

**CHILDREN, FAMILIES AND EDUCATION POLICY  
OVERVIEW COMMITTEE**

**Friday, 16th January, 2009**

**10.00 am**

Council Chamber, Sessions House, County Hall,  
Maidstone

***Would Members please bring their copy of the  
draft budget to be circulated on 7 January to the  
meeting***







## AGENDA

### CHILDREN, FAMILIES AND EDUCATION POLICY OVERVIEW COMMITTEE

**Friday, 16 January 2009 at 10.00 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 D L Brazier, Mr R B Burgess,  
Mr A D Crowther, Mr J Curwood, Mr R W Gough,  
Mr G A Horne MBE, Mr M J Northey, Mr J D Simmonds,  
Mr R Tolputt and Mr C T Wells
- Labour (4): Mrs C Angell (Vice-Chairman), Mrs E Green,  
Mr I T N Jones, DL and Mr W V Newman, DL
- 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):
- 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
- A2 Declaration of Interests by Members in items on the Agenda for  
this meeting
- A3 Minutes of the meeting - 13 November 2008 (Pages 1 - 6)
- A4 Minutes of the meeting of the Children's Champions Board - 3 10.00 - 10.10am  
December 2008 (Pages 7 - 14)

A5 Notes of the meeting of the IMG on the Medium Term Plan - 20 November 2008 (Pages 15 - 16)

## **B. ITEMS FOR CONSIDERATION**

B1 Children, Families and Education Budget Monitoring 2008/09 10.10 - 10.30am  
(Pages 17 - 42)

B2 Budget 2009/10 and Medium Term Financial Plan 2009/12 10.30 - 11.15am  
(Pages 43 - 50)

*(Would Members please bring their copy of the draft budget to be circulated on 7 January to the meeting.)*

### **BREAK - 11.15am - 11.30am**

B3 Interim Joint Managing Directors update (oral report) 11.30 - 11.45am

B4 Half-year monitoring 2008/9 (Pages 51 - 70) 11.45 - 12.00

B5 Children, Families and Education Directorate Risk Register 12.00- 12.15 pm  
(Pages 71 - 84)

B6 Children, Families and Education Directorate Equalities Action Plan (Pages 85 - 90) 12.15 - 12.30pm

B7 The Building Schools for the Future and Academies Programmes 12.30 - 1.00pm  
(Pages 91 - 96)

### **Break - 1.00pm - 1.45pm**

B8 Local Children's Services Partnerships (LCSPs) Sub-Committee 1.45 - 2.15 pm  
– Update (Pages 97 - 104)

B9 The Kent Secondary Strategy (Pages 105 - 108) 2.15 - 2.45pm

B10 14 - 19 Provision (Pages 109 - 114) 2.45 - 3.00pm

### **BREAK - 3.00pm - 3.15pm**

B11 Proposal for Kent's Corporate Parenting Framework (Pages 115 - 128) 3.15 - 3.45pm

B12 SACRE Annual Report (Pages 129 - 164) 3.45 - 4.00pm

## **C. SELECT COMMITTEE WORK**

C1 Select Committees update (Pages 165 - 166) 4.00 - 4.10pm

## **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

**Thursday, 8 January 2009**

*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.*

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**KENT COUNTY COUNCIL**

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**CHILDREN, FAMILIES AND EDUCATION POLICY OVERVIEW  
COMMITTEE**

MINUTES of a meeting of the Children, Families and Education Policy Overview Committee held on Thursday, 13 November 2008 in the Darent Room, Sessions House, County Hall, Maidstone.

