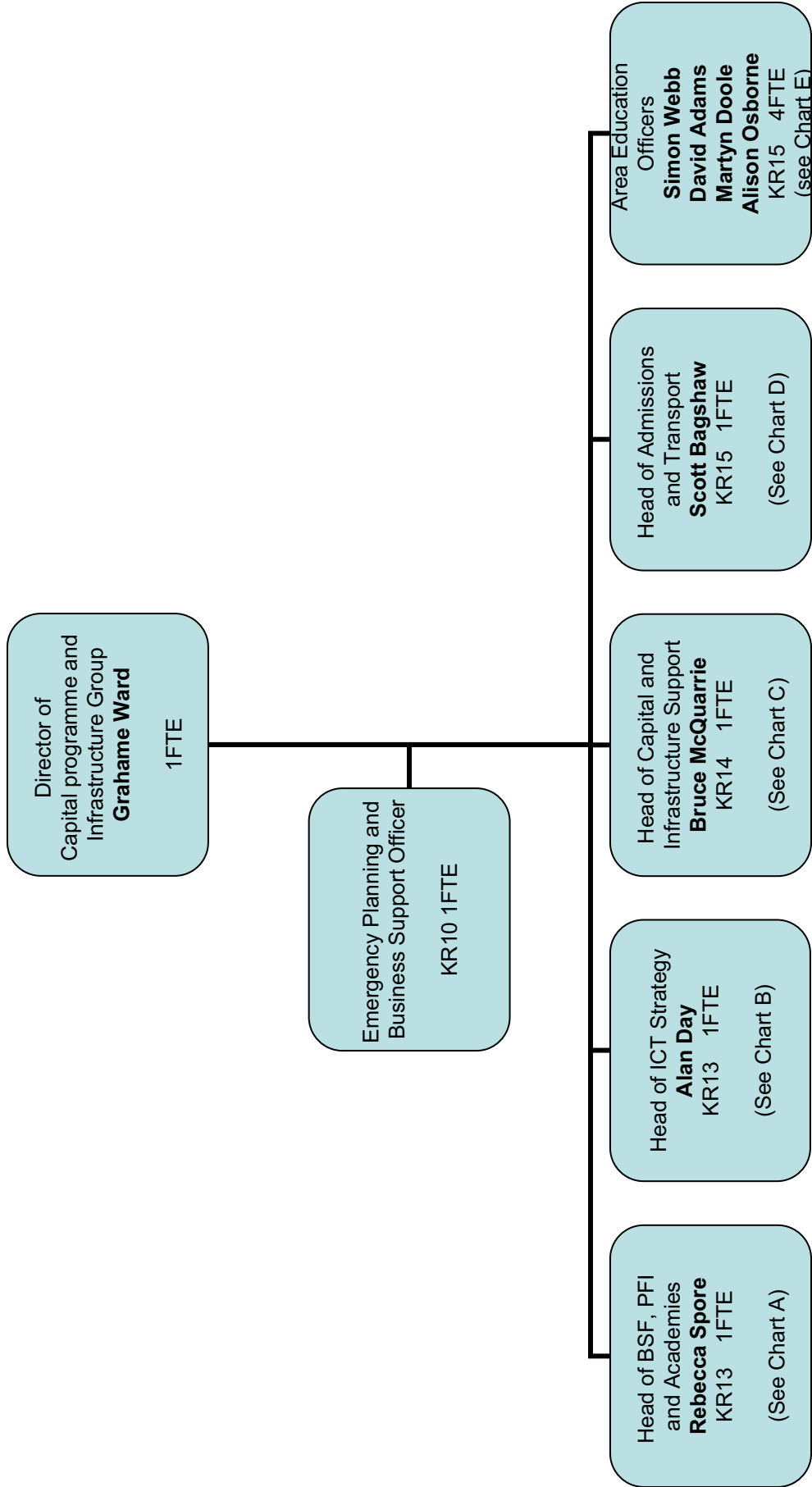
# Commissioning and Partnerships



# Resources & Planning Group



# Capital Programme and Infrastructure Group



- \* Capital and Premises Development Unit
- \* Health and Safety Unit
- \* Outdoor Education Unit
- \* Business Support and Client Services Unit

## **APPENDIX 5: CUSTOMER IMPACT ASSESSMENT REPORT - Screening**

### **PART A – GENERAL INFORMATION**

#### **A.1 Name**

Reorganisation of Children Families and Education services

#### **A.2 Type**

Service

#### **A.3 Responsible Owner**

Rosalind Turner

#### **A.4 Date of Initial Screening**

March 2010

#### **A.5 Initial Screeners**

Marisa White, Akua Agyepong

#### **A.6 Date of Customer Impact Assessment**

March 2010

Due to the nature and scope of the proposed changes it has been decided that a full impact assessment will be required for some key service areas specifically:

- Disabled Children's services
- Unaccompanied Asylum Seeking Children's Services.

#### **A.7 CIA Team**

Akua Agyepong (Commissioning and Partnerships); Grahame Ward (Capital Programme and Infrastructure); Peggy Harris (Learning); Liz Totman (Specialist Children's Services); Maxine Gibson (Resources and Planning)

## **PART B – INITIAL SCREENING**

Please complete sections B.1 – B.6 & B.8

Please complete section B.7 only if you conclude that no further action is required

### **B.1 Aims and Objectives**

KCC has been recognised as an excellent authority but is always looking for further improvements. Following a detailed review, services in the Children, Families and Education Directorate are being re-modelled. These changes will protect and enhance services for children and young people, and support for families, across the county.

At the heart of these changes will be 12 operational managers' groups, aligned with the district and borough councils and working alongside Local Children's Trust Boards, which are developing through the review of the Kent Children's Trust.

The local Children's Trust Boards will bring together early years, education, child protection, health, youth and community services and involve KCC, the 12 district councils, police, health and the voluntary sector – working together to provide high quality community-based services for children, young people and families. This will mean that all County Council services for children and young people will be working alongside partner agencies to provide a joined up approach, in the spirit of Total Place – a new initiative that looks at a 'whole area' approach to public services.

There is a rising demand for services and increasing pressure on public finances. These plans will make sure Kent County Council carries on delivering the very best for the 300,000 children and young people, and their families, and high quality support for early years providers, schools and colleges.

Savings of £8million will be made through effective use of staff. There will be a reduction of 260 posts – an overall reduction of 7% in staff numbers. This does not mean that 260 people will lose their jobs as 100 jobs are currently vacant and will accommodate the movement of some staff.

Front line services and care for children will be protected as the changes take place. £5.3million has been found on this year's budget to strengthen children's social services in the face of a 21.2% increase in referrals.

### **B.2 Beneficiaries**

In order to have a good understanding of the impact of the proposed changes, the Change team have identified two core groups of beneficiaries recognising the sub groups that will flow out of them.

#### **Kent County Council**

- as an organisation;
- CFE as a directorate as we improve our performance and continue to deliver excellent services in a climate of increased austerity.
- Council Tax payers of Kent- recognising our accountability to those who pay for the delivery of services in Kent
- Key partners and contractors who support service delivery in CFE

#### **Service users in Kent County**

- Kent children, young people and their families.



- Certain specific groups of children and young people where current KCC CFE performance indicates insufficient progress e.g. Looked After Children.
- Streamlined support to schools and settings, in response to the request for “one clear contact”.
- Potential to benefit key partner agencies and their agendas i.e. Health services, District Councils (agencies party to the Kent Children’s Trust Board and the Kent Children and Young People’s Plan)

It must be noted that this is not an exhaustive list and through consultation and review, other beneficiaries will be established and impact of change assessed in relation to their specific needs as part of the full impact assessment.

### **B.3 Classification**

This change proposal for key service areas has been classified as major because the reorganisation will affect large numbers of staff and service users.

Aspects of the proposals have the potential to, positively or negatively, affect the seven key groups covered by this assessment. The aims of the reorganisation cover areas that should have a positive impact on equalities, focusing on improving outcomes for vulnerable groups, including vulnerable learners and aligning services that need to work together around Looked After Children (LAC) and disabled children as well as responding to national changes within the 14-19 arena.

However in order to focus resources on key services, it is recognised that this will present a risk to other areas of our service delivery. As such, full impact assessment will enable CFE to get understanding of these risk areas and discover how to mitigate any negative impact that will arise through establishing and agreeing a time frame for responses through an action plan which will be owned by the Senior Management Team and key partners.

### **B.4 Consultation and data**

Please record any data/research and/or consultation you have carried out to inform your screening

One of the key drivers for change is in relation to Kent County Council’s commitment toward ‘Narrowing the Gap’ of inequality for children and young people in Kent. In addition to this the diversity of children and young people is recognised in relation to the fact that the ‘Every Child Matters’ outcomes, as such the wellbeing and achievement is of concern to elected Members and lead officers alike.

Review of our performance indicators shows the following areas of concern:

- Rate of increase in number of children subject to a Child Protection Plan
- Increase in referral and re-referrals
- Low proportion of referrals going onto initial assessment
- Increase in LAC
- Increase in numbers of children eligible for FSM and FSM achievement gap
- KS2 attainment gap
- Numbers of National Challenge schools
- Numbers of Primary schools below floor targets

- Attainment of LAC

Aspects of the reorganisation proposals are intended to address these areas, whilst also dealing with the need to build on good work in progress. Feedback from the work undertaken around the review of the Kent Children's Trust Board and local arrangements has also fed into proposals around locality arrangements for KCC CFE staff. Strengthening accountability and simplification of structures and roles relate to feedback from partner agencies during this review.

CFE has also considered recent work with the DCSF around our National Challenge schools and views on the targeting of support to these schools as well as how the role of the LA in relation to vulnerable schools or schools facing challenge needs to be strengthened and focused.

Negotiations with the DCSF, the Learning and Skills Council and their staff around transfer of responsibilities to the LA have also informed proposals around the 14-19 Unit and the need to move services for schools in the direction that takes account of national work around "accredited providers" for both Secondary and Primary schools.

Review of management data in relation to organisational profile.

In relation to consultation, a number of groups have been engaged over the process of change in relation to specific service areas. Indeed one of the key actions that came out of the consultative process was to continue to consult and engage with disabled children in order to develop services going forward. Below is a list of groups consulted as part of the change process:

Interviews:

- Kent Asylum Casework Team, UK Border Agency;
- Public Protection Unit, Kent Police;
- Training and Youth Coordinator, ECPAT (End Child Prostitution, Child Pornography and the Trafficking of Children);
- GP, NHS Eastern & Coastal Kent;
- Assistant Director, Children and Young People Division, The Children's Society;
- Barnardo's;
- Refugee Council;
- Liz Beal, Sunrise Co-ordinator, Barnardo's;
- Kent Refugee Action Network (Riverside Project);
- KCC CFE – Staff briefings, team meetings, general consultative period
- Local Children's Services Partnerships (LCSPs)

- DCSF draft (and now) statutory guidance on Children's Trust arrangements (consultation December 09 to January 10)
- Statutory guidance relating to participation and involvement, as well as requirements for Comprehensive Area Assessment (CAA).
- For school standards and improvement we can add in standards data some headlines for Key Stages 2 and 4 and Ofsted outcomes and Free School Meals (FSM) attainment
- Learners with additional needs: Special Educational Needs (SEN), Looked After Children (LAC), achievement of Black and Minority Ethnic communities.
- Review of our performance indicators.
- CFE has also considered recent work with the DCSF around our National Challenge schools and views on the targeting of support to these schools as well as how the role of the LA in relation to vulnerable schools or schools facing challenge needs to be strengthened and focused.
- School leaders

Sample of Focus Groups:

- Stakeholders (internal) – SUASC – 13:30-15:30, 13 May 2010, Maidstone
- Service users – SUASC – 17:30-18:30, 13 May 2010, Tunbridge Wells (Barnardo's book club meeting)
- Stakeholders (internal/external) – SUASC – 10:30-12:30, 14 May 2010, Maidstone
- Review of management data in relation to organisational profile.
- School and setting leaders have been consulted on the proposals as well as groups representative of this sector e.g. Early Years and Childcare and Extended Services Partnership Board (this group feeds directly into Kent Children's Trust).

## **B.5 Potential Impact**

### *Learning Group:*

Proposals for the Learning Group intend to impact positively on a number of groups (age, disability, gender and race in particular). Using data and increased feedback from children and young people, it is intended that resources and interventions will be more targeted to address gaps in attainment and wellbeing for these groups and more specific groups within these categories where differentials are indicated through monitoring of outcomes.

### *Specialist Children's Services:*

The setting up of a Corporate Parenting Unit bringing together all key services to focus on the needs of LAC (including unaccompanied asylum seeking children and young people) is intended to strengthen the support to and outcomes for these children and ensure that KCC CFE has the ability to fulfil its responsibility as corporate “parent” for these children. Assessment and reception of unaccompanied asylum seeking children will still happen through one of the Heads of Service for Children’s Social Care in order to ensure that specific needs are assessed and that there are plans to meet these needs prior to children moving to the responsibility of the Corporate Parenting Unit.

#### *Commissioning and Partnerships:*

The strengthening of the focus around safeguarding and ensuring that the quality assurance around safeguarding is “off-line” from the delivery is intended to improve delivery of safeguarding for vulnerable children and young people.

The setting up of a Commissioning Unit is intended to impact positively on outcomes for vulnerable groups, utilising improved data, strengthening consultation with children, young people, parents and carers and commissioning appropriate services against agreed outcomes. This also helps to move KCC CFE towards the future role the government expects it to have i.e. commissioning, championing, challenge and appropriate intervention.

The review of the Kent Children’s Trust Board and the changes to the roles and deployment of resources at a locality level (12 Districts) is intended to clarify accountabilities back to the Directors, aid flexibility of resource deployment and provide a model that allows partner agencies to align their services with CFE services with more ease. This is intended to have a positive outcome but it is acknowledged that the change process itself poses particular risks to the delivery of support to schools as well as children and young people as relationships come under pressure due to changes in personnel, line management and process. This needs to be mitigated by a clear business continuity plan and clear protocols and processes that are agreed to be all parties.

#### *Resources & Planning*

Awards team – Changes to this team have been bought about by a National Strategy to streamline Student Loans, and not as a direct result of the CFE re-structure.

It is anticipated that the proposal for changes to the Human Resources (HR) function should lead to a more co-ordinated approach to the delivery of this service to the business. One of the key change proposals is that there is a clear link to Workforce Development team. The internal changes to line management arrangements should provide much better and clearer accountabilities and a more co-ordinated approach to people management and development activities within CFE.

#### *Capital Programme and Restructure*

Service remains unchanged.

## **B.6 Outcome**

Following this initial screening, it has been decided that further assessment is required on each service area which will enable CFE SMT to ensure that duties are observed within specific services.

This will be carried out during the formal consultation period. Key interest and user groups outside of staffing have been identified and are being approached to engage in the consultation around proposals, particularly in those areas with the potential for positive and/or negative impact, as set out above.

#### **B.7 Justification for not needing further action**

N/A

#### **B.8 Challenge Network**

May 2010

## **PART C – FURTHER ASSESSMENT**

Please complete all sections if initial screening shows further assessment needed

### **C.1 Scope of the Assessment**

Set out what the assessment is going to focus on, as directed by the findings from your initial screening

### **C.2 Information and Data**

State what information/data/research you have used to help you carry out your assessment

### **C.3 Involvement and Engagement**

Provide details of all the involvement and engagement activity you have undertaken in carrying out this assessment and summarise the main findings

### **C.4 Judgement**

Set out below the implications you have found from your assessment for the relevant diversity groups. If any negative impacts can be justified please clearly explain why.

### **C.5 Action Plan**

Provide details of how you are going to deal with the issues raised in section C.4 above

### **C.6 Monitoring and Review**

Provide details of how you intend to monitor and review progress against the above actions

**PART D - SIGN-OFF AND APPROVAL**

Please delete as appropriate and ensure it is signed by the Chair of your Directorate Equalities Group or the Corporate Diversity Team (for CED)

**For initial screening only where no impact assessment is required**

I agree with the findings of this initial screening and confirm that this has been verified by the CIA Challenge Network. I endorse the decision not to undertake further assessment.

SIGNED: \_\_\_\_\_

DATE: \_\_\_\_\_

**For initial screening only where internal action is required**

I agree with the findings of this initial screening confirm that it has been discussed and agreed by the Directorate Equalities Group. The Group will ensure progress against internal action is kept under review.