PRESENT: Mr C J Capon (Chairman), Mrs C Angell (Vice-Chairman), Mr D L Brazier, Mr A D Crowther, Mr J Curwood, Mr R W Gough, Mrs E Green, Mr G A Horne MBE, Mr I T N Jones, DL, Mr W V Newman, DL, Mr M J Northey, Mr R Tolputt and Ms S J Carey

CHURCH REPRESENTATIVES: The Reverend N Genders

TEACHER ADVISERS: Mr T Desmoyers-Davies, Mrs J Huckstep, Miss S Kemsley and Mr J Walder

ALSO PRESENT: Mrs A D Allen, Mr P B Carter, Mr M C Dance and Mr L B Ridings

IN ATTENDANCE: Mr K Abbott (Director, Finance & Corporate Services), Mrs J Ackroyd (Trust Development Manager), Mr G Badman (Managing Director of Children, Families and Education), Mr P Brightwell (Policy & Performance Manager - Looked After Children), Ms D Fitch (Assistant Democratic Service Manager (Policy Overview)), Ms P Harris (Head of Service), Mrs M Hodges (Director Strategy Policy & Performance), Mr A Mort (Policy Manager), Mrs C Parsons (Director, Standards And Achievement), Mrs J Wainwright (Director Commissioning (Specialist Services)), Mr G Ward (Director Resources), Mrs K Weiss (Head Of Policy & Performance) and Mr D Whittle (Policy Manager)

**UNRESTRICTED ITEMS**

**135. Minutes of the meeting held on 19 September 2008**  
(Item A3)

RESOLVED that the Minutes of the meeting held on 19 September 2008 are correctly recorded and that they be signed by the Chairman.

**136. Minutes of the meeting of the Children's Champions Board - 24 September 2008**  
(Item A4)

(1) Mrs Allen, Chairman of the Children's Champions Board, presented the Minutes of the meeting held on 24 September 2008 and drew Members attention to the issue of child trafficking. She also mentioned the meeting with Looked after Children which had been held at Oakwood House and thanked Mrs Hodges for making funds available for this from her budget.

(2) RESOLVED that the draft Minutes of the Children's Champions Board held on 24 September 2008 be noted.

### **137. Financial Quarterly Monitoring Report 2008/09**

*(Item B1)*

(1) The Committee received the second report on the forecast outturn against budget for the Children Families and Education (CFE) Directorate for 2008/09. It also includes a further update on the position on schools as requested by Members.

(2) In response to questions about the clawing back of reserves held by schools above 5%, Mr Abbott explained that KCC did look at why the school had built up the reserve and recognised that due to pooled budgets and the need to accrue funds over a number of years that these additional reserves were necessary in some cases. However, he pointed out that schools held nearly £20m in reserves for unspecified purposes. Also schools had been given 18 months notice to enable them to spend additional reserves wisely.

(3) Mr Ward confirmed that the Kent had received £32m for the Primary Capital Programme.

(4) RESOLVED that the projected outturn figures for the directorate and the position on schools be noted.

### **138. Medium Term Plan - 2009-10 to 2011-12**

*(Item B2)*

(1) The Committee had before it an update report on the Autumn Budget Statement report to Cabinet on 15 September 2008 and any later announcements by Government departments. This was a strategic summary of the service enhancements and savings proposals for the next three years for the functions that the committee oversees.

(2) The Chairman invited the Committee to consider whether they wished to establish an Informal Member Group to look in detail at this report and to report back to the January meeting of the Committee.

(3) RESOLVED that an Informal Member Group (IMG) be established to look in detail at the Children, Families and Education Directorates MTP, the Membership of the IMG to be Mr Brazier, Mr Newman, Mr Northey and Mr Wells.

### **139. Managing Director's update**

*(Item B3)*

(1) Mr Badman gave a presentation and answered questions on the following issues :-

- Policy and Democracy, including policy led budgets
- Challenges for the C, F & E Directorate

- Comprehensive Area Assessment
- Children's Trust

(2) Following the recent case of Baby P at Haringey, Mr Badman, Ms Weiss and Mr Brightwell reassured Members in relation to the way that KCC dealt with Child Protection matters, and the management safety procedures, including the Safeguarding Board, and answered specific questions from Members.

(3) The Chairman thanked Mr Badman for all that he had done for the children of Kent and asked that he send a copy of this final report to the Leader, Cabinet Members and the Chief Executive.