SIGNED: \_\_\_\_\_

DATE: \_\_\_\_\_

**For a complete impact assessment**

I agree with the findings of this Customer Impact Assessment and confirm that it has been discussed and agreed by the Directorate Equalities Group. The Group will ensure progress against the action plan is kept under review.

SIGNED: \_\_\_\_\_

DATE: \_\_\_\_\_

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**TO:** CFE Resource and Infrastructure Policy Overview & Scrutiny Committee – 20<sup>th</sup> July 2010

**BY:** Sarah Hohler – Cabinet Member for Children, Families and Education  
Rosalind Turner – Managing Director, Children, Families and Education

**SUBJECT:** **Children, Families and Education Directorate Financial Outturn and Unit Operating Plan Outturn for 2009/10**

**Classification: Unrestricted**

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**Summary:**

This report summarises the 2009/10 financial outturn, together with annual operating plan outturn information, for each of the Service Units within Children, Families and Education Directorate. The report brings together financial and key activity and performance outcome information in the same place.

Members are also asked to consider how the committee should contribute to formulating the 2011/12 budget and medium term plan at an earlier stage than previous years.

FOR INFORMATION

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**1. Introduction**

- 1.1 In the March/April cycle of meetings POSCs received a report setting out the latest forecast outturn for the 2009/10 financial year as reported to Cabinet based on the position as at the end of the third quarter. Half-year performance monitoring against unit business unit plans was reported in the January cycle.
- 1.2 Last year each directorate prepared a combined unit level budget and performance outturn report for the July cycle of POSC meetings for the first time. Previously outturn reports had been included in the September cycle. This report builds on the lessons from last year.
- 1.3 At it's April meeting the Scrutiny Board recommended that all POSCs need to formulate their arrangements for contributing to the development of the budget so that they are able to have an input at an earlier stage than previous years. In particular POSCs should consider whether the Informal Member Groups set up following the November 2009 meeting should meet regularly between now and December when the draft budget needs to be finalised for formal consultation. This was re-affirmed at a recent training session for all Overview and Scrutiny members.

## **2. 2009/10 Financial Outturn- Revenue**

- 2.1 The provisional revenue outturn was reported to Cabinet on 14<sup>th</sup> June together with recommendations on rollover for committed projects and contributions to reserves for uncommitted under spends. The overall outturn position for the CFE portfolio was a net underspend of £2.238m.
- 2.2 Appendix 1 sets out the original budget, final approved cash limit and spending for each service unit within the CFE portfolio. The changes between the original budget and final approved cash limit are all within KCC's "virement" rules as set out in Financial Regulations.
- 2.3 The overall position for the portfolio has moved by -£0.237m since the last report to this committee. The main changes are:
- -£0.149m School Organisation – an increase in the underspend on this service to £0.178m due to a combination of staff vacancies and other minor net variances.
  - -£0.139m Mainstream Home to School Transport – an increase in the underspend to £1.087m mainly due to on-going renegotiation of contracts.
  - -£0.148m Local Children's Services Partnerships – an increase in the underspend to £0.304m resulting from a combination of further gross pressures of £0.739m which are more than offset by additional income of £0.887m. The Children's Centres have incurred additional expenditure of £0.518m fully funded from additional external income. This has not been previously forecast as each Centre variance is relatively small in isolation and therefore not flagged up by them. The balance of both the gross (+£0.221m) and income (-£0.369m) variances is due to other minor movements on various budgets within the LCSPs.
  - -£0.468m SEN Home to School Transport – an increase in the underspend to £0.855m due to the further renegotiation of contracts and revised figures on the impact of the heavy snow in January and February which closed special schools for a number of days. Special schools tend to be more prone to closure during bad weather due to the needs of the pupils and the longer journeys involved. The closure of schools for even short periods of time can have a significant impact on costs and many schools were shut for a number of days.
  - +£0.256m Other Preventative Services – this is mainly due to £0.103m on unforeseen section 17 payments and £0.102m on community based projects including day care.
  - +£0.660m Grant income and contingency – this is mainly due to the unforeseen requirement to increase the bad debt provision in line with the agreed protocol (+£0.505m) and the cancellation of two very old accounts receivable invoices (+£0.150m).
  - There are a number of smaller movements, all below £0.1m, across the other budget lines within this portfolio.

- 2.4 As there were no commitments against the directorates rollover, the entire underspend has been transferred to Corporate and put into an economic downturn and new corporate restructure reserve.

### **3. Delegated Schools Budget**

- 3.1 The previously forecast draw down from reserves of £6m was our estimate of the reduction in schools reserves. Schools nine month monitoring returns indicated a much larger drawdown than this but, based on past experience that their estimates tend to be significantly overstated, the figure was scaled back. It is very difficult to predict this with any accuracy, especially this year when factoring in the recovery of £0.762m from 8 schools earlier in the financial year and the introduction of the tighter 'balance control mechanism'. This process limits the level of reserves that schools can carry forward from one year to the next and allows the LA to claw back funding over and above a specified level. The introduction of the tighter rules has proved to have the required effect with schools reducing their reserves by £11.430m in 2009-10. The CFE Directorate is now going through the balance control mechanism process to review all schools balances, as part of the 2009-10 closure of accounts, and early indications are that only 10 schools have exceeded the limit with a total anticipated recovery of around £0.2m.
- 3.2 The £11.430m reduction in schools reserves in 2009-10 is made up of £14.702m drawdown of reserves by schools against schools delegated budgets and an underspend on the unallocated schools budget of £3.272m, which is largely due to £1.083m rates rebates, £1m higher than expected school recoupment income and £0.735m recovery of schools reserves as a result of the balance control mechanism. This has reduced total school revenue reserves to £51.753m of which £14m relates to unallocated schools budget. Of the remaining £37.8m, the schools returns show that of this balance, £9.3m is committed for specific revenue projects, Standards Fund phasing and contributing towards larger capital projects.

### **4. 2009/10 Financial Outturn – Capital**

- 4.1 Appendix 2 identifies the planned and actual spend on all capital projects in 2008/09 and the total approved and forecast spending over the lifetime of these projects.
- 4.2 The movements from the original budget and the approved cash limit have been reported in monitoring during the year and the cash limits were changed when the capital programme in 2010/13 medium term plan was approved in February.
- 4.3 The major variances at outturn compared to the previously reported position are as follows:

4.3.1 **Building Schools for the Future & Academy Development Fees (+1.003m)**. Most of this overspend (£+0.870m) relates to Wave 5 development costs where a significant amount of additional work on planning and the Outline Business Case has been required by Partnerships for Schools. There is also a further overspend (£+235k in total) on Wave 3 and Wave 4 development costs which is due to a greater reliance on external consultants than anticipated (caused by a delay in the recruitment to the 'in house' additional new posts). This is offset, to an extent, by a saving of £-131k on the internal team costs and a saving of £-132K on development fees for The Knole Academy where no fees have yet been incurred.

4.3.2 **Children's Centres & Early Years (£-1.587m)** – the major re-phasing's on this programme are:

**Play Equipment – Round 2 Shop (£-0.861m)**. Made of up of 2 elements : The Grants to Childminders of £450K which should have been spent by the 31st March and will now be rolled out in the new financial year. The balance of re-phasing relates to Phase 2 of the online shop to early years private providers where delays in orders being processed & goods being delivered have been experienced.

**Round 2 Children's Centre Builds (£-0.743m)** - The slippage relates to several projects –

Brent YMCA (£-0.251m) Lease and grant agreements were still being finalised by KCC legal Team and The YMCA. Once these are complete the allocated money will be transferred to the YMCA for the development of the Children's Centre.

East Stour, South Willesborough (£-0.204m) - Lease and Grant agreements were still being finalised by the KCC legal team and Ashford Borough Council. Once these are complete the allocated money will be transferred to Ashford Borough Council for the development of the South Willesborough Children's' Centre.

Snodland (£-0.047m). Identified accommodation within the clinic at Rocfort Road. Snodland is still being occupied by Health Services. This will become available in the next few months allowing for the small refurbishment project to take place.

The Willows (£-0.047m). Following on from the extremely adverse weather conditions in January, February and March, the project came to a virtual standstill.

**Development & Sustainability (£+0.404m)**. The programme is progressing ahead of schedule due to private providers completing works ahead of the original dates they submitted.

**Sensory Boxes (£-0.192m).** Due to shipping problems by Kent Commercial Services we only took delivery of 99 of the planned 700 sensory boxes

**Round 3 Children’s Centre Builds (£-0.113m).** Made up of 2 elements: Recharging to revenue of what transpired to be abortive development fees on the earlier stages of the programme & the delays whilst decisions were being taken on how Phase 3 should progress.

4.3.3 **Building Schools for the Future Wave 3 Build Costs (£-0.147m).** There were underspends against the projected expenditure for both King Ethelbert (£-705k) and Charles Dickens (£-1,752k), as result of the loss of the contractor, William Verry, during the year. Progress on Herne Bay High School, although behind schedule, was better than projected, resulting in an overspend of £+1,146k. Account has been taken of the work in progress (in relation to the drains) at St George's leading to an overspend of £+870k. Expenditure on ICT is slightly lower than projected (i.e. an underspend of £-641k) as a direct result of the construction programme, in certain cases, being slightly behind schedule. There were small variations on contracts at Dane Court Grammar School (£+483K), The Community College Whitstable (£+473K) & Northfleet School for Girls (£-142K).

4.3.4 **Practical Cookery Spaces (£+0.125m)** - The main reason for variance is because of poor monitoring information supplied by Tonbridge grammar School who submitted a spend projection in March for 2009/10 of £0.040m & outturned at £0.225m.

4.3.5 **Building Maintenance Programme (£+0.091m)** - The expenditure has marginally increased due to the positive actions taken to complete Additional Maintenance works before year end closure.

## 5. 2009/10 Unit Business Plan Outturn

5.1 We have made excellent progress on most of the activity described in our Business Plans, see table 1 below. Some projects have been delayed in light of the restructure, emerging performance and strategic priorities and will be carried forward into 2010/11. Each of these has been reviewed by the relevant Service Director and management action is in place to address lack of progress where possible, or it is being brought to the CFE SMT to make decisions about the continued business priorities.

Table 1 – Summary table of progress made against business plans

<b>‘Green’ Tasks Complete Number / (%)</b>	<b>‘Amber’ Tasks - part complete Number / (%)</b>	<b>‘Amber’ Tasks - being carried forward into 2010/11 Number / (%)</b>
258 (67%)	117 (30%)	12 (3%)

5.2 A Managing Directors overview of the detailed performance outturn report is appended to this report (Appendix 3).

## **6. Recommendations**

6.1 Members of the CFE POSC are asked to:

- a) NOTE the revenue and capital financial outturn for 2009/10 and changes to capital programme
- b) NOTE the performance outturn for 2009/10
- c) CONSIDER how the POSC should contribute to the development of the 2011/12 budget and to agree that an Informal Member Group be asked to meet on a regular basis over the next 6 months in order to get a fuller understanding of the implications of potential budget reductions and report back to the full POSC in November and January.

Keith Abbott  
Director – Resources and Planning

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Ext 6588

Grahame Ward  
Director – Capital Programme and  
Infrastructure

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Ext 6551

**Children, Families and Education**  
**2009-10 Financial Outturn Revenue**

Portfolio:					
	2009-10				Reason for Variance Variances of £100k or more
	Budget Book £'000s	Cash Limit £'000s	Outturn £'000s	Variance £'000s	
<b>Delegated Schools Budget</b>					
Gross	946,233	972,222	985,863	13,642	
Income	-80,517	-80,517	-79,456	1,061	
Net	865,716	891,705	906,407	14,702	Net overspend in schools of +£14,702k all of which has been transferred from school reserves
<b>Schools Unallocated</b>					
Gross	12,365	6,125	2,404	-3,722	
Income	-450	-450	0	450	
Net	11,915	5,675	2,404	-3,272	-£1,083k income received from prior years rates rebate. -£1,000k higher than expected school recoupment income. -£735k clawback of schools reserves following the balance control mechanism -£454k balance of underspend of other variances This underspend has been transferred to the schools reserves
<b>Transfer to School Reserves</b>					
Gross	0	0	-11,430	-11,430	
Income	0	0	0	0	
Net	0	0	-11,430	-11,430	Transfer to reserves made up of +£14,702k overspend in schools, offset by an underspend of -£3,272k in schools unallocated
<b>Finance</b>					
Gross	4,107	4,080	4,015	-65	
Income	-1,181	-1,122	-1,088	34	
Net	2,926	2,958	2,927	-31	
<b>Awards</b>					
Gross	5,117	5,117	5,572	456	+351k Home to College Transport - increase in adult train fares, increase in SEN pupils needing transport to access college and the rising number of pupils attending part time requiring multiply taxi journeys + 54k Staffing and Equipment (including a new computer system) +51k additional spend on Kent Transport Partnership matched by additional income
Income	-797	-797	-842	-45	
Net	4,320	4,320	4,730	411	

	2009-10				Reason for Variance Variances of £100k or more
	Budget Book £'000s	Cash Limit £'000s	Outturn £'000s	Variance £'000s	
<b>Personnel &amp; Development</b>					
Gross	17,449	15,297	16,110	813	+713k pensions pressure due to early retirements in previous years and one off costs associated with Academy pension enhancements, partially offset by additional income +359k employee tribunals due to academies related compromise agreements partially offset by additional income from the DCSF, and the recent agreed settlement of one significant case -111k underspend on Criminal Records Bureau checks +67k additional expenditure on school staff pensions offset by additional income -127k reduced take up of training -82k underspend on School Crossing Patrol -6k other minor variances
Income	-3,356	-1,350	-1,630	-280	-70k Additional pensions income -67k additional income on school staff pensions offset by additional expenditure -135k income from DCSF to part fund Employee Tribunals for Academies -8k minor variances
Net	14,093	13,947	14,481	533	
<b>Capital Strategy Unit</b>					
Gross	1,573	6,534	7,234	700	+594k pressure due to the costs associated with the boarding up of unused school buildings which is expected to recover until the property market recovers +209k pressure resulting from feasibility costs of abortive capital projects -103k underspend on tree safety work due to slippage
Income	-182	-15,542	-15,532	10	
Net	1,391	-9,008	-8,299	709	
<b>BSF/PFI/Academy Unit</b>					
Gross	432	432	420	-12	
Income	0	0	0	0	
Net	432	432	420	-12	
<b>Client Services</b>					
Gross	5,754	6,159	6,328	169	+81k Increase in spend in Milk Subsidy (see corresponding income variance) +88k pressure from additional team costs and other miscellaneous expenditure
Income	-4,813	-4,449	-4,260	189	-81k Increase in Milk subsidy income +285k relates to under-recovery of income relating to cleaning and refuse collection due to delays in the re-negotiation of contracts and the introduction of full cost recovery -15k other miscellaneous variance
Net	941	1,710	2,068	358	
<b>Business Management</b>					
Gross	1,903	1,933	1,895	-38	
Income	-267	-269	-395	-126	-96k Additional income for PA support from other units -30k Other miscellaneous variance
Net	1,636	1,665	1,500	-165	



	2009-10				Reason for Variance Variances of £100k or more
	Budget Book £'000s	Cash Limit £'000s	Outturn £'000s	Variance £'000s	
<b>ICT</b>					
Gross	1,916	6,624	6,805	181	+ 245k pressure due to higher than expected take up of enhanced broadband service in schools - 64k other minor variances
Income	-693	-693	-934	-242	-245k additional income from schools for enhanced broadband service +3k other minor variances
Net	1,223	5,931	5,870	-61	
<b>Health &amp; Safety</b>					
Gross	418	613	627	14	
Income	-185	-300	-313	-13	
Net	233	313	314	1	
<b>Strategic Management</b>					
Gross	1,514	1,518	1,590	72	
Income	0	-24	-26	-2	
Net	1,514	1,494	1,565	71	
<b>Extended Services</b>					
Gross	5,772	5,019	5,333	314	+213k pressure due to additional spending on Family Liaison Officers fully funded by Kent Children's Fund (KCF) income +116k pressure from additional services for schools in the Playing for Success centres which is fully funded by additional income -15k minor variances
Income	-77	-836	-1,189	-354	-213k additional income from Kent Children's Fund to support Family Liaison Officers -116k additional income from schools for Playing for success services -25k minor variances
Net	5,695	4,184	4,144	-40	
<b>Kent Music</b>					
Gross	865	856	856	0	
Income	0	0	0	0	
Net	865	856	856	0	
<b>14-24 Unit</b>					
Gross	2,369	3,558	4,070	512	+135k pressure due to additional activities relating to Skillsforce fully offset by additional income from schools +211k pressure due to additional spend on key stage 4 engagement courses and placements which is fully funded by additional income from schools +103k Dover Skills Studio one-off setup costs +63k other miscellaneous variances
Income	-150	-1,067	-1,567	-500	-218k additional income from schools for additional activities relating to Skillsforce -211k additional income from schools for key stage 4 engagement courses and placements -71k Other additional income
Net	2,219	2,491	2,502	11	
<b>School Organisation</b>					
Gross	2,969	3,030	2,954	-76	+71k pressure due to additional contracts with schools for governing body clerking service offset by additional income -147k underspend due to staffing vacancies and other minor variances
Income	-90	-90	-193	-103	- 88k additional income from schools for governing body clerking services - 15k other miscellaneous variance
Net	2,879	2,940	2,762	-178	