(4) On behalf of the Committee the Chairman also express thanks to Mrs Hodges and Mrs Parsons for the contribution that they had made to the work of the Committee

(5) RESOLVED that the verbal update be noted.

#### **140. October Report to Cabinet Members 2008 Annual Update on the Performance of Kent Schools in 2008**

*(Item B4)*

(1) The Committee considered at report which has been prepared to provide an annual update on the performance of Kent Schools in 2008. Mrs Parsons answered questions from Members.

(2) Mrs Angell asked that thanks be recorded to Mrs Parsons for the support that she had given to the Members Monitoring Group.

(3) RESOLVED that the report be noted

#### **141. Update on Local Children's Services Partnership (LCSPs) Sub-Committee**

*(Item B5)*

(1) The Committee received a report which updated them on the current situation regarding the establishment of a LCSP Sub-Committee and also gives feedback from an informal meeting to discuss the early progress of LCSPs.

(2) In response to a question Mrs Ackroyd explained that the Sub-Committee would provide a regular opportunity for Members to look in detail at the LCSP's on an area basis including the local Children and Young Peoples plans for the Partnership. If a Member wanted to look at a particular plan she would share a copy on request.

(3) Mrs Ackroyd stated that the County Council when setting up the new Sub-Committee would decide whether to extend its membership to include Church and Teacher Advisor representatives.

(4) RESOLVED that the progress made to establish the LCSP Sub-Committee and the informal meeting of Members be noted.

## **142. Children and Young People of Kent Survey (NFER) 2008**

*(Item B6)*

(1) The Committee considered a report which provided information about the 2008 Children & Young People Survey completed by NFER (National Foundation for Educational Research).

(2) Mr Mort answered questions from Members, on a number of issues included the perception of being bullied as opposed to the actuality and the effect of disruptive behaviour in the classroom on other pupils.

(3) RESOLVED that (a) the summary findings from the 2008 children and young people survey be noted ; and

(b) a report be submitted to a future meeting of the Committee on the support given by KAS and the Attendance and Behaviour Services to Head Teachers and class teachers in dealing with disruptive behaviour.

## **143. 21st Century Skills Agenda**

*(Item B7)*

(1) Circulated with the papers for the meeting was the 'Skills for the 21<sup>st</sup> Century: No More Wasted Opportunities' policy discussion paper which had been commissioned by the Leader and Chief Executive and prepared by Corporate Policy and the 14-24 Innovation Unit. The paper analysed the key skills and welfare issues facing young people aged 14-24. The paper provided the basis for a series of seminars held by KCC at all three main political party conferences in Autumn 2008.

(2) Mr Carter, Leader of the Council, attended for this item and set out the background to the production of this document, he informed Members that the next piece of work would be to look at whether the funding for 14/19 year olds was adequate.

(3) Mr Carter, Ms Smith and Mr Whittle answered questions from Members on this document, which included the following:-

- The success of vocations centres in helping young people to go from training into work.
- The importance of engaging with employers was emphasised.
- The numbers of young people dropping out of graduate courses before completion, and the need to encourage employers to support young people to gain degrees and professional qualifications whilst working.
- Issue of schools not making young people aware of all the options open in addition to going into the sixth form.
- The importance of showing that vocational education is a choice for all young people no matter what their academic ability.

(4) Members of the Policy Overview Committee are asked to note the policy discussion paper 'Skills for the 21<sup>st</sup> Century: No More Wasted Opportunities'.

#### **144. SEN Transport and Transport Policy**

*(Item B8)*

(1) Mrs Wainwright answered questions from Members on an update report on progress of the review of the Transport Policy, some on-going work to inform the Policy and identified some potential budget pressures. She advised that she was not aware of whether the high court judgement referred to in the report had been made yet.

(2) Mr Tolputt requested information on whether we were tied into contracts for transport that had been fixed with the price of fuel was at its highest and how often these contracts were renewed, Mr Harlock would be asked to supply this.

(3) Mrs Wainwright also reported that there had been an increase in reputable volunteers providing home to school transport for young people for a mileage allowance. She confirmed that these volunteers were CRB checked, it was hoped to encourage more volunteers to come forward. This gave young people the opportunity to have a regular volunteer driver rather than a number of taxi drivers.