	2009-10				Reason for Variance Variances of £100k or more
	Budget Book £'000s	Cash Limit £'000s	Outturn £'000s	Variance £'000s	
<b>Mainstream HTST</b>					
Gross	15,238	15,238	14,052	-1,186	-1,186k underspend due to the following. 1) the on-going renegotiations of contracts (including the change in the purchase of rail tickets for under 16's), 2)a reduction in the number of pupils requiring assistance with home to school transport (nearly a 6% reduction since the start of the year), 3) a reduction in the costs of hired transports during the snow in December and January.
Income	-484	-484	-385	99	
Net	14,754	14,754	13,667	-1,087	
<b>Local Children's Services Partnerships</b>					
Gross	50,785	63,578	64,433	855	+518k additional expenditure by Children's Centres (CC) fully funded by income +61k additional expenditure on white oak nursery spend fully funded by income +93k pressure due to additional staffing expenditure at Meadows nursery (59k) and Horton Kirby environment centre (34k) +52k additional expenditure on Local Learning networks fully funded by income -87k minor underspend on various LCSP projects including Hands on Support grant (-41k) and Looked After Children project (-30k) +305k additional expenditure on LCSP projects fully funded by income, including Ethnic Minority Achievement Grant (+20k), Extended Schools - Sustainability (+90k) and Start up (+87k), Social Emotional Aspects of Learning (SEAL) project (+21k), Alternative Curriculum (+26k) and other (+61k) -87k underspend on School Nurses
Income	-562	-9,862	-11,021	-1,159	-518k additional income generated by Children's Centres -61k additional income generated by White Oak nursery +22k under recovery of income at Horton Kirby centre -88k additional income for nursery fees at Smarties nursery -52k additional income from schools for Local Learning Networks -462k additional income from various LCSP projects including EMAG (-20k), Extended Schools - Sustainability (-90k) and Start up (-114k), Social Emotional Aspects of Learning (-21k), Alternative Curriculum (-26k) and other (-191k)
Net	50,223	53,716	53,412	-304	
<b>AEN &amp; Resources</b>					
Gross	16,284	16,610	17,122	511	+585k pressure on statemented support fully funded by income from other local authorities -74k other miscellaneous variances
Income	-5,579	-7,824	-8,440	-616	-585k additional income from other local authorities for statemented support -31k other miscellaneous variances
Net	10,705	8,786	8,682	-105	

	2009-10				Reason for Variance Variances of £100k or more
	Budget Book £'000s	Cash Limit £'000s	Outturn £'000s	Variance £'000s	
<b>SEN HTST</b>					
Gross	17,605	17,605	16,753	-852	-852k underspend due to the following. 1) the on-going renegotiations of contracts, 2) a reduction in the costs of hired transports during the snow in December, January and February closed special schools for a number of days (special schools tend to be more prone to closure during bad weather due to the needs of the pupils and the longer journeys involved). Closure of schools for even short periods of time can have a significant impact on costs and many special schools were shut for a number of days
Income	0	0	-3	-3	
Net	17,605	17,605	16,750	-855	
<b>Independent Sector Provision</b>					
Gross	11,387	11,387	11,462	76	
Income	-697	-697	-773	-76	
Net	10,690	10,690	10,690	0	
<b>Strategic Planning &amp; Review</b>					
Gross	1,474	1,618	1,414	-203	-115k underspend due to the delays in the further developments in LCSP's pending the restructure of the Directorate -88k other miscellaneous variances
Income	0	-25	-26	-1	
Net	1,474	1,593	1,388	-204	
<b>Policy &amp; Performance (vulnerable children)</b>					
Gross	4,882	5,056	4,974	-82	
Income	-411	-369	-400	-31	
Net	4,471	4,687	4,574	-113	
<b>Directorate &amp; Democratic Services</b>					
Gross	1,274	1,216	1,144	-72	
Income	0	0	-1	-1	
Net	1,274	1,216	1,143	-72	
<b>Project Management</b>					
Gross	118	118	84	-34	
Income	0	0	0	0	
Net	118	118	84	-34	
<b>Advisory Service Kent (ASK) - Secondary</b>					
Gross	3,402	3,549	3,983	434	+302k pressure on School Intervention projects due to the number of secondary schools in challenging circumstances / Ofsted category requiring extra support +38k additional expenditure on Aiming High project +94k other miscellaneous variances
Income	-160	-436	-554	-118	-30k Aiming High income (see gross variance) -88k Other miscellaneous income, including contributions from schools
Net	3,242	3,113	3,430	316	

	2009-10				Reason for Variance Variances of £100k or more
	Budget Book £'000s	Cash Limit £'000s	Outturn £'000s	Variance £'000s	
<b>ASK - Primary</b>					
Gross	5,348	6,603	7,110	507	+91k pressure on the staffing budget for the Hands on Support and infrastructure team +252k pressure on the School Improvement Partners from increased support to schools in challenging circumstances both through Ofsted inspection and DCSF national challenge +107k pressure due to increased expenditure on Advisory Headteachers undertaking Intervention work (partially funded by additional income) +57k other miscellaneous variances
Income	-590	-410	-498	-88	-46k additional income from schools for Advisory Headteachers -42k other miscellaneous variances
Net	4,758	6,193	6,613	419	
<b>ASK - Early Years</b>					
Gross	8,343	10,376	9,321	-1,055	-1,055k underspend due to eligible expenditure being rebadged against the Sure Start Grant to fully utilise the grant and prevent it being repaid to the DCSF
Income	-12	-12	-88	-77	
Net	8,331	10,365	9,233	-1,132	
<b>ASK - Improvement Partnerships</b>					
Gross	1,713	2,635	2,771	137	+123k additional expenditure on training and development and the Improving Together Network fully funded by income +14k other miscellaneous variance
Income	-60	-566	-715	-149	-146k additional income from schools for training & development and the Improving Together Network -3k other miscellaneous income
Net	1,653	2,069	2,057	-12	
<b>ASK - Professional Development</b>					
Gross	4,555	4,622	4,895	273	+150k one-off pressure relating to the staffing within the Children's Trust Development team +51k overspend on governor training +72k other miscellaneous variances
Income	-2,262	-2,725	-2,676	48	
Net	2,293	1,897	2,219	321	
<b>Early Years &amp; Childcare</b>					
Gross	6,647	5,678	5,877	199	+137k additional one-off expenditure to support early years groups fully funded by the big lottery fund +62k other miscellaneous variances
Income	-251	-142	-304	-162	-137k one-off big lottery funding -25k other miscellaneous variances
Net	6,396	5,536	5,573	36	
<b>Management Information</b>					
Gross	34,394	32,441	32,288	-153	-89k underspend due to staffing vacancies as post held vacant due to restructure -48k reduction in expected Capita one server maintenance costs -16k other miscellaneous variances
Income	-35	-128	-100	28	
Net	34,359	32,313	32,188	-125	

	2009-10				Reason for Variance Variances of £100k or more
	Budget Book £'000s	Cash Limit £'000s	Outturn £'000s	Variance £'000s	
<b>Educational Psychology Service</b>					
Gross	3,694	3,695	3,531	-163	-163k underspend due to staff vacancies (continuing difficulties in recruiting)
Income	0	-1	-5	-4	
Net	3,694	3,694	3,526	-168	
<b>Attendance &amp; Behaviour</b>					
Gross	8,456	10,246	10,144	-102	-102k underspend relates to a combination of minor variances on various service lines
Income	-2,420	-3,910	-3,844	66	
Net	6,036	6,335	6,300	-35	
<b>Minority Community Achievement Service</b>					
Gross	1,663	1,664	1,665	2	
Income	-97	-98	-100	-2	
Net	1,566	1,566	1,566	0	
<b>Specialist Teaching Service</b>					
Gross	4,692	4,028	3,873	-155	-195k underspend on Personal Education Allowances due to much lower than expected take up +40k other miscellaneous variances
Income	-615	-636	-677	-40	
Net	4,077	3,392	3,197	-195	
<b>Joint Commissioning Service</b>					
Gross	13,418	13,642	13,706	64	
Income	0	-244	-244	0	
Net	13,418	13,398	13,463	64	
<b>Commissioning General</b>					
Gross	1,168	909	958	49	
Income	-614	-780	-779	1	
Net	554	129	179	50	
<b>Residential Care provided by KCC</b>					
Gross	2,370	2,767	2,867	101	+110k pressure relates to additional placements for respite -9k miscellaneous minor underspends
Income	-40	-40	-160	-120	-120k additional income from Health & Other Local Authorities for Children's Respite Placements in Sunrise (-31k) Fairlawn's (-54k) & Windchimes (-35k)
Net	2,330	2,727	2,708	-19	
<b>Independent Sector Residential Care</b>					
Gross	6,911	6,680	7,141	461	+970k pressures is a result of additional placements -509k underspend on secure accommodation
Income	-1,022	-928	-1,666	-739	-739k additional income from Health and KASS agreed by the Joint Resources Allocation Panel (JRAP)
Net	5,889	5,753	5,475	-278	
<b>Residential Care - not looked after children</b>					
Gross	791	596	317	-279	-279k underspend due to fewer than expected placements
Income	0	0	0	0	
Net	791	596	317	-279	
<b>Family Group Conferencing</b>					
Gross	1,156	1,302	1,189	-113	-113k underspend relates to staffing vacancies
Income	-100	-146	-146	0	
Net	1,056	1,156	1,043	-112	

	2009-10				Reason for Variance Variances of £100k or more
	Budget Book £'000s	Cash Limit £'000s	Outturn £'000s	Variance £'000s	
<b>Fostering Service</b>					
Gross	23,617	23,641	25,392	1,751	+2,151k pressure on Independent Fostering Agency fee's (there has been a net increase of 12 children during the year) +666k pressure on in-house fostering (there has been a net increase of 73 children placed during the year) -762k underspend in the county fostering team largely due to delays in recruiting to a number of vacancies and new posts funded from the LAC pledge and savings on panels and specialist fees (-462k). The balance is due to delays in the expansion of the therapeutic fostering scheme (-300k) -417k underspend on related fostering as children now placed in kinship/special guardianship +113k pressure on Kinship from increased demand in this service (see related fostering above)
Income	-226	-226	-280	-54	
Net	23,391	23,416	25,113	1,697	
<b>Adoption Service</b>					
Gross	6,882	6,882	7,430	548	+567k pressure on the Special Guardianship service (including a one-off £70k for a house extension). There has been a general growth in demand for this service, see related fostering above. -19k other miscellaneous variances
Income	-50	-50	-30	20	
Net	6,832	6,832	7,400	568	
<b>Direct Payments</b>					
Gross	2,412	2,448	2,329	-119	-119.0k underspend due to eligible Direct Payments being funded from the Aiming High Sure Start Funding instead of the base budget.
Income	-10	-10	-19	-9	
Net	2,402	2,438	2,310	-128	
<b>Teenage Pregnancy</b>					
Gross	616	616	600	-16	
Income	0	0	-2	-2	
Net	616	616	597	-19	

	2009-10				Reason for Variance Variances of £100k or more
	Budget Book £'000s	Cash Limit £'000s	Outturn £'000s	Variance £'000s	
<b>16+ Service</b>					
Gross	6,609	6,699	7,535	836	+609k pressure on in-house fostering (with a net increase in 14 children during the year and more children remaining in fostering placements beyond the age of 16) +603k pressure on Independent Fostering Agency fees (with a net increase in 7 children during the year and more children remaining in fostering placements beyond the age of 16) -254k underspend on Independent Sector Residential Care from fewer placements -148k underspend on Section 24/Leaving Care children due to change in legislation where the authority has a legal obligation to offer a child a foster placement up to the age of 18, or 25 if in further education rather than placing them in support lodgings +26k miscellaneous other minor overspends
Income	0	0	-1	-1	
Net	6,609	6,699	7,534	835	
<b>Other Preventative Services</b>					
Gross	6,954	8,437	8,822	385	+634k pressure on Section 17 budget due to this budget being unable to achieve the savings target in the MTP due to the knock on effect it would have on the more costly fostering service -295k underspend due to delays in the implementation of some of our community based projects +46k miscellaneous other minor pressures
Income	-169	-266	-442	-176	-176k additional income from Health for Section 17 and community based programmes
Net	6,785	8,171	8,380	209	

	2009-10				Reason for Variance Variances of £100k or more
	Budget Book £'000s	Cash Limit £'000s	Outturn £'000s	Variance £'000s	
<b>Children's Social Services Business Support</b>					
Gross	8,167	8,861	9,237	376	+513k pressure on Legal services due to changes in legislation (Public Law Outline), the additional costs of care proceedings and increased demand on this service +155k pressure on the Business Planning Unit mainly due to additional costs associated with the Social Work Pilot (+135k) which is fully funded from income -158k underspend on facilities due to a delay in health and safety work on children's social services buildings +252k additional expenditure relating to newly qualified social worker training scheme fully funded by income from CWDC -443k underspend on Training associated with delays in recruiting to vacancies and new posts in the fostering team and the assessment and related service. In addition to the additional savings in charges from external providers. +57k other minor variances
Income	-1,114	-1,466	-1,925	-459	-135k underspend on Social Work Pilot -252k additional income on Children's Workforce Development Council (CWDC) training Various other income sources -72k other miscellaneous variances
Net	7,053	7,396	7,312	-83	
<b>Assessment &amp; Related</b>					
Gross	31,966	34,218	30,523	-3,695	-3,695k underspend due to the continuing difficult in recruiting to social worker vacancies
Income	-910	-1,604	-1,567	37	
Net	31,056	32,615	28,957	-3,658	
<b>Grant income &amp; contingency</b>					
Gross	7,366	4,502	5,119	617	+505k additional expenditure relating to the unforeseen requirement to increase the bad debt provision in line with the agreed protocol +150k pressure relates to the cancellation of two very old accounts receivable invoices -38k other miscellaneous variances
Income	-1,021,029	-1,046,615	-1,046,653	-39	
Net	-1,013,663	-1,042,113	-1,041,534	578	
<b>Support Services purchased from CED</b>					
Gross	9,281	8,432	8,510	78	
Income	0	0	0	0	
Net	9,281	8,432	8,510	78	



	2009-10				Reason for Variance Variances of £100k or more
	Budget Book £'000s	Cash Limit £'000s	Outturn £'000s	Variance £'000s	
<b>Asylum Seekers</b>					
Gross	14,129	14,129	18,806	4,677	+2100k pressure on duty & reception team (particularly in the first half of the year) due to increased workload from much higher number of legal challenges to assessments resulting in many more re-assessments taking place & greater working in arriving at initial assessments. +1900k pressure resulting from higher number of placements and an increase in the use of more costly independent fostering allowances placements than in-house fostering provision. +800k staffing pressure resulting from the increased number of clients +1400k pressure on rent and client support costs due to higher than budgeted client numbers - this is split between over 18s (+600k) and under 18 (+800k). +700k internal recharges within Asylum budget lines +180k pressure from other miscellaneous variances -3029k drawdown from reserve for 09-10 shortfall in funding from the home office +626k net transfer to reserves for 08-09 home office settlement
Income	-14,129	-14,129	-18,806	-4,677	-700k internal recharging within asylum budget codes -3977k additional income from the home office due to the increased number of clients
Net	0	0	0	0	
<b>PORTFOLIO TOTAL</b>					
<b>Gross</b>	<b>1,356,523</b>	<b>1,401,841</b>	<b>1,408,026</b>	<b>6,185</b>	
<b>Income</b>	<b>-1,146,406</b>	<b>-1,202,332</b>	<b>-1,210,755</b>	<b>-8,423</b>	
<b>Net</b>	<b>210,117</b>	<b>199,509</b>	<b>197,271</b>	<b>-2,238</b>	

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2009/10 Spend			
Original Cash Limit	Approved Cash Limit	Final Outturn	Variance from Cash Limit
£000's	£000's	£000's	£000's

2009/10 Total Scheme Costs		
Approved Cash Limit	Final Outturn	Variance from Cash
£000's	£000's	£000's

**Rolling Programme :**

Basic Need	9,761	6,583	6,611	28	52,146	52,136	-10
Modernisation Projects	1,806	1,031	909	-122	21,945	21,907	-38
Specialist School Projects	200	586	509	-77	1,765	1,865	100
BSF Development Costs	4,000	6,168	7,171	1,003	17,818	17,818	0
Maintenance Programme	11,581	15,432	15,483	51	54,486	54,486	0
Other	2,595	2,522	2,560	38	10,410	10,378	-32

**Approval to Spend :**

Special Schools Review	367	13,846	13,441	-405	75,090	75,090	0
Vocational Education Programme	95	53	-59	-112	56	33	-23
Childrens Centres, Early Years & Childcare	6,251	11,766	10,179	-1,587	59,286	59,249	-37
Primary Improvement Programme	6,018	10,632	10,628	-4	29,879	29,780	-99
Development Opportunity Projects	947	2,233	2,173	-60	35,946	36,032	86
Freshstart Programme	2,088	2,111	2,206	95	4,572	4,662	90
BSF Wave 3 Build Costs (Excl PFI)	60,576	61,172	61,025	-147	138,413	138,413	0
Academy Programme - Longfield Academy	500	30,578	30,518	-60	88,171	88,171	0
Harnessing Technology	1,847	0	0	0	0	0	0
Transforming Short Breaks	2,317	645	678	33	6,590	6,590	0
Playbuilder	0	548	548	0	1,166	1,167	1
Kitchen & Dining Grants	0	407	316	-91	1,576	1,576	0
Practical Cookery Spaces	0	1,036	1,161	125	3,690	3,690	0
Home Access for Targetted Groups	0	350	350	0	350	350	0
Computers for Looked After Children	0	112	112	0	112	112	0
Other	0	681	460	-221	5,789	5,833	44

2009/10 Spend			
Original Cash Limit	Approved Cash Limit	Final Outturn	Variance from Cash Limit
£000's	£000's	£000's	£000's

2009/10 Total Scheme Costs		
Approved Cash Limit	Final Outturn	Variance from Cash
£000's	£000's	£000's

**Approval to Plan :**

Special Schools Review	10,517	469	441	-28	20,873	20,873	0
Childrens Centres, Early Years & Childcare	16,788	0	0	0	0	0	0
Primary Improvement Programme	5,636	854	855	1	31,386	31,398	12
Academy Programme	63,730	1,029	1,005	-24	235,136	235,172	36
Practical Cookery Spaces	1,510	0	0	0	0	0	0
Service Redesign	751	0	0	0	251	251	0
Multi Agency Special Hubs	0	234	232	-2	9,440	9,440	0
BSF/Academy Unit Costs	0	0	0	0	13,658	13,658	0
Unit Review	0	0	0	0	4,000	4,000	0
BSF Wave 5 Build Costs	0	0	0	0	128,400	128,400	0
BSF Wave 5 Build Costs	0	0	0	0	158,258	158,258	0
Other	1,500	46	191	145	2,063	2,209	146

**Projects at Initial Planning :**

Development Opportunity Projects	0	0	0	0	19,545	19,545	0
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**-1,421**

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**Devolved to Schools :**

School Capital Balances (mainly Devolved Formula Capirtal)	23,089	49,105	35,210	-13,895			
Schools RCCO Contributions	3,000	9,719	9,719	0			
Travel Grants to Schools	0	252	252	0			
Extended Schools Initiative	1,163	1,345	1,133	-212			

**Private Finance Initiative**

	43,204	43,204	43,204	0	248,707	248,707	0
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	<b>281,837</b>	<b>274,749</b>	<b>259,221</b>	<b>-16,949</b>			
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	<b>1,480,973</b>	<b>1,481,249</b>	<b>276</b>				
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## **Children, Families and Education** **2009-2010 Business Planning Outturn Report**

### **1. Introduction**

The Directorate continues to focus on its vision to ensure that every child and young person and their family are supported, achievement exceeds aspiration, and children are positive about their future, delivered through the successful achievement of the overall Vision for Kent, the Framework for Regeneration and the Children and Young People's Plan.

2009/10 was a productive year for the Children, Families and Education Directorate, with a good Comprehensive Area Assessment (CAA) rating and improvements in some key outcomes, particularly in the early years, sustained good performance in many of our secondary settings and actions taken to reduce exclusions and persistent absence.

### **2. Comprehensive Area Assessment**

The Comprehensive Area Assessment praised KCC's services for children, young people, families and education across all 8 Vision for Kent themes. The rating for children's services is that it performs well.

The CAA particularly rewarded the excellent progress that has been made in preparing young people for employment, by awarding Kent's work around 'Improving skills to match Kent's growing economy' a green flag for exceptional performance or innovation that others can learn from.

The CAA also identified that the prospects for improvement in Kent are strong, with an excellent track record of delivery, efficiency savings and reinvestment.

### **3. Progress in improved outcomes for children and young people**

#### **3.1 Overview of Performance**

Indicators showing consistently strong performance

<b>Indicator</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>Better than National Average<sup>2</sup></b>
NI 62: Percentage of Looked After Children with three or more placements	11.0%	9.9%	9.8%	<b>Yes</b>
NI 75: Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths	48.5%	49.7%	52.0%	<b>Yes</b>
NI 117: 16 to 18 year olds who are not in education, training or employment (NEET)	6.4%	5.2%	4.7%	<b>Yes</b>
% of schools achieving healthy school status	N/A	76%	84%	<b>N/A</b>
% of young people participating in vocational programmes who agreed this was having a positive impact on their lives	90%	90%	98%	<b>Local Indicator (2010)</b>
Number of children on vocational 14-16 programmes	2,200	4,600	5,500	<b>Local Indicator</b>

<b>NI 61 Timeliness of placements of looked after children adopted</b>	<b>70.3%</b>	<b>81.8%</b>	<b>85.7%</b>	<b>(2010) Yes</b>
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<sup>2</sup>Based on most recent comparative data

Indicators showing improving performance

<b>Indicator</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>Better than National Average<sup>2</sup></b>
NI 72: Achievement of at least 78 points across the Early Years Foundation Stage	43%	46%	51%	<b>No</b>
NI 92: Gap between the lowest achieving 20% in the EYFS	33.0%	32.0%	29.8%	<b>Yes</b>
NI 148: Care leavers in employment, education or training	53.4%	54.7%	62.7%	<b>No</b>
NI 87: Secondary school persistent absence rate	6.8%	6.0%	5.5%	<b>No</b>
NI 112: Under 18 conception rate	-11.6%	-11.4%	-12.8%	<b>No</b>
<b>NI 156: Households in temporary accommodation</b>	<b>1,244</b>	<b>925</b>	<b>720</b>	<b>N/A</b>

<sup>2</sup>Based on most recent comparative data

Some key highlights are listed under the five Every Child Matters Outcome themes:

### **3.2 Being Healthy**

The National **Healthy Schools** Programme celebrated its tenth anniversary this autumn. In Kent, the programme has been successful, with 100% of schools actively engaged and 87% having achieved 'Healthy Schools' status.

**Obesity** in both the Reception year and year six is below the national average, 0.6% and 0.8% respectively. Obesity amongst these children is reducing at a similar rate to that of the national average. Parents are receiving information from school nursing services which offers pathways to help and support should their children be deemed an unhealthy weight or at risk of becoming so. 310 learners have also attended family programmes with a healthy eating focus.

The amount of **physical activity**; PE, school sport and competitive school sport in Kent has increased. 100% of pupils are now participating in two hours of high quality PE and school sport per week compared to 88% last year and 64% three years ago. 50% of pupils are involved in inter-school sport competitions, which is well above the national average of 44%.

The 2009/10 **Kent School Games** were launched in schools at the end of September. This launch was designed to encourage even more schools of Kent's schools to become involved, an estimated 550. Area competitions and trials organised by the 13 School Sport Partnerships, 15 Sports Colleges and seven competition managers, have led to schools qualifying for the finals in June 2010. The Kent School games has formed an integral part of Kent's successful Beacon application for Olympic and Paralympic Legacy.

### **Emotional wellbeing**

The perception of children and young people on Kent is that they are physically healthy and generally enjoy their life, 92% of 7-11 year olds report that they usually feel happy. 79% of 11-16 year olds, and 82% of post 16 year olds agreed or strongly agreed that they enjoy their life (Children and Young People of Kent Survey 2009) an increase from 76% and 81% in 2008/9.

The survey also asked children and young people if they feel sad or depressed at least once or twice a week. Compared with last year, the proportion of young people saying they do feel sad or depressed has decreased within the 11-16 age group, by 7%.

Additionally, over two thirds of 11-16 year olds and post-16s said that they feel positive about their future.

Kent Early Years Foundation Stage Profile has improved for the third year in succession. In the thirteen aspects of learning that are assessed at the end of the reception year, all thirteen demonstrated improvement in 2009. There was a significant improvement for children in the lowest 30% Super Output Areas (SOAs) and the gap was reduced between these children and those in the rest of Kent. There are 3,052 children whose results make up the 30% SOAs data and in 2006 only 25.4% of the children achieved six points in all aspects of Personal, Social and Emotional and Communication, Language and Literacy compared with 37.2% achieving this level in 2009.

### **3.3 Staying Safe**

CFE coordinates and supports the work of Kent's **Local Safeguarding Boards** which continues to work vigorously, with the support of all agencies, to achieve good outcomes for children.

CFE **children's social care services** continue to be pressured with high numbers of referrals and increasing numbers of children subject to Child Protection plans, as is the case with other LAs. The activity to recruit to Social Work posts via a vigorous recruitment campaign has continued with the successful recruitment of 58 newly qualified social workers, 27 American recruits and so far 14 European recruits. Recruitment and retention of social workers remains a critical priority, and we take on board the recommendations of the March 2010 Cabinet report of the Chief Executive.

Further, reducing family risks linked with child abuse and neglect (e.g. domestic abuse, parental mental health, and substance misuse) is key to improving outcomes. It is critical that we maintain strong child protection practice in all Districts and work through the KCSB to reduce risks to safeguard children. A network of 6 Parenting Capacity Assessment (PCA) teams has been established, and early evaluation of their effectiveness is positive. The Chief Executive's report identified robust delivery of child protection services in Kent.

In terms of KCC's **corporate parenting** responsibilities, our number of looked after children (LAC) has been increasing (this is a national situation). Kent has been very successful in the past in reducing the numbers of LAC through options outside the care system. As this is better for children's outcomes and better value for money, these options will continue, but we will also explore other contractual models to ensure sufficient cost effective provision for our most vulnerable children.

Developments with partner agencies in services for **Unaccompanied Asylum Seeking Children** have resulted in multi agency assessments and the promotion of the specialist needs of UASC. There has been continued development of good practice in the assessment of age; this has received recognition in the courts. There has also been continued success, to date, in defending age assessments against challenges in the High Court. The service has promoted KSCB participation in the national pilot for the identification of victims of human trafficking.

Kent Safe Schools is a countywide initiative that works to ensure both the **physical and emotional well being** of children and young people. Kent Safe Schools develops and delivers services both in school and in the wider community. These services focus on school and community issues,

emotional literacy, social and emotional development, self-esteem and restorative approaches. This year 8478 pupils completed the Kent Safe Schools on line bullying survey. There has been a reduction in the percentage of children and young people's perception of **bullying**. Percentage of pupils who has ever been bullied reduced from 50% in November 2008 to 47% in November 2009. Additionally, the Children and Young People of Kent Survey 2009 identified that the percentage of 11-19 year olds reporting both physical and verbal bullying had decreased this year.

### **3.4 Enjoy and Achieve**

KCC investment in the early years is showing results. Inspections of **early years'** settings are showing improvement with more being judged as good or better, and a larger proportion of children are doing well by their first year in school, with Kent narrowing the gap to national, and children from poorer backgrounds also doing well. It is important to maintain a preventative approach in early childhood through our resources in children's centres in deprived areas and quality early years learning.

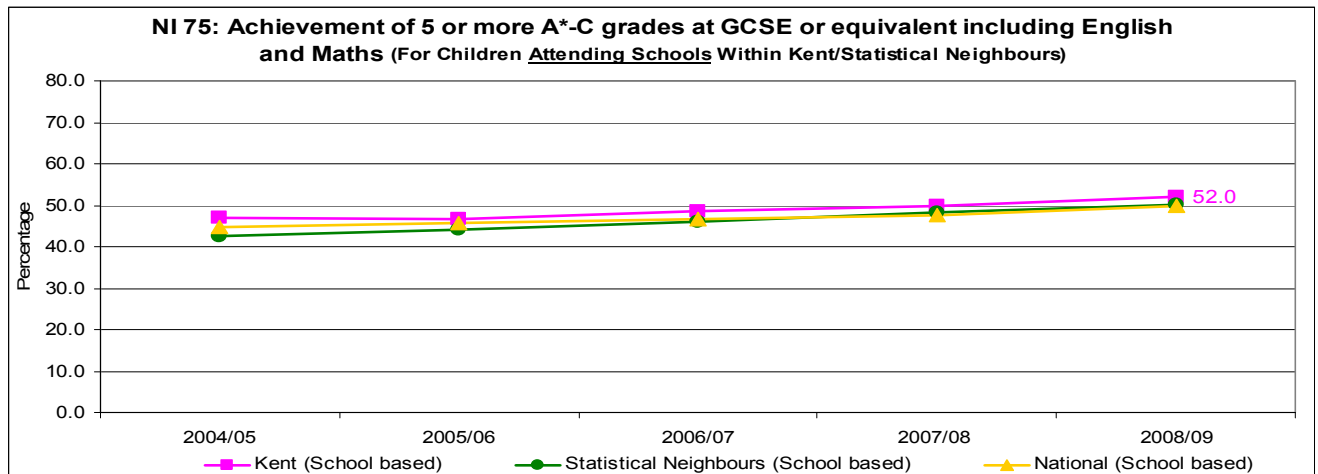
Progress has been made in Kent **primary schools** but whilst some children and Primary schools do very well, some are not reaching the standards to which we aspire, particularly those from poorer backgrounds. This is reflected in Ofsted judgements of some schools under the new inspection framework which gives higher emphasis to attainment results. CFE staff and financial resources will be targeted to those schools at risk of not achieving Key Stage 2 floor targets, and we will support and challenge them to raise expectations and improve the quality of teaching and learning. It is critical that schools know their children well and use the skills of their staff effectively to enhance learning. In time, we expect that progress in the early years will contribute to children's outcomes through primary.

The Children and Young People of Kent Survey 2009 identified that 85% of children, aged 7-11 years, reported that they enjoyed school at least sometimes and 55% of 11-16 year olds reported that they liked being at school. 68% of 7-11 year olds felt that they were doing well at school and 80% of 11-16 year olds thought that they were doing at least quite well.

Kent's students continue to deliver extraordinary success in their **GCSE results**, racing ahead compared with national figures. 73% of Kent students achieved five A\* to C grades this year, around five percent above the national average, and an improvement of 5.6% on last year. In addition the 52.0% of Kent students gaining five A\* to C grades (including English and Maths), is up 2.3% on last year and has surpassed all previous records.

In 2008 Kent had 33 schools in the **National Challenge** programme. In 2009 the number of Kent schools performing below the 2011 target has now been reduced to 18. Twenty-two of the 33 schools improved on their 2008 results, fourteen of which improved by 5% or more, including King Ethelbert's School where the 20% increase in pupils achieving 5 good GCSEs attracted national media interest.