(4) RESOLVED that the progress made on the Transport Policy, the outstanding matters and the potential budget pressures that may arise that would increase the expected spend be noted.

#### **145. Select Committee update**

*(Item C1)*

(1) The Committee received a report which updated them on the work of the Select Committee on Provision of Activities for Young People.

(2) RESOLVED that the update on the work of the Select Committee on the Provision of Activities for Young People be noted.

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**KENT COUNTY COUNCIL**

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**CHILDREN'S CHAMPIONS BOARD**

MINUTES of a meeting of the Children's Champions Board held in the Swale 1, Sessions House, County Hall, Maidstone on Wednesday, 3 December 2008.

PRESENT: Mrs A D Allen (Chairman), Mr M J Vye (Vice-Chairman), Mr A D Crowther (Substitute for Mr J Curwood), Mrs V J Dagger, Mr I T N Jones, DL and Dr T R Robinson

IN ATTENDANCE: Mrs K Weiss (Head Of Policy & Performance), Mr P Brightwell (Policy & Performance Manager - Looked After Children), Mr A Heather (Principal Educational Psychologist), Mrs S Morris (Head Of Strategic Planning & Review), Ms J Robson (Head of Language & Traveller Achievement Service), Mr J Reymond (Service Manager) and Miss T Grayell (Democratic Services Officer)

**UNRESTRICTED ITEMS****17. Minutes of Board Meetings held on (a) 21 May and (b) 24 September 2008**  
*(Item A3)*

(1) RESOLVED that, subject to Mrs J Doherty being added to the list of those in attendance, the Minutes of the meeting held on 24 September 2008 are correctly recorded and that they be signed by the Chairman.

(2) The Minutes of the meeting held on 21 May 2008 had already been signed and were included for reference only.

**18. Chairman's Announcements**  
*(Item A4)*

The Chairman referred to the increase in interest in and concern about the County Council's Corporate Parenting role that had arisen from high profile media coverage of recent child protection cases. The practice of circulating statistics on the number of Looked After Children and children with Child Protection Plans (previously those on the "At Risk" Register), quarterly, to all Members of the County Council has been established for several years as part of the Board's regular work. These statistics are currently presented district by district but Members have recently asked that they be broken down into figures for each County Council electoral division.

**19. The Future Inspection Framework for Children's Social Services, 2009**  
*(Item B1)*

*(Sally Morris, Head of Strategic Planning and Review, was in attendance for this item)*

(1) Mrs Morris introduced the report and presented a series of slides (*will be appended to these Minutes*) setting out the key features of the new arrangements. In discussion, and in Mrs Morris's and Mrs Weiss's responses to questions asked by Members, the following points were highlighted:-

- (a) It had been expected that the new inspection arrangements would reduce the burden on children's services teams which inevitably came with inspections, but this reduction had not materialised;
- (b) Members expressed disappointment that the new arrangements might lead to inspection visits which were more numerous but which looked at issues in less depth. This would depend how the new 'annual fieldwork' feature was undertaken. Although the new system would tie up senior staff for a shorter time, this was still an interruption to the daily work of running a good children's social care service. In response to a question about the costs to the County Council of the inspection system, in terms of officers' time, Mrs Weiss said that the costs were extremely heavy and could not be recharged or recouped;
- (c) Members expressed concern that OFSTED had more inspection work to do but had suffered a 30% cut in resources. Mrs Weiss said she expected OFSTED to question how it would evaluate services in the future. The proposed Comprehensive Area Assessment (CAA) inspection regime now looked more likely to happen;
- (d) The size and diversity of a county like Kent could mask differing performance levels across regions. Officers had raised this concern with the Government, but expected that the advice given would be that a local authority's approach should match its area's geographic diversity; and
- (e) Members were concerned that the self evaluation process could fail to show up problems. For example, Haringey Council had assessed their services as "good" and been assessed in the JAR as good.