Source: Department of Children, Schools and Families

There are many exciting things going on across the county, not least the large programme to rebuild schools to high standards across the county through our **Building Schools for the Future and Academies Programme**. Kent's first new BSF schools in Wave 3 (11 schools) are about to open, we have gained outline approval for wave 4 (16 schools) and wave 5 (15 schools) and the remit meeting for wave 6 (9 schools) is about to take place.

The programme to rebuild schools in Kent is already resulting in improvements in school inspections. Ofsted has praised Kent's teaching at Cornwallis Academy and New Line Learning. New Line Learning Academy has received the best Ofsted report that it has ever had.

The future for further capital expenditure maybe uncertain, but CFE are delighted that Kent has done so well in securing transformational buildings to support the innovative learning curriculum we are all working towards.

In July 2009 KCC and the NHS signed up to **Every Disabled Child Matters**, a formal commitment to make life better for disabled children and their families. This year 77% of young people and carers asked were happy or very happy with the support that they currently receive. Significant progress has been made on establishing four parent groups within Kent to become charitable trusts by Jan 2011 which will enable them to commission services for disabled children and their families.

### 3.5 Make a Positive Contribution

**Consultation and participation** with children and young people continues to develop so that it becomes an integral part of services and ensures that young people's views and opinions improve education and life in Kent. In 2009 over 39,000 children participated in the third Children and Young People of Kent survey. Focus groups and consultations also took place with over 90 young people with a disability, health problem or English as a second language.

**Kent Youth County Council (KYCC)** currently has 60 young members who attend regular meetings. In November 2009, 27,463 young people voted in the KYCC elections. The council now also includes 15 community representatives making it more inclusive. Approximately 40 Kent children in care were involved in an event in April 2009 to help plan the development of a **Kent Children in Care Council**. Since then the Children in Care Council have been involved in the production of a DVD to help communicate to staff key issues affecting children in care.

In 2009 a **Primary Children Council** was created. This council has met twice, sixty children from across the county have attended to give their views on topics such as bullying, e-safety and PSHE.

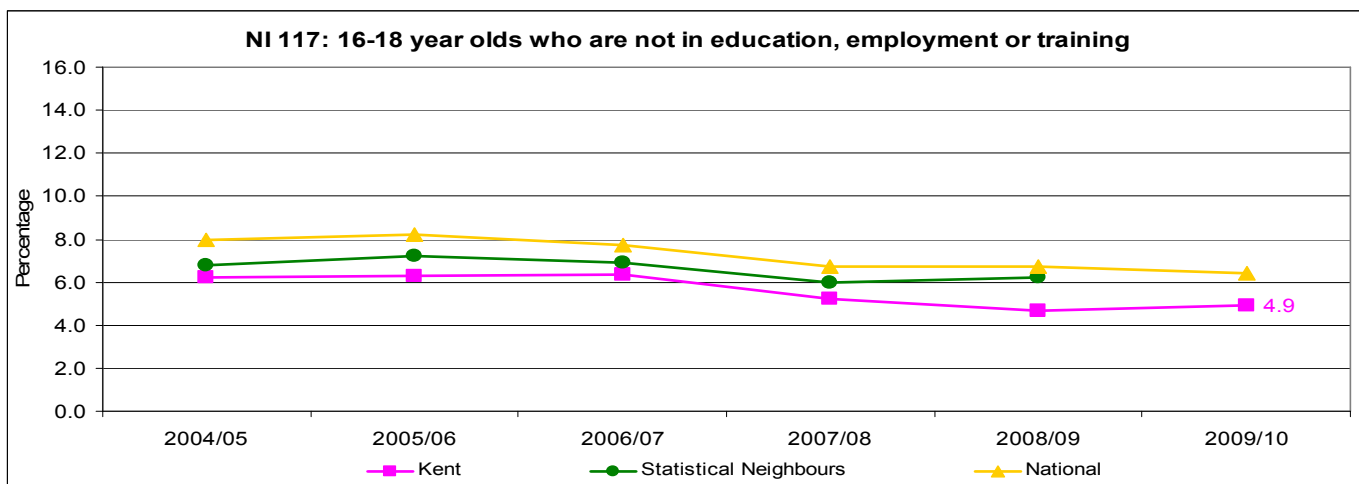
Kent schools are among the best in the country at offering **extended services** to the community. Ninety five per cent of schools in the county are offering extended school services, according to the Training and Development Agency. This is on a par with the regional and national figures. KCC and its partners believe that extended services help raise the achievement of children and young people and broaden their life opportunities while building a positive community spirit.

Kent is leading the way in **parenting and carer support** with three new 'Your Family Matters' (YFM) co-ordinators to organize the delivery of the 'Your Family Matters' parenting programme. The 12 week evidence based programme empowers parents of children aged 8 – 13 at risk of anti-social behaviour through self awareness, and a better understanding of child development and positive discipline techniques. It has achieved very good results, with both parents and children reporting improvements in family relationships, children's social skills and self discipline.

### 3.6 Achieve Economic Wellbeing

Mitigating the effects of **family poverty** on children and young people and their families continues to be a priority for the directorate. In line with the Child Poverty Act, CFE are working on a Poverty Needs Assessment to draw on data, intelligence and consultation with service providers and families to identify local priorities that need to be tackled to reduce child poverty. CFE have made excellent links with the national Child Poverty Unit and played a role in influencing the Child Poverty Act regulations and guidance for the needs assessment and strategy. This raised Kent's profile as a lead authority in this area.

However, the proportion of young people **Not in Education, Employment or Training (NEET)** in Kent is being pressured from the downturn in the economy. While performance remains good, at 4.9%, economic factors are impacting on young people's ability to find work and may be encouraging more to remain in education. With the transfer of the learning and skills functions (from the LSC) as of April 1, 2010 we will be working with sixth forms, FE Colleges and all our providers to improve those standards, achievement and outcomes that are below national and statistical neighbours (particularly for those young people from low income families).



Source: Client Caseload Information System

CFE has worked with all school and colleges to pilot a universal **Kent Careers and Guidance** programme. This includes a new information platform with up to date impartial information on 15 vocational sectors, including information from employers. The development of personal tutors in schools for all learners, to support choices and provide careers advice and guidance has also started. The new information portal is a key resource for these tutors.

The Children and Young People of Kent Survey 2009 identified that a 63% of 11-16 year olds and 57% of post-16s strongly agreed or agreed that they would be able to get the type of job they want when they are older. These findings are generally in line with those reported last year, and therefore suggest that the recent changes in the economic market have not had a notable effect on young people's view of the job market in Kent and therefore their future aspirations.

### 3.7 Indicators showing areas for renewed focus

Indicator	2006/07	2007/08	2008/09	Better than National Average <sup>2</sup>
Rate of referrals to children's social services per 10,000 children aged under 18	339	386	557	N/A
NI 73: Achievement of Level 4 in English and Maths at Key Stage 2	67%	69%	68% <sup>1</sup>	No
NI 102: Achievement gap between pupils eligible for free school meals and their peers at Key Stage 2	30.4	30.7	30.0 <sup>1</sup>	No
NI 53: Prevalence of breastfeeding at 6-8 weeks from birth	34.5	33.6	31.5	No
NI 64: Child Protection Plans lasting 2 years or more	5.5%	8.0%	10.0%	No
<b>NI 147: Care leavers in suitable accommodation</b>	<b>79.4%</b>	<b>85.8%</b>	<b>82.9%</b>	<b>No</b>

<sup>1</sup>Provisional result

<sup>2</sup>Based on most recent comparative data

## 4. CFE Restructure

Following the appointment of a new Managing Director in May 2009, there was a clear expectation that a reorganisation was required to ensure that the service is sustainable and fit for purpose in realising the ambitions and priorities of KCC and Kent Children's Trust for children and young people.

Following County Council agreement to a new CFE senior management structure in June 2009, work is currently underway to drive forward the restructure throughout the service, alongside the review of Kent Children's Trust ([http://www.kenttrustweb.org.uk/Children/kct\\_change\\_for\\_children.cfm](http://www.kenttrustweb.org.uk/Children/kct_change_for_children.cfm)). Consequently, an interim structure has been in place within CFE since September 2009. Detailed proposals for the restructure were launched on February 23<sup>rd</sup> 2010 for a 90 day consultation. A web-link to the detailed proposals is <http://knet2/directorates/children-families-and-education/cfe-restructure/cfe-restructure>

We have a strong foundation to build on in CFE, and recently achieved excellent results from the Investors in People assessment. Nevertheless, we are very conscious of the need for staff care and support at this time.

Rosalind Turner  
 Managing Director, Children Families and Education

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By: Keith Abbott – Director, Resources and Planning  
Grahame Ward – Director, Capital and Infrastructure  
Rosalind Turner, Managing Director, Children, Families & Education Directorate  
Sarah Hohler, Cabinet Member for Children, Families & Education Directorate

To: Children, Families & Education - Resources and Infrastructure Policy Overview & Scrutiny Committee

Date: 20 July 2010

Subject: **New Academies and Free Schools proposals and the broader emerging Government agenda for Schools Reform**

Classification: *Unrestricted*

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Summary: This report provides an update on the coalition Government's new academies and free schools proposals together with information on the emerging broader Government agenda for Schools Reform. This report summarises proposals in the Academies Bill and highlights key implications and concerns for Local Authorities and schools. It also provides a preliminary outline of key elements expected to feature in the Government's second education Bill expected around mid-October.

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## **1. Introduction**

- 1.1 This report provides an update on the coalition Government's new academies and free schools proposals together with information on the emerging broader Government agenda for Schools Reform. This report summarises proposals in the Academies Bill and highlights key implications and concerns for Local Authorities and schools arising from the Academies Bill which is expected to receive Royal Assent just before the Summer parliamentary recess at the end of July.
- 1.2 In particular, the report provides a detailed explanation of the financial impact on KCC of schools converting to academy status and the implications for sustaining services in the immediate and longer term and for our role in funding and supporting schools that remain with the LA. Our detailed analysis explains that the Government appears intent on

repeating one of the worst aspects of the previous Grant Maintained system and that academies will, at least initially, receive significant top-up funding beyond the funding received by LA maintained schools, contrary to their publicly stated principles for academy funding that academies should receive broadly comparable funding to schools that choose to remain LA maintained.

- 1.3 The report also briefly touches on some of the implications for the LA and schools arising from the Government's emerging broader agenda for Schools Reform. We know that the new Department for Education (DfE) is currently finalising key proposals for a School Reform White Paper, although it is not expected to be published until early in the Autumn. The White Paper will provide a clear indication of the Government's future agenda for schools and wider education reform and will outline significant changes to the role of local authorities and a new relationship with schools. The Government will seek to implement these changes in a second Education and Children's Bill which can be expected to be introduced as a key measure in the Government's wider reform agenda for public services. That Bill will probably be published around mid-October.

## **2. New Academies**

- 2.1 On 26 May, Michael Gove, the new the Secretary of State for Education, announced details of the Academies Bill which will allow him to approve applications from existing schools that wish to become Academies. This will be through a simplified, streamlined process detailed below. Importantly, this policy is aimed at all schools, rather than schools in challenging circumstances, which were the focus of the academies programme under the previous Government. It is envisaged that the Bill will receive Royal Assent just before the summer recess, currently scheduled for the end of July. Annex A provides a summary of the key provisions and content of the Bill as originally published, together with the details of the Bill's passage through the Lords and likely subsequent parliamentary timetable.
- 2.2 The new academies will, like their predecessors, be publicly funded independent schools, outside of local authority control. They will continue to enjoy the key freedoms and flexibilities of:
- setting their own pay and conditions for staff;
  - freedom from following some of the National Curriculum;
  - the ability to change the lengths of their terms and school days;
  - being their own admissions authority.
- 2.3 There will essentially be two waves for schools seeking to convert to academy status:

**Wave 1** for “outstanding” schools only, where schools applying by the DfE’s 30 June deadline are expected to be fast-tracked through to become academies from as early as September (N.B. DfE suggests that special schools will not convert until September 2011 at the earliest)

**Wave 2** when the DfE opens up the process for all other schools to apply, which is not likely to be announced/start before the Autumn (not least because DfE/YPLA do not have capacity initially to cope with the anticipated volume of schools the Government hope will opt to convert)

**Failing schools** The DfE has also confirmed the intention to convert schools that have been failing for 12 months and not showing significant improvement to academy status

- 2.4 The DfE is also making plans for further freedoms for Academies in the way they engage in local partnerships and deliver 14-19 education, relaxing the requirements currently in the Funding Agreement (the contract between the Secretary of State and the Academy Trust) and freedom from further inspection (at least for previously “outstanding” schools).
- 2.5 Primary, secondary and special schools will be able to apply to become Academies (previously primary and special schools could not be academies). The DfE has confirmed that where a maintained school operates selective arrangements, these can be retained, and therefore the programme is open to grammar schools too.
- 2.6 Where applicable, Governing Bodies will need the support of their Foundation and Trustees to apply to convert. Unlike existing Academies, no additional external sponsor will be required where an “outstanding” school converts to Academy status. For schools with existing Foundations, the Foundation will retain its involvement with the school. “Outstanding” schools are also expected to sign up, in principle, to support another school to raise attainment – no LA brokering role between academies and the ‘weaker’ school is envisaged by the DfE, the academy and DfE/YPLA will decide this.
- 2.7 The Bill gives the Secretary of State the ability to issue an Academies Order to (a) schools which apply to become academies, and (b) schools that are eligible for intervention (i.e. in an Ofsted Category). The issuing of an Academies Order removes all requirements for statutory consultation around the closure of a maintained school. The order will specify the date that the Local Authority ceases to maintain the school, and the date the Academy opens. The Local Authority is not consulted, nor is it the decision maker.

### **Conversion process for outstanding schools**

2.8 Schools wanting to convert to an Academy need to:

- Complete an on-line registration form. The DfE will liaise with the school direct. A named DfE official will be appointed as the school's contact to support the school throughout the process.
- Submit a short application to convert form, including the confirmation of the Governing Body resolution; the agreement of any Foundation and Trustees (if applicable); and, confirmation of the school's outstanding rating from Ofsted. Schools will also discuss with the DfE contact in-principle agreement to support another school to help raise standards. The Secretary of State will confirm whether he is content for the school to proceed to the next stage and, if he is, will make an Academy Order – we are told, ministerial approval can be within about one week.
- DfE will support the Governing Body and Headteacher to ensure that all legal documents are completed relating to governance, land, property and staff transfer and company registration. This stage of the process is completed when the Academy Trust and the Secretary of State sign the Funding Agreement for the Academy. The Funding Agreement will stipulate the date when the Academy will open.
- Pre-opening, the Governing Body will need to finalise matters in preparation for the Academy opening. This will include setting up new contractual arrangements as required and completing registrations for licences etc.

### **Length of time to convert to an Academy**

2.9 The DfE expects the four steps detailed above to take a minimum of three months, although this may be longer if there are complicated issues to resolve. This means that in straightforward cases outstanding schools could become Academies by September 2010. Schools will, however, be able to complete the conversion process more slowly if they wish. It is not essential for schools to open as Academies from the beginning of a term, although many will wish to do so as it will make school planning easier.

### **Academy Funding**

2.10 The DfE is offering outstanding schools a one-off £25k payment in the form an 'Academy Conversion Grant'. New Academies should receive the same level of per-pupil funding as LA maintained schools in the LA area. However, new Academies will also receive a share of the local authority budget that currently provides for central services, and will receive substantial top-up funding to meet their additional responsibilities. Academies will need to consider how they will obtain or provide services previously provided by the local authority using the



additional funding they receive. Schools are free to buy back the services from the local authority or find them elsewhere.