(2) Mr Brightwell pointed out that Kent's children's social services had scored very well in quality assurance assessments. As the Manager of the Independent Reviewing Officer (IRO) Service, he and his team were independent of the operations management team of Children's Social Services so could be challenging. He pointed out that a smaller local authority would not have the scope to organise these roles in this way.

(3) RESOLVED that the new arrangements for the inspection of Children's Social Services, and their impact on the service, be noted, with thanks.

## **20. Kent's Safeguarding Process - Oral update**

(1) Mrs Weiss explained it had not been possible to supply the planned Kent Safeguarding Children Board (KSCB) Annual Report. The paper will not be signed off by the KSCB until the next meeting. Mrs Weiss gave an oral update on Safeguarding within the Children, Families and Education Directorate and responded to questions and comments from Members. She said that the Cabinet Member, Leyland Ridings, took an active role in safeguarding issues, having regular monthly briefings with Bill Anderson and Mrs Weiss, in which he asked searching questions.

(2) Members commented that the relationship between Paul Brightwell and the IRO service was good, but the external perception of this would be that the services, being in-house, were not sufficiently independent. The County Council should be aware of this perception and how the services would appear to the public.

(3) A Member stated that the County Council should ensure that channels of communication were as open as possible, from the bottom up. A case was cited of a non-Kent child in another authority, whom the Head Teacher had noticed was behaving in a disturbed fashion. Referrals to the local safeguarding service had been unsuccessful. It later transpired that the child's father had killed the child's mother. The Member asked what help a Head Teacher would receive in Kent. Mrs Weiss explained that, in Kent, the Head Teacher could have contacted the Education Safeguards Service run by Kel Arthur, Policy and Standards Manager, Education Safeguards, and they would have a supported discussion with Children's Social Services. Head Teachers are aware of Kel Arthur's Team, which has a good working relationship with them, with Kel's team being well thought of. Some LAs do not have this sort of team/service.

(4) Mrs Weiss explained that there had been an increase in the number of children who are subject to Child Protection plans (previously those on the 'At Risk' Register) in the last 3 years. This correlates with the reduction in the number of Looked After Children.

(5) The largest number of cases are due to neglect and emotional abuse. All children who have a Child Protection plan have an allocated social worker, and all social workers have regular supervision. Performance in respect of the Performance Assessment Framework indicators is mostly very good. 99.8% of case conferences are held on time. Kent performs well compared to its statistical neighbours.

(6) Members asked if Kent could be sure that ALL its children were safeguarded, to which Mrs Weiss replied that it was not possible to give a 100% guarantee that there would never be a Child Protection incident. Some families may not be involved with social services. When families are known, social workers and managers work to manage risk as safely as possible and in the best interests of the child. When there is an incident, the KSCB will hold a Serious Case Review. The KSCB was previously chaired by the Managing Director of CFE, and recommendations for improvements are monitored.

(7) In response to a question about risk, Mrs Weiss replied that risk is managed in part by having competent staff. Children's Social Services have a recruitment and retention strategy in place, together with a programme of continuous professional development. Turnover and vacancy levels are lower in Kent than in many other local authorities, but it is necessary to take continual action to maintain staffing levels and Children's Social Care has vacancies it would like to fill. Kent uses mostly the County Council's own social workers and uses agency staff as little as possible. Members commented that cuts, when they are made, tend to remove back office staff, with the result that social workers have to do their own paperwork and case recording. This takes time away from their contact time with families.

(8) In response to a question from Members, Mrs Weiss explained that the Department for Children, Schools and Families had introduced the Integrated Children's Service (ICS), use of which is mandatory. This requires social workers to input information and case notes directly to the ICS system, which is very time consuming and impacts on direct work with children and families.