- 2.11 The funding for academies comes in the form of a grant, known as the General Annual Grant (GAG), paid by the Young People's Learning Agency (YPLA). For schools converting in September, the YPLA will issue formal notification of grant funding for each school in August. The GAG is made up of different elements:
- **An amount equivalent to the school's current budget share**- By far the largest element of GAG is the school's core funding, known as its delegated budget share. This will be the same as the school's current budget share received from the local authority.
  - **Local authority central spend equivalent grant (LACSEG)** - This is the additional money to cover those central services that the local authority no longer provides. This figure varies between local authorities and will reflect the amount the local authority already holds back to pay for central services.  
This element of grant is calculated by the Young People's Learning Agency (not the local authority), using a formula, based on an academy's pupil numbers and the amount that the relevant local authority spends on the services and costs. It is not based on the actual costs of the services supplied to the individual school.
  - **Other funding** - Academies also receive grant funding to meet the additional VAT they incur because they cannot use the local authority's VAT reclaim facility and to meet their insurance costs. All other specific grants, including Standards Fund grants and Schools Standards grants will continue to be paid as normal by the local authority up to 31 March 2011. Arrangements for these grants after that date, for all schools, are still under consideration
- 2.12 Local authorities also retain some funding for services that they have to continue to provide, and related costs. These are:
- Home to school transport (including SEN)
  - Education psychology, SEN statementing and assessment
  - Monitoring of SEN provision, parent partnerships, etc
  - Prosecution of parents for non-attendance
  - Individually assigned SEN resources for pupils with rare conditions needing expensive tailored provision (this is usually a top-up to formula funding)
  - Provision of pupil referral units or education otherwise for a pupil who is no longer registered at an academy.
- 2.13 Previously maintained schools, which closed to become academies, left their budget surpluses or deficits with the Local Authority. In respect of

these new academies, the budget surplus or deficit transfers with them. Any school transferring with a deficit budget will be expected to agree a remedial action plan with the YPLA at the earliest opportunity, a plan to repay it from GAG installments. Any that develops a deficit after opening will have to agree a restructuring plan with the YPLA.

- 2.14 Annex B to this report provides a detailed explanation of the financial impact on KCC of schools converting to academy status and assesses the implications for sustaining services in the immediate and longer term and for the LA's role in funding and supporting schools that choose to remain with the LA. Annex C provides a list of the Kent schools who have so far applied to become academies.

### **3. Free Schools**

- 3.1 On 18 June, the Secretary of State unveiled the next step in the Government's school reform programme. He outlined the process for allowing Free Schools to be opened in response to parental demand. Free Schools are all-ability state-funded schools. Charities, universities, business, educational groups, teachers and groups of parents can set up these new schools. The Government is seeking to remove the red tape which can prevent new schools from being set up (e.g. relaxing/removing planning and school premises rules and regulations) – legislation to come in the Autumn, in the second DfE Bill this session: Education and Children's Bill. The Government expects the first Free Schools to be open in September 2011.
- 3.2 The Secretary of State has:
- Set out the process for how groups can start new schools and published a "Proposal Form" for groups to complete.
  - Stated the Government's commitment to making it easier to secure sites for need for 'change of use' consent.
  - Agreed with The Secretary of State for Communities and Local Government to update guidelines to local planning authorities to make it clear there is a presumption in favour of setting up of new schools.
  - Reallocated £50m of funding from the Harnessing Technology Grant to create a Standards and Diversity Fund to provide capital funding for Free Schools up to the 31 March 2011. Future funding for Free Schools will be a top priority for the DfE in the forthcoming Spending Review. This has meant we have lost some £1.35m of this grant that supports our school broadband network.
  - Written to the New Schools Network to establish a formal relationship and to offer £500,000 initial funding to enable groups across the country to receive support they need to start forming new schools.

The New Schools Network will act as the first point of contact for all groups who wish to start new schools and will provide them with information as they prepare their proposals.

- 3.3 Free schools will have the same freedoms as Academies, and will be set up as academies - independent schools funded directly by the DfE/YPLA, outside of Local Authority control. All applicants for New Schools will be checked for their suitability to run a school as part of the approval process. Groups who wish to set up schools will have to comply with all aspects of suitability and vetting tests including due diligence and CRB checks.
- 3.4. When drafting proposals groups will have to set out:
- the aims and objectives of the new school;
  - the main people and organisations involved in the project;
  - evidence of parental demand (e.g. a petition);
  - an outline of the curriculum and their teaching methods;
  - possible premises that have been considered.
- 3.5 At a later date, successful groups will have to complete a full business plan including setting out the school's financial viability. The Local Authority will not need to approve proposals for a free school and cannot veto a new school. The Secretary of State will authorise the establishment of a free school by signing a funding agreement between the providers of new schools and the Department for Education (in the same way as an academy).
- 3.6 Free Schools will be inspected regularly by Ofsted.
- 3.7 Free Schools will get their revenue funding from three sources:
- The amount the Local Authority spends per pupil on state funded schools. When a parent takes their child out of a state school now, and moves them to another state school, money 'follows the pupil' to the new school. The same would be true for new Free Schools.
  - The Local Authority 'hold back' - Local Authorities keep a percentage of school spending for 'central services' – although the amount each Local Authority keeps varies massively. Free Schools, like Academies, will get a large percentage of this 'holdback' so they can procure services elsewhere if they wish.
  - The Pupil Premium - All schools will get more funding for children who are from deprived backgrounds. The Department has not yet announced how this will be defined or how much money this will mean.

#### **4. Commentary and context of the emerging Schools Reform agenda**

- 4.1 DfE Ministers' vision is for there to be a vibrant market in school and 16-19 provision, with parental choice and competition driving up standards and hopefully delivering improved efficiency and value for money in the education system as a whole. Academies and Free Schools are part of a package of measures with which DfE intend to empower schools and break the perceived LA bureaucratic monopoly over school provision. A Schools White paper is expected early in the Autumn, which will set out fuller details of the Government's Schools Reform programme.
- 4.2 The LA's role is likely to be changed quite significantly, with more emphasis on a new strategic role for LAs – as the champions of parents and pupils, rather than as exclusive direct providers of school provision, except perhaps as the provider of last resort where the market cannot deliver any new provision. School Organisation and place planning will change, as DfE Ministers have already signalled more surplus places will be allowed - indeed, will be necessary - for the new market system to operate effectively. LAs will be expected to support parents seeking new provision and to work with new providers.
- 4.3 The LA's future role can probably be broadly summarised as follows:
- Strategic commissioner rather than provider of services and school places
  - A Market Regulator/QA champion for children, information and advice for parents
  - provider of last resort for children and families: excluded pupils, PRUs, special schools – local enterprise/delegation to groups of schools?
  - Facilitator of partnerships to ensure collaboration, constructive competition and value for money
- 4.4 Other significant changes that can be expected probably include:
- a simplification of the Admissions and Admissions Appeal Codes
  - a fresh look at and possible simplification of the SEN Code and associated legal framework to deliver more choice for parents opting for specialist provision
  - a major review of school/academy funding, with the possible introduction of a national funding formula, and a major review of how LAs are funded for their residual responsibilities, which DfE could seek to initiate sooner rather than later and from as early as April 2011, but significant elements of which would probably not be able to be introduced until 2012 at the earliest.

- The White Paper being finalised this term on role of LA and reform of schools' system will include further details on the proposal for the introduction of "the pupil premium"

4.5 Other areas of uncertainty and potential concern for LAs and schools include:

- The future wider Children's services agenda & the connection with schools/academies? How long will current commitment and partnership hold? Need to see benefits
- The viability of services to schools in the future – can LA provide School Improvement / back office services on traded basis?

## 5. Recommendations

### **Recommendations:**

Members of the Resources and Infrastructure Policy Overview & Scrutiny Committee are asked to note the report for information.

### **Keith Abbott**

Director, Resources & Planning  
Children, Families & Education Directorate  
[Keith.abbott@kent.gov.uk](mailto:Keith.abbott@kent.gov.uk)

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*Background Documents:*

*Other Useful Information*

## Academies Bill 2010 [HL Bill 1]

- **Bill + Explanatory Notes published after First Reading in House of Lords on 26 May**
- **Very short Bill – just 16 clauses and 2 Schedules**
- **2<sup>nd</sup> Reading: 7 June**
- **Committee stage: 21, 23 & 28 June**
- **Report stage: 6 & 7 July**
- **3<sup>rd</sup> Reading: 13 July**

### Subsequent likely parliamentary timetable:

**Commons 1<sup>st</sup> Reading** probably end of same week in July

**2<sup>nd</sup> Reading** week of 19 July

**Committee** probably same week as 2<sup>nd</sup> reading (1 day max.?)

**Report & 3<sup>rd</sup> Reading** same day later in week of 19 July

**Lords Consideration of Commons Amendments, Ping-Pong** (if any)

**& then Royal Assent** during final week of July before the recess

### Key provisions:

- The Bill replaces existing legislative framework for academies set out in S.482 Education Act 1996 & S.65 & Schedule 7 Education Act 2002
- It enables all maintained schools to become academies, by a simple Governing Body resolution i.e. extends academies programme to include primary and special schools in their own right
- The Bill explicitly varies previous legislative requirement that academies had to be all ability schools and provides a new exception for existing grammar schools (no enlargement permitted, but not stated in the Bill)
- Converting “outstanding” schools will not be required to have sponsors, nor will they be required to consult their LA, neighbouring schools, parents or pupils. But they (or the LA where LA is employer) will have to conduct a formal TUPE consultation with staff on transferring their employment to the new academy trust.
- Also any existing foundation body, trust or church body (for foundation, VA or VC schools) would need to consent before a school could apply to convert to an academy
- Converting “outstanding” and any other secondary schools will still be required to have a subject specialism (on face of the Bill)
- The Bill allows academies to be funded through either individually negotiated funding agreements (as now) or through a new grant funding arrangement, which DfE could vary at will in future (without parliamentary scrutiny)
- Converting “outstanding” schools will be expected to sign up in principle to work with another school to raise attainment, but this will not be required

before acquisition of academy status, nor is it included on the face of the Bill

- All new academies automatically become “exempt charities”
- **1st wave:** Fast Track pre-approval conversion for all “outstanding” schools (c.2,600 nationally), unless they have a significant deficit or other exceptional circumstances apply
- New converters could possibly open in time for September 2010, but could choose to open later in 2010 or 2011 (probably at start of Spring term or wait until Sep. 2011)
- Provides for SoS to issue new Academy Orders, requiring LA to cease to maintain a school when it converts to academy status
- Removes the requirement to consult the LA before an Academy can open (consent of any foundation body, trust or church body still required)
- Converting schools retain any surplus balances, guaranteed on face of the Bill
- Although the Bill is (currently and predictably) silent on the question of converting schools with budget deficits, DfE will not approve a school converting until it has reduced any deficit to c. £100k (not absolute figure, but just a working guideline). DfE will reimburse the LA for any deficit outstanding at the point of conversion and would expect to recover the balance from the new academy by clawing it back from the academy’s direct grant funding from YPLA.
- **2<sup>nd</sup> wave** to open the programme up to all other maintained schools likely from Autumn 2010 (no detailed announcement yet from DfE)
- DfE don’t anticipate any special schools converting until Sep.2011 at the earliest

### **Key Government amendments to the Bill during Lords consideration**

The Government was expected to move four significant amendments to the Bill during Report stage (6 & 7 July) to attempt to address significant concerns raised by peers of all parties at Second Reading and during the Committee stage about deficiencies in the Bill as originally drafted.

These were expected to include:

- A new requirement for a minimum amount of consultation with stakeholders before any funding agreement is signed off
- The extension of the Freedom of Information Act requirements on public bodies to include all academies from an indeterminate point sometime this Autumn
- The extension of the rest of the SEN legal framework (Part IV of the Education Act 1996) that applies to maintained schools to academies on an equivalent basis

- To close some unintended land transfer loopholes in the original draft of the Bill to prevent the loss of the interest in public land should an academy close

**Bill Contents:**

*Academy arrangements*

- 1 Academy arrangements
- 2 Payments under Academy agreements

*Academy Orders*

- 3 Application for Academy order
- 4 Academy orders
- 5 Effect of Academy order
- 6 Transfer of school surpluses
- 7 Transfer of other property

*Academies: other provisions*

- 8 Charitable status of Academy proprietors etc
- 9 Academies: land
- 10 Academies: amendments

*General*

- 11 Transitional provisions
- 12 Pre-commencement applications etc
- 13 Interpretation of the Act
- 14 Extent
- 15 Commencement
- 16 Short title

-----  
 Schedule 1 – Academies: land  
 Schedule 2 – Academies: amendments



## The financial impact of the new proposals for schools to convert to Academy status – initial concerns/issues

This analysis identifies the financial impact of schools converting to academy status under the existing methodology. If the proposals being considered go ahead without any changes, even within the current funding framework, there will be a number of unintended consequences. The paragraphs below highlight key areas of concern based upon the latest information available and our experience of Academies so far – and to a lesser extent what happened under the GM arrangements.

### LA and schools services currently funded centrally from Dedicated Schools Grant (DSG), Base Budget or Grants (known as the Local Authority Central Services Expenditure Grant or LACSEG adjustment)

As well as the obvious reduction in DSG reflecting the individual budgets of each school moving to the new status, academies will receive an addition to reflect their additional responsibilities and costs. This additional grant, referred to as LACSEG, is made up as follows:-

Table1

		Secondary		Primary	
		Grant per SEN pupil	Grant per pupil (all pupils)	Grant per SEN pupil	Grant per pupil (all pupils)
DSG funded services – the amount recouped from KCC	SEN support	£31		£28	
	Other specific services		£67		£38
Base budget/ABG and other grant funded services*		£7	£255	£8	£304
<b>TOTAL LACSEG</b>		<b>£38</b>	<b>£322</b>	<b>£36</b>	<b>£342</b>

It had previously been assumed that the amount deducted from Kent's budget equated to the additional grant paid to the academy – a cost-neutral transfer. This is not the case. ***There is therefore an additional cost to the public purse (currently met from central government funds) for each converting school.*** On average the total paid to an academy is over 6 times the amount deducted from KCC. Appendix A quantifies this for Kent schools. The government's own

impact assessment quotes an average figure of £275,000 per secondary school nationally.

As the number of academies increases this additional cost will become unsustainable and the government has stated its intention to open discussions on how that cost can be recovered from local authorities. Appendix A highlights the potential escalating impact on KCC as growing numbers convert.

The amount of additional LACSEG grant is based on each individual LA's budget decisions, as reported in the annual statutory Section 251 return. DfE have recently published a table showing the rate of additional grant per pupil for each local authority. There is an enormous range reflecting decisions on relative levels of delegation that have been made over many years, jointly with schools and the Schools Funding Forum, and reflecting annual decisions on budgets for central services. If this method of calculation continues, as LAs make efficiency savings/cuts to meet other budget restrictions and loss of grants, then each school's level of LACSEG will automatically reduce. ***This methodology provides an absolute link between the LA's funding and the additional funding to be paid to the new academies – budget pressures mean this will result in the issues of reduced funding that some of the existing academies are already having to manage in the current year.***

The final DSG figures for 2010-11 were published on the 1 July and the budget breakdown for Kent is as follows:

Table 2

		£'000	%
1	Schools	707,273	87.4%
2	Early Years PVI providers	31,160	3.9%
3	Centrally Retained Services	70,467	8.7%
	<b>Total</b>	<b>808,900</b>	<b>100%</b>

The current LACSEG adjustment to Kent's budget is based on specific elements of the funding in Table 2, Line 3 above. Of this the LACSEG calculation only applies to £10.403m of that total. See Appendices B & C. If all outstanding mainstream schools became academies in September 2010 they would take with them £1.9m of the £10.403m in a full year. For those schools that would represent an increase of just 1.7% on their existing delegated budgets and obviously they would also incur additional costs which could easily exceed the 1.7%.

The current budget deduction applied to KCC under the LACSEG arrangements affects the services listed below:

- 14-24 Unit
- Education Welfare Officers

- Specialist Teachers
- Attendance & Behaviour
- PESE
- Admissions & Transport (but not the Home To School Transport budget)
- Specific funding for schools for items such as Maternity Leave, Public Duties, Staff suspended from school, all Collective Licences (Performing Rights, Photocopying, Data Protection etc)
- Kitchen equipment maintenance
- Finance
- Personnel
- Area Education Officers
- A range of services within CED and Communities that are funded by DSG through the corporate overhead recharge process – so this is not an issue entirely confined to CFE.

A much wider range of services will be affected if the basis is changed in future in order to recover from KCC the full amounts that are paid to the academies. The list of non-DSG central budgets that DfE has just published on which the non-recoupable additional LACSEG grant is based is reproduced below:

**Table 3**

**Services and costs funded from other local authority sources**

- Costs of a local authority's statutory/regulatory duties
- Asset management costs
- School improvement services
- Monitoring national curriculum assessment
- Education welfare service
- Pupils support (e.g. clothing grants)
- Music services
- Visual and performing arts services
- Outdoor education services
- Certain redundancy and early retirement costs.

The general problem with all of the above is that the schools moving to academy status would take a pro-rata share of budgets that, as the attached shows, ranges from £1.9m (if it is just all Outstanding schools) through to £10.4m (if it is all schools); or if the government seek to recoup the entire grant, from £12m to £67m. This pro-rata per pupil salami slicing of these budgets is fundamentally flawed. The budgets retained centrally represent a mixture of funding held to deliver statutory services and budgets that schools have agreed should be

managed centrally as that provides better value for money and a more sensible way of managing funding for items such as maternity leave. None of these budgets are constructed on that simplistic per pupil basis so there will be a disproportionate impact on those services (that will in turn impact upon those schools remaining with the authority). Although the LACSEG adjustment currently only applies to specific number of headings within our DSG retained budgets the consequences will be felt by other statutory services we fund from retained DSG with the consequent impact felt by pupils and schools.

Of even greater concern is the basis on which the other LACSEG elements (currently not recouped from KCC) are calculated, as they appear to be on a gross, rather than net basis. Some of the income KCC currently receives will be passed directly to an academy, resulting in the academy being double-funded, and the LA suffering a “double whammy”.

Furthermore, many centrally-managed functions provide support for whole service issues like strategic planning and support for children’s services (not schools) and it is inappropriate to assume that a pro-rata share of these costs based on pupil numbers ‘belongs’ to schools.

The very recent emergence for the first time of this new information on additional top-up grants for central services, above the level taken from local authorities, has explained the disparity between the average 1.5% addition that Kent had been quoting to schools, and the much higher figures of around 8-9% which is what has been talked about nationally by Ministers and does explain how the figures we have calculated are so different from those DfE are quoting to schools that contact them.

### **Other Additional Grants**

Additional grants are paid for insurance and VAT. VAT grant is paid based on a percentage of school budgets. ***This is largely at no cost to the public purse, but if schools incur less VAT than the grant there is no clawback, in which case that represents an additional cost to the treasury. The insurance grant is paid as a direct reimbursement of costs is also an additional cost to the public purse;*** grants are quoted as averaging between £60k and £100k for secondary schools, up to three times the cost to a local authority school.

### **Central Costs Conclusion:**

**The former lack of transparency over Academies funding is improving, but the high levels of LACSEG top-up for services that do not either fully or in part have to be paid for by schools leads to the inescapable conclusion that we are not dealing with a level playing field. There also appears to be a serious risk of double counting grants by basing LACSEG calculations on LA gross budgets, not net.**

Further reading has identified that The Academies Bill clearly provides for two routes for funding academies in future:

- via the established funding agreement mechanism which is individually negotiated with the new academy proprietor (& therefore very cumbersome for DfE to changes in future); or
- via a new grant arrangement which is described in Clause 1 (2)(b) of the Bill as "arrangements for Academy financial assistance". This basically means the Secretary of State will be able to vary the funding arrangements at will, so even if there is a significant premium to persuade outstanding schools in the first wave to convert, the Secretary of State could immediately scale this back in the light of the October CSR announcement and once converted, new academies would have absolutely no guarantees for preferential funding continuing. This is the position that happened with the GM regime as the Treasury woke up to the scale of costs the GM funding methodology was giving rise to and that was in a period of more robust public finances.

### **Deficits**

Under previous academy rules, schools that move to academy status left any accumulated deficit or outstanding loan balance with the LA. New academy rules state that surpluses and deficits will transfer. There is a four month period allowed to close the converting school's accounts.

### **Loans**

We have a very successful loan scheme that utilises the totality of school reserves to enable schools to borrow at 0.5% above base rate in order to carry out capital work on buildings or ICT. Two issues arise from academy conversions:

- Previously because academies became a different legal entity and balances did not transfer, they did not have to repay the loans that their predecessor school may have taken out, leaving the LA and remaining schools to bear the loss. Previously forcing early repayment would have achieved nothing, but under the new rules, the resultant deficit should logically be covered by the deficit transfer rules. The potential cost of not being able to recover existing loans ranges from £3.7m to £11.6m. In addition we have pre-approved loans totalling some £4.9m that schools could yet draw down - if we allow those to continue our potential risk will therefore increase. If we hold back the loans then we will have some new and very significant revenue and capital deficits. There is also the very real issue that projects may not proceed with all the attendant adverse publicity that would generate. It is proposed to require schools to sign new loan agreements requiring either repayment prior to conversion, or to provide a signed agreement from the new academy trust to repay the loan. We are

still pushing DfE to include something within the regulations that would resolve this issue more easily.

- Loans are funded from all schools' collective balances. As the number of LA schools diminishes, so will the pool of available surplus funds to lend. It is unlikely that the LA will be allowed legally to lend to Academies and even if we could we would not have access to the reserves of Academies to support the scheme.

### **Income from schools**

Both CFE and CED earn significant income from schools on a traded basis. Past experience is that as secondary schools become academies that income dries up. It is hard to be precise about this but the attached analysis shows the current scale of income across the groups of schools rises from £1.0m to over £9.5m. Some of this will certainly be at risk. New, extended or adapted services can be developed to offer to academies and these may be of interest, particularly to smaller and primary academies, and if there is any prospect of the additional LACSEG grants reducing over time.

### **PFI**

A major issue for us. We have funded the PFI shortfall from DSG with full agreement of the Forum in order to gain the benefits of BSF. We have contractual commitments for 14 PFI schools. This has to be funded and accounts for about £12.5m of DSG a year. All of this funding is delegated to schools as per school finance regulations and fully reclaimed by the LA and used to part fund the monthly service charge invoices from the PFI companies.

If we have a significant reduction in DSG as schools become academies then we face a real squeeze on the remaining DSG. The concerns we raised with DCSF over two years ago about the long term problems of trying to manage PFI/BSF, school pressures and funding the MFG, the centrally retained services and Early Years all from the same DSG pot will really come home to roost. The PFI costs and funding MFG for schools will become a first call on the DSG so the pressures on Early Years funding and central services will become quite serious.

To illustrate this point further, the table below shows the current breakdown of DSG and also if all schools in Kent become an academy in the future – assuming no change to the current recoupment methodology for an academies share of central services. The position would be even more untenable if the DfE looked to recoup the entire “top-up” currently on offer from the LA.

Table 4

	2010-11 Budget		If all schools became academy	
	£'000	%	£'000	%
Schools	694,765	83.7	0	0.0
Schools PFI	12,508	1.5	12,508	12.0

Early Years	31,160	3.9	31,160	30.0
Centrally Retained	70,467	8.7	60,236	58.0
<b>Total</b>	<b>808,900</b>	<b>100.0</b>	<b>103,904</b>	<b>100.0</b>

### **Other issues**

*Conversion costs* – converting schools receive a one-off grant to cover legal and other costs of conversion. There is a significant cost to the LA in both legal and other finance and administrative processes, and there should be provision for these to be chargeable against the school’s grant.

*Free Schools* – we have no real idea how these would be funded but it is hard to believe there will be new money if we have Kent pupils moving into Free Schools so we may see a further DSG reduction in respect of that. We have already seen an in-year 20% reduction in our Harnessing Technology grant so that the DfE can make available £50m nationally for Free Schools. The fact that this funding is all tied up in a contract supporting the entire Broadband network for all Kent schools means we have a significant funding issue as a result of this cavalier approach to funding by the DfE.

*KCC Formula Grant* - if there is a significant push to remove secondary schools will we see a reduction in this with consequent impact on statutory services?

*Home To School Transport* – assuming we remained responsible we could see extra costs should academies opt for differing term dates, opening/closing times etc. This particular issue is one of the freedoms specifically highlighted by the Secretary of State in his letter to Headteachers. Equally would we have to pick up Transport costs for Free Schools ? We have one Foundation school which changed term dates when it was GM and the additional cost to the Transport bill of that one school is around £30k. The costs would have to be passed on to Academies.

*Further Education (FE)* – the impact of an increase in the number of academies will raise issues in relation to 14-19 strategic planning and the developing relationship with the FE sector. If all secondary schools were moved out then we have an issue about all the LSC staff etc just transferred to us – but how this ties into the Government plans to free colleges from “direct state control” as per the Coalition document is not clear.

### **Immediate Concerns**

- The need to confirm new legal agreements with schools to cover outstanding and new loans. Whether we can continue to run the loans scheme is a question we will need to address quite quickly.

- Whilst resourcing would be a major issue we may need to think about how we protect the financial position of KCC and all schools that remain with the LA.
- Schools need to make an informed decision and right now this is still quite difficult. Whilst the immediate financial arrangements for funding have been published, there is likely to be a major consultation in the autumn that could change the arrangements, particularly for the LA, from as early as April 2011.
- Schools are also looking to us for help and guidance and we cannot properly provide that without help from the Academies Unit.
- There will be a significant demand placed on certain groups of LA staff to manage the conversion process, at a time of significant structural change, new appointments, vacancies and summer holidays. 14 schools in Kent have applied to convert – including some who are not outstanding but in a hard federation with a school that is.



**“Outstanding” Kent Schools which have applied to DfE to convert to academy status**

**Primary**

Chiddingstone C of E (VC) Primary School  
The Canterbury Primary School (Federation with The Canterbury High School)  
Woodgrove Primary School (Federation with The Westlands School)

**Secondary**

Castle Community College  
Dartford Grammar School (boys)  
Fulston Manor  
Highsted Grammar School  
Sandwich Technology School  
The Canterbury High School (Federation with The Canterbury Primary School)  
The Chatham House Grammar School (Federation with The Clarendon House Grammar School)  
The Clarendon House Grammar School (Federation with The Chatham House Grammar School)  
The Hayesbrook School  
The Westlands School (Federation with Woodgrove Primary School)

## Appendix A

### SUMMARY OF CENTRAL SERVICES GRANT (LACSEG) & IMPACT ON KCC

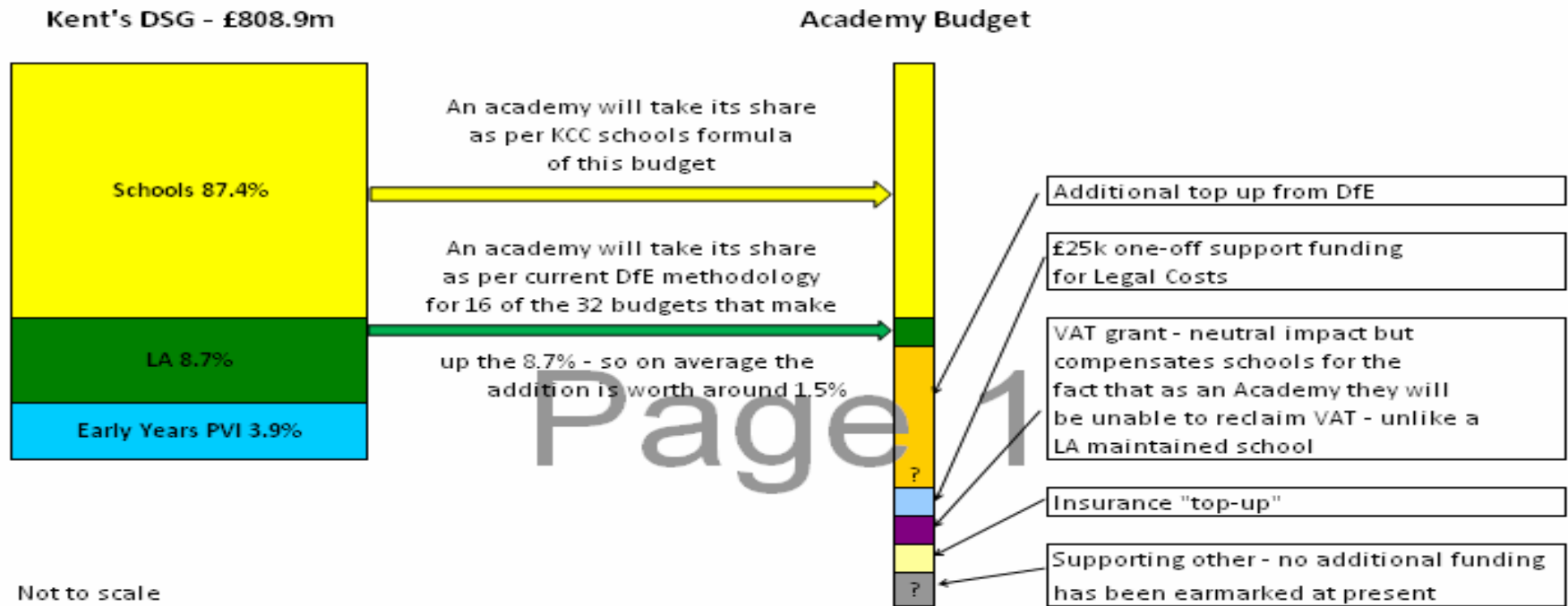
	Primary £'000	Secondary £'000	Total £'000
<b><u>What will the schools receive from the DfE?</u></b>			
Confirmed Schools (12 outstanding + 3 that are federated)	371	3,878	<b>4,249</b>
Remaining Outstanding who have expressed an interest	1,501	3,426	<b>4,927</b>
Remaining Outstanding	2,290	1,043	<b>3,333</b>
Not outstanding but have expressed an interest	2,435	6,707	<b>9,143</b>
Remaining Schools	30,492	14,740	<b>45,233</b>
<b>TOTAL</b>	<b>37,090</b>	<b>29,795</b>	<b>66,884</b>

### **What DSG will be recouped from the LA?**

Confirmed Schools (12 outstanding + 3 that are federated)	48	688	<b>736</b>
Remaining Outstanding who have expressed an interest	187	587	<b>775</b>
Remaining Outstanding	280	168	<b>448</b>
Not outstanding but have expressed an interest	307	1,251	<b>1,558</b>
Remaining Schools	3,915	2,798	<b>6,714</b>
<b>TOTAL</b>	<b>4,738</b>	<b>5,493</b>	<b>10,231</b>

### **What is the additional "top up" funded from government?**

Confirmed Schools (12 outstanding + 3 that are federated)	323	3,190	<b>3,512</b>
Remaining Outstanding who have expressed an interest	1,314	2,838	<b>4,152</b>
Remaining Outstanding	2,010	875	<b>2,886</b>
Not outstanding but have expressed an interest	2,128	5,456	<b>7,584</b>
Remaining Schools	26,577	11,942	<b>38,519</b>
<b>TOTAL</b>	<b>32,352</b>	<b>24,302</b>	<b>56,653</b>



DSG - The LA 8.71%		Academy - 1.5%	
1.1.2	School-specific contingencies		
1.1.3	Early Years Contingency		
1.2.1	Provision for pupils with SEN (including assigned resources)		
1.2.2	Provision for pupils with SEN, provision not included in line 1.2.1		
1.2.3	Support for inclusion		
1.2.4	Fees for pupils at independent special schools & abroad		
1.2.5	SEN transport		
1.2.6	Fees to independent schools for pupils without SEN		
1.2.7	Inter-authority recoupment		
1.2.8	Contribution to combined budgets		
1.3.1	Pupil Referral Units		
1.3.2	Behaviour Support Services		
1.3.3	Education out of school		
1.3.4	14 - 16 More practical learning options		
1.4.1	School meals - nursery, primary and special schools		
1.4.2	Free school meals - eligibility		
1.4.3	Milk		
1.4.4	School kitchens - repair and maintenance		
1.5.1	Insurance		
1.5.2	Museum and Library Services		
1.5.3	School admissions		
1.5.4	Licences/subscriptions		
1.5.5	Miscellaneous (not more than 0.1% total of net SB)		
1.5.6	Servicing of schools forums		
1.5.7	Staff costs - supply cover (not sickness)		
Based on current DfE methodology for a secondary school		Under DfE Methodology the Academy only takes a per pupil pro-rata share of the specified budgets	

Page 1

By: Grahame Ward, Director – Capital Programme & Infrastructure

To: CFE Resources & Infrastructure Policy Overview & Scrutiny Committee

Date: 20 July 2010

Subject: **SEN TRANSPORT – INFORMAL MEMBER GROUP**

Classification: Unrestricted

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Summary: To update Members on the work of the IMG.

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1. The SEN Transport Informal Member Group was established by this POSC at its meeting on 18 September 2009, with a membership of the following:

Roland Tolputt  
Ian Chittenden  
Godfrey Horne  
Bryan Sweetland  
Sara Kemsley (now resigned)  
Mr Myers [Parent Governor]

2. The scope of the work was agreed by the Group at its first meeting.

3. The Group has met four times and during that time they have:

(i) **interviewed:**

- Kevin Harlock in respect of the SEN transport contracts that Commercial Services handle on behalf of CFE.
- Mr Myers as a parent (and Governor) of a pupil who attends Valence Special School.
- Mr Harrison in relation to transport appeals.