(9) In response to a question about the number of court proceedings, Mrs Weiss explained that the Public Law Outline (PLO) had been introduced in April 2008. This requires various assessments and services to be completed before care proceedings are instigated, except in emergencies. There has been a reduction in the number of applications for care proceedings nationally. However, a reaction to the case of Baby P is that this pattern has now being reversed, at least in the short term. Children's Social Services is monitoring its court proceedings, however it is too early to comment on the impact of the PLO. Members commented that the County Council spends £2.7m per annum on case preparation, using external solicitors, and questioned if it would be cheaper to use the County Council's in-house solicitors.

(10) Regarding a question about the availability of placements to accommodate a child when they go into care, Mrs Weiss said that she was not aware of any case where a child needing to be Looked After was refused because no placement had been available. KCC would use an Independent Fostering Agency (IFA) when absolutely necessary.

(11) Members referred to the lobbying it had previously done to reduce the number of children placed in care in Kent by other local authorities. It's good that Kent, being a very large county, had the capacity to accommodate its own requirement for child placements. Members asked if it was possible to be given some figures for the number of placements available. Mrs Weiss commented that some local authorities had not developed in-house services as they preferred to place in Kent and possibly found it less expensive. Most of Kent's Looked After Children are fostered. Kent's fostering service is inspected yearly and scores well.

(12) Members acknowledged that the work that social workers undertook was sometimes harrowing and difficult to cope with. Mr Brightwell added that the Head Teacher at Wilmington School (referring to a recent case) had been very complimentary about the support received from Kent Children's Services.

(13) Responding to a question about the Educational Psychologist service and its role, Mr Heather said that the Educational Psychologist service was able to give a very rapid response to the incident at Wilmington School, and two psychologists were at the school earlier that morning. He had been able to keep up good communication

links with them to monitor the situation. He explained that the educational psychologist service distinguished between “critical incidents” and “sad events”. Critical incidents occur with more frequency than people would think; recent evidence suggests that there are some 23 to 25 of these a year. One of the key issues that needs consideration by all those involved in these incidents is how to manage with accuracy and sensitivity the flow of information to the press and public. The service is concerned with supporting and helping school systems manage these types of difficult occasions. The service is also able to signpost additional involvement to support individual cases, where this is necessary, to other agencies such as the Child Adolescent Mental Health Service (CAMHS) and CRUSE.

(14) RESOLVED that the information given on the work of the Children’s Social Services and Educational Psychologist teams, and the stringent auditing and monitoring systems which are applied, be noted, with thanks.

## **21. Education Provision for Unaccompanied Asylum Seeking Young People** *(Item B2)*

(1) Ms Robson introduced the report and pointed out that the Unaccompanied Asylum Seeking Children and Young People (UASCYP) Service had achieved much since the last report to the Champions Board, but there was still more to do. It was important to be realistic about what was possible to best meet young people’s needs.

(2) Mr Reymond highlighted the challenges around providing young asylum seekers with the education that would be most useful to them in adult life. Being accepted for, and embarking upon, vocational courses often required a young person to be able to read and write English to a higher standard than they could realistically achieve, and the school environment was not necessarily the most productive or appropriate for some young people. The service needed to achieve the right combination of life skills and language skills which would prepare young asylum seekers and give them maximum scope to benefit from any opportunity which was open to them. Even if they were ultimately repatriated to their country of origin, they would be as well prepared as possible during their time in Kent. The Learning and Skills Council (LSC) had supported a pilot of an independent living skills course to help with this preparation.

(3) In response to questions, Ms Robson, Mr Reymond and Mr Brightwell explained that:-

- (a) Unaccompanied Asylum Seeking Children and Young People and Looked After Children were able to access careers advice from the Connexions Service in the same way as could any other young person;
- (b) Although the Asylum Seeker Duty Team made thorough records of a young person’s country of origin, language and circumstances of arrival, the immediate concern was to look after a lone young person who was confused, traumatised and malnourished after a long journey, and who had possibly also been abused. Their first need was for a thorough needs assessment. Any country experiencing war or crisis at any time would generate numbers of young unaccompanied asylum seekers, and Kent was inevitably in the front line as a destination for them as they crossed mainland Europe;

- (c) The recent Joint Area Review (JAR) had praised Kent's UASCYP Service and the work undertaken to protect and support young people;
  - (d) Befriending or 'buddying' initiatives were important in supporting young asylum seekers, and a project by the National Association for the Care and Resettlement of Offenders (NACRO), being piloted as part of the Riverside Project in Gravesend should improve outcomes for young people. Evaluation of this pilot would help plan future work;
  - (e) Members praised the difficult and emotional work undertaken by the UASCYP Team on a very restricted budget. The work of the team had no precedent to follow and had to try out initiatives and test what worked.
  - (f) Unaccompanied Asylum Seeking Children and Young People following courses at Kent colleges were generally positive and well motivated and provided good role models for other young people. Once in the education/training system, they were able to access the same social networking and choices of career path as could others in their peer group, and in the same way; and
  - (g) Members expressed interest in, and asked about the possibility of, visiting the Appledore Centre to see the team's work at first hand.
- (4) RESOLVED that:-
- (a) the progress made in developing and extending the education provision for Unaccompanied Asylum Seeking Children and Young People be noted, with thanks; and
  - (b) the ongoing discussions with strategic partners to ensure better outcomes for this vulnerable group, and the commitment set out in Kent's Pledge to Looked After Children, be supported.

## **22. Future Work - discussion**

- (1) At the conclusion of the meeting, Members reflected on issues covered in the meeting and had a brief discussion of the role the Board could play in future in engaging with and addressing the issues covered.
- (a) Members would need to identify what information to ask for, and examples of things which would be useful were:-
    - The percentage of cases checked/monitored by Mrs Weiss's team;
    - A tracking report on the number of cases (including those of Looked After Children) currently being investigated.
  - (b) Members also asked to see the full report on the Haringey case as soon as it was available;

(c) Members could also invite the Cabinet Member to address a future meeting on his role in the Children's Care Council.

(2) The County Council's Corporate Parenting role, together with the Board's revised Terms of Reference, would also be discussed by the full Council on 11 December 2008.

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## KENT COUNTY COUNCIL

### Children, Families and Education Policy and Overview Committee Medium Term Plan (MTP) Informal Member Group

**NOTES** of a meeting held on Thursday, 20 November, 2008 at Invicta House, County Hall, Maidstone.

**PRESENT:** Mr M J Northey (Chairman), Mr W V Newman, DL, Mr MJ Vye and Mr C T Wells.

**IN ATTENDANCE:** Mr K Abbott, Director Finance and Corporate Services, Mr A Wood, Head of Financial Management, Mr B Smith, Finance Manager and Mrs C A Singh Democratic Services Officer

Apology: Mr Brazier

#### **1. Medium Term Plan (MTP) – 2009-10 TO 2011-12**

(1) Mr Abbott gave Members a detailed update on the current budget position and pressures in the MTP report circulated at the Children, Families and Education Policy Overview Committee meeting held on 13 November 2008 (Item B2).

(2) Members asked questions on specific items within the budget and then put forward their views on priorities and areas where possible savings and further considerations could be made.

(3) The Chairman asked each of the Members present to highlight what they felt should be given priority and where savings may be considered. The suggestions were as follows:

- Consider more competitive costs for legal services in light of the recent increase by KCC Legal Services.
- Priorities are Looked after Children, SEN and vulnerable children.
- Need to look at areas where funding can be deferred
- Need to reconsider carrying out work that we are not legally obliged to do.
- Advise Members of the outcome of meetings with Commercial Services on possible savings.
- Look at any reasonable savings that can be made in ASK .
- Members requested the breakdown of Looked after Children Pledge, those children placed in Kent by other Local Authorities and consider the impact of the recent London Borough Waltham Forest v Staffordshire County Council Judgement 2007.
- Members requested that a check on the Independent Fostering figures and how this affected the budget.
- A request was made to look at Family Conferencing which had been out of action for the past 3 months.
- Members requested more information on the funding of the Children Missing Education Officer.
- There was a suggestion that there should be alignment of the Children's teams and Adult Social Services teams

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By: Keith Abbott, Interim Managing Director, Children, Families & Education Directorate  
Grahame Ward, Director of Resources  
Mark Dance, Cabinet Member for Operations, Resources & Skills

To: Children Families and Education Policy Overview Committee  
– 16 January 2009

Subject: Children Families and Education Budget Monitoring 2008/09

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Classification: Unrestricted

## 1. Introduction

- 1.1. This report is the third report to this Committee on the forecast outturn against budget for the Children Families and Education (CFE) Directorate for 2008/09. It also includes an update on the movement in schools' revenue reserves based on their half yearly monitoring returns.