(ii) **considered papers produced by:**

- Colin Feltham (a paper which provided facts and figures).
- Jennifer Maiden on the “independence project” developed by Manchester City Council and the Council’s devolution of budgetary responsibilities for home-to-school transport to schools.

- Jennifer Maiden on the self management of the transport provision by Goldwyn Special School as a case study example.

4. The Group has to-date identified three areas they recommend that are progressed further. These are:

- (a) the concept of 'independence training' and how it could be applied to benefit some of the pupils within our special schools, it is suggested that an independence scheme could be developed and piloted in Kent, with tailoring to meet the requirements of locality and pupil need;
- (b) the devolution of transport budgets to schools could be investigated as a viable means of both reducing the future costs of SEN student home-to-school transport and improving the quality of the service to the young people; and
- (c) the reduction of statements and the subsequent transport requirements.

### **Recommendations**

5. Members of the Resources and Infrastructure Children Families and Education Policy & Scrutiny Overview Committee are asked to:

- (i) NOTE the work undertaken; and
- (i) AGREE that the recommendations from the IMG as detailed in 4(a) to (c); and
- (ii) CONSIDER what further work they wish the IMG to take forward

### **GRAHAME WARD**

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*Background Documents: None*

*Other Useful Information: None*

By: Grahame Ward, Director – Capital Programme & Infrastructure

To: CFE Resources & Infrastructure Policy Overview & Scrutiny Committee

Date: 20 July 2010

Subject: **Admissions**

Classification: Unrestricted

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Summary: To provide the Committee with information in respect to the admissions processes.

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## **Introduction**

1. (1) KCC co-ordinates the Admissions Process for the year of entry to primary/junior and secondary schools. It runs the co-ordinated admissions scheme to ensure that all applications are considered and to offer the highest available of parents' school preferences. If none of these can be offered, it offers an alternative place, and explains how parents can appeal or put their child's name on a school's waiting list.

(2) From September 2010 a new legal duty on the Local Authority (LA) will mean that it will also be obliged to co-ordinate any request for admission at any age (other than sixth form) to any school at any time. It will be required to co-ordinate these casual admissions outside of the normal round for all Kent pupils liaising directly with maintaining LAs where applications are made for schools outside of the county or indeed where applications come in from other LAs.

(3) The Admissions Team runs a whole-county assessment process for admission to all grammar schools at age 11, from registration in the summer (June/July) to the publication of results in letters to parents in the autumn (October).

(4) It consults on and publishes the co-ordinated admission schemes for primary and secondary schools on the Kent website.

(5) It publishes the core information about school admissions and transport in separate booklets for the primary and secondary phase, sent to parents at least six weeks before they need to make their applications for a place. The information is also published on the website. There is also a separate leaflet about home-to-school transport to help parents making applications.

## **Admission of Children with SEN**

2. (1) The means by which parents of pupils who are the subject of a Statement of Special Educational Need (SEN) express preferences for educational settings is different, because it is governed by different legislation. This allows the LA, after taking

account of parents' preferences and the views of professionals and schools, to name a school in the Statement, and the parents to object (should they wish to) to an external body against the provision made in the Statement. This admissions process is run by Kent's Special Educational Needs and Resources Team (SEN&R). The Admissions Team reduce the Published Admissions Numbers (PAN) for relevant schools in order to recognise that some places have already been offered. Once a school is named in the Statement, the child is given priority for admission to the named school before the oversubscription criteria are applied to other applications.

(2) If children with SEN (statemented or otherwise) register for testing for grammar school, their current schools may apply for reasonable adjustments to the testing arrangements to accommodate their needs. They are sent a standard form for the purpose in the LA's "Instructions for Procedure for Secondary Education" booklet, issued to all participating Kent schools and many schools outside Kent who regularly enter candidates for 11+ selection. All applications are considered individually, broadly in line with the current Special Access requirements for SATs at KS2.

### **Grammar Assessment Statistics**

3. (1) At the point when assessments were sent to parents, 26.51% of the cohort in Kent "PESE" areas had been assessed suitable for grammar school. (This includes pupils assessed by the local HT panels.)

Summary of PESE 2010:

- Altogether, KCC Admissions tested over 11,200 children
- Over 5,100 were eventually assessed "G"
- We have 4,458 grammar school places
- Fewer than 4,000 of the "G" pupils live in the areas served by grammar and high schools ("PESE areas")
- Just over 400 more live in Kent but outside the PESE areas
- About 1,000 live outside Kent

### **Admissions Appeals**

4. (1) Parents have the right of appeal against any decision not to offer their child a place at a school. Parents are not restricted to single appeal. They are able to appeal for several schools if they have been refused places for their child at these schools. It is the responsibility of the individual admissions authority to arrange for these appeals to be heard by an Independent Panel. The decision of the panel is binding on the school and parent.

(2) Within KCC, appeal panel arrangements are made by Legal & Democratic Services to maintain independence from the admissions authority function held by Children, Families & Education. A number of other admissions authorities in Kent (Aided and Foundation Schools) also request Legal & Democratic Services manage their appeals for them.

(3) Typically, the Admissions & Transport Team and Legal & Democratic Services handle about 1100 admissions appeals annually. In addition they will receive about 75 transport appeals each year.



(4) Appeal panels are expected to have regard to infant class size legislation (no more than 30 infant aged children in a class with a qualified teacher), and the prejudice that the individual pupil's admission would cause, and weigh this against the child's need for a place at the school concerned. By definition, any pupil admitted by an appeal panel will take the school over its published admissions number. In a limited number of cases, appeal panels have not been convinced that the school cannot admit further pupils without prejudice to the efficient provision of education, and therefore have admitted significant numbers of extra pupils. The impact of this on other schools is not something a panel has regard to.

### **Recommendations**

5. Members of the Resources and Infrastructure Policy Overview and Scrutiny Committee are asked to **NOTE** the report and identify any further information they would like to discuss at future meetings.

### **GRAHAME WARD**

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*Background Documents: None*

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From: Rosalind Turner, Managing Director Children Families and Education Directorate

Carolyn McKenzie – Sustainability and Climate Change, Environment, Highways and Waste Directorate

To: Resources and Infrastructure Policy Overview and Scrutiny Committee

Date: 20 July 2010

Subject: **Sustainability and Climate Change Update**

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**Summary:**

This paper provides the annual update of Kent County Council and the Children, Families and Education (CFE) Department's progress against our commitments in the KCC Environment Policy and ISO14001 Environmental Management System accreditation.

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**1. Introduction**

This report summarises progress over the last year by the County Council, and the Children, Families and Education (CFE) Department in particular, in delivering the objectives of KCC's Environment Policy. All Policy and Scrutiny Committees receive an individual report for their own respective Directorates on an annual basis.

**2. Changing Policy Context – Revised Kent Environment Strategy**

At the last Kent Partnership meeting on the 8 June, the Kent Partnership agreed the final draft of the revised Kent Environment Strategy. The final draft strategy will be available on [www.kent.gov.uk](http://www.kent.gov.uk)

The revised strategy has 10 Priorities under which there are a small number of high level strategic actions. There are two cross cutting themes environmental engagement and green jobs.

The table in Appendix 1 details KCC's and CFE's current and planned actions as well as potential gaps in activity against these 10 priorities.

**3. Corporate Progress ISO14001**

A summary of key corporate achievements delivered against KCC's Environment Policy is given below. KCC's full Corporate Environmental Performance Report for 2009 is available on [www.kent.gov.uk](http://www.kent.gov.uk).

- **Our Decisions and Leadership**

Full Council accreditation to ISO14001 was completed in May 2009. Since then the council has successfully passed two further external verification assessments.

The Kent Environment Strategy, part of the Regeneration Framework has been successfully reviewed, and a new version of the strategy agreed by the Kent Partnership. A full delivery plan is now being developed with key partners.

- **Our Estate**

Overall carbon emissions are showing an increase against our 2004 baseline, this is mainly due to an increase in energy use in schools due to policy changes such as extended schools and increase levels of ICT. Schools account for 80% of KCC's energy use.

The KCC Energy and Water Investment Fund has loaned and granted £928,995, saving £1,923,246 over the lifetime of the equipment.

Improved waste contracts have delivered at least 50% recycling rates for office wastes and battery recycling is being implemented.

- **Our Travel and Transport**

Overall the council achieved a business miles reduction of 3.5% between 2009 and 2010 with savings of £277,000.

So far £5000 of BT Meetme teleconference calls have been made by the council, which equates to estimated savings of £45000 compared to face to face meetings. Only 10% of KCC BT MeetMe accounts have currently been used with savings potential being much greater.

- **Our Procurement**

Environment, Highways and Waste have set up the South East Carbon Hub which provides both online and targeted face to face to the public sector supply chain in Kent to save money and cut carbon. The Carbon Hub will aim to help around 1000 businesses by 2013.

- **Our Workforce**

There are now over 300 Green Guardian champions across KCC, and environment has been integrated into Ways to Success.

- **Our Community Leadership**

KCC continues to provide strong community leadership in Kent. In particular the KCC Climate Change Team have provided strong support across Kent to achieve money and carbon savings, and ensure Kent is resilient to the impacts of climate change such as severe weather events. KCC has been identified as a national case study

#### **4. Specific progress for CFE against KCC's Environment Policy**

The CFE Directorate continues to retain certification to the ISO 14001 environmental management standard during 2010.

In the last 12 months, CFE have delivered the following improvements:

- Nine corporate buildings were required to have a Display Energy Certificate for energy efficiency; the average rating for these was an E rating, with one building having been rated G. The Overall KCC non school average rating is D. All schools now have certificates.
- Compared to 2008-09 financial year, business miles have reduced by 0.25% however costs have increased by 0.5%.
- In the last 6 months, CFE have been using the BT MeetMe teleconferencing service with 21 active accounts and two members of staff in the top 20 user list. The savings from these two members of staff alone are £1926
- Good progress on reducing travel and utilising remote solutions and flexible working.
- Developed action plan based on Sustainable Schools self evaluation for Authorities.
- Office recycling extended and new school waste contracts prepared.
- Many locations now have a Green Guardian champion, there are 80 in CFE, the highest of any Directorate and more than 300 overall across the council.

## **5. Potential changes to the KCC Environment Policy, and CFE Directorate implementation priorities**

The CFE Directorate is progressing well in implementing KCC's Environment Policy. However, there are still significant challenges around carbon reduction, especially in schools. This needs to remain a high priority for CFE with focus on how schools can be more effectively engaged, and how a real step change in energy efficiency in school buildings and ICT which is now essential can be delivered and funded.

In light of the revised Kent Environment Strategy it is suggested that other future areas of focus are:

- climate change adaptation, focusing on mainstreaming the risks and effects of climate change such as severe weather events into service delivery and asset management
- fuel poverty, building on work already underway in partnership with other KCC Directorates.

No substantial changes are recommended to the Environment Policy, however it is suggested that the following areas be strengthened.

- Climate change risk and resilience
- Domestic sector energy efficiency
- Green jobs and opportunities

## **6. Recommendations**

Members of the Resources and Infrastructure Policy Overview Committee are asked to:

- Note, and celebrate overall progress made by KCC and CFE
- Discuss future KCC and CFE priorities identified in section 4 and agree approach going forward.
- Agree suggested changes to the KCC Environment Policy

### **Carolyn McKenzie**

Sustainability and Climate Change  
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**Kent Environment Strategy Priorities, and CFE's Current and Planned Activity.**

<b>Living Well Within Our Environmental Limits</b>	<b>KCC Environment Policy reference.</b>	<b>CFE's Current Activity and Progress</b>	<b>Gaps in Delivery/Issues</b>	<b>RAG</b>
Priority 1 Make homes and public sector buildings in Kent energy and water efficient, and cut costs for residents and taxpayers	Our estate  Our leadership role in the community	Nine buildings were required to have a Display Energy Certificate for energy efficiency; the average rating for these was an E rating, with one buildings having been rated G.  All schools have DEC certificates, and the average rating is a high D.	Build on fuel poverty activity already underway in partnership with other KCC Directorates as part of the KCC Retrofit Project.	red
Priority 2 New developments and infrastructure in Kent are cost effective, low carbon and resource efficient	Our leadership role in the community	Developing activity	Low carbon and climate change adaptation need to be further incorporated into new build design and existing asset management.	amber
Priority 3 Turn Kent's waste into new resources and jobs for Kent	Partially covered under Our Decisions	NA	NA	N/A
Priority 4 Reduce the ecological footprint of what we consume	Partially covered under 'Our Procurement'	Currently limited activity on procurement, except through the work being undertaken on the schools waste contract.	Link suppliers into The South East Carbon Hub	amber

<b>Meeting the Climate Change Challenge</b>	<b>KCC Environment Policy reference.</b>	<b>CFE's Current Activity and Progress</b>	<b>Gaps in Delivery/Issues</b>	<b>RAG</b>
Priority 5 Reduce future carbon emissions	Partially covered under Our Estate	Compared to 2008-09 financial year, business miles have reduced by 0.25% however costs have increased by 0.5%.  In the last 6 months, CFE have been using the BT MeetMe teleconferencing service with 21 active accounts and two members of staff in the top 20 user list. The savings from these two members of staff alone are £1926	Identify opportunities for increasing the uptake of renewable energy sources.  Look at new ways of approaching ICT.	amber
Priority 6 Manage the impacts of climate change, in particular extreme weather events	Partially covered under Our Decisions	Climate risk is incorporated into the KCC Corporate Risk Register. Areas of particular risk or vulnerability have been identified and action in progressing.	Detailed action plans need to be developed for each of the nine priority risk areas identified, and action begun.	amber
Priority 7 Support the development of green jobs and business in Kent	Partially covered under Our Decisions.	New programmes of skills training around the 18-24 education agenda have been developed, or are in train.	Existing activity to be built on and supported.	amber
<b>Value From Our Natural and Living Environment</b>				
Priority 8 Utilise the full social and economic potential	Partially covered under Our Estate	Activity continuing to develop around the outdoor education agenda and forest	CFE should look to maximise the use of the natural	amber



of a high quality natural and historic environment in Kent	and Our Leadership role in the Community.	schools.	environment as a effective learning environment.	
Priority 9 Conserve and enhance the quality of Kent's natural and heritage capital	Partially covered under Our Estate and Our Leadership role in the Community.	Work underway to implement KCC's new Biodiversity Duty.	Work underway to implement KCC's new Biodiversity Duty.	amber
Priority 10 Ensure that Kent residents have access to the benefits of Kent's coast, countryside, green space and cultural heritage	Partially covered under Our Estate and Our Leadership role in the Community.	NA	NA	N/A

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By: Overview, Scrutiny and Localism Manager

To: Resources and Infrastructure Policy Overview and Scrutiny Committee  
20 July 2010

Subject: **SELECT COMMITTEE - UPDATE**

Classification: Unrestricted

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Summary: This report updates Members on the progress of the Select Committee on Extended Services and invites suggestions for the Select Committee Topic Review Programme.

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**Select Committee: Extended Services** (previously titled Extended Schools)

(1) At the meeting of the Scrutiny Board on 24 February 2010 it was agreed that the timeframe for this review would be extended and that it would present its report to County Council in December 2010.

(2) The Select Committee has now completed its evidence gathering and has interviewed a number of key stakeholders including young people. A number of informal meetings were held to discuss potential recommendations and it is intended that the draft report will be shared with the Cabinet Member(s), Officers and key stakeholders before it is finalised for submission to Cabinet in November 2010.

**Suggestions for Select Committee Topic Reviews**

(3) At the meeting of the Scrutiny Board on 24 February 2010 Members received an update on the current Select Committee topic review programme. Although resources to support reviews are all currently allocated, there would be the potential to start new reviews in November 2010 and January 2011. It was agreed that Members would be asked to consider whether there are any topics that they would like to put forward for consideration for inclusion in the future topic review programme. If Members do have any suggestions could they contact the Democratic Services Officer for this POSC.

**Recommendations**

(4) Members are asked to; note the progress of the Select Committee on Extended Services, advise the Democratic Services Officer of any items that they would like to suggest for inclusion in the Select Committee Topic Review Programme and note the report.

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Background Information: *Nil*

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