## 2. Quarterly monitoring report

- 2.1. The second quarter's monitoring for 2008/09 was presented to Cabinet on 1 December 2008. The main points to highlight are:

### Revenue

- The Directorate is projecting a pressure of £0.682m, excluding Asylum (as shown in Appendix 1) and is reviewing its services with the intention of identifying further management action to achieve a balanced budget by the end of the financial year.
- £4.2m projected overspend in relation to support for unaccompanied asylum seeking children. Progress has been made in respect of the historic debt relating to asylum with confirmation from the Home Office that they will, subject to audit, settle in full our claims for 2006-07 and 2007-08. In addition, the DCSF have now confirmed in writing that our special circumstances claim of £1.48m for 2007-08 financial year will be paid in full.

### Capital

- A £4.336m overspend is forecast over the current MTP period, which is consistent with the revised capital programme agreed by Cabinet in October. Further details of this overspend are contained in Appendix 1, section 1.2.

- For projects that are wholly or partly funded from capital receipts, the realisation of such receipts continues to be the major risk area for the Directorate.

### **3. Schools**

- 3.1. We reported in November the final details of the recovery of excessive reserves from 15 schools and the revision to the Balance Control Mechanism (BCM) that will apply from the 2009-10 financial year end.
- 3.2. The half year budget monitoring returns from all schools have been received and processed by the LA. The returns indicate a large drawdown of reserves however past experience indicates that this figure is normally overstated. We are therefore predicting a drawdown in the region of £8m, which would bring school revenue reserves down to just under £60m from their level at the start of the year of £67.6m. It should be noted that it is very difficult to predict this drawdown with accuracy, particularly this financial year when factoring in the recovery and subsequent BCM review mentioned in paragraph 3.1 above.

### **4. Recommendations**

- 4.1. Members of the Children Families and Education Policy Overview Committee are asked to note the projected outturn figures for the directorate and the position on schools.

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#### *Background documents:*

- Report to Cabinet 1 December 2008
- Revenue Monitoring Exception Report

#### *Other useful information:*

None

## CHILDREN, FAMILIES & EDUCATION DIRECTORATE SUMMARY OCTOBER 2008-09 FULL MONITORING REPORT

### 1. FINANCE

#### 1.1 REVENUE

1.1.1 All changes to cash limits are in accordance with the virement rules contained within the constitution, with the exception of those cash limit adjustments which are considered "technical adjustments" ie where there is no change in policy, including:

- Allocation of grants and previously unallocated budgets where further information regarding allocations and spending plans has become available since the budget setting process.
- The inclusion of new 100% grants (ie grants which fully fund the additional costs) awarded since the last full monitoring report. These are detailed in Appendix 2 to the executive summary.
- Cash limits have also been adjusted since the last full monitoring report to reflect a number of technical adjustments to budgets.

1.1.2 **Table 1** below details the revenue position by Service Unit:

Budget Book Heading	Cash Limit			Variance			Comment
	G £'000s	I £'000s	N £'000s	G £'000s	I £'000s	N £'000s	
<b>OPERATIONS, RESOURCES AND SKILLS portfolio</b>							
Delegated Budget:							
- Delegated Schools Budget	851,074	-80,517	770,557	0	0	0	
- Devolved Standards Fund	101,631	0	101,631	0	0	0	
- Targeted Standards Fund	0	0	0	0	0	0	
- Direct Financing for schools	0	0	0	0	0	0	
<b>TOTAL DELEGATED</b>	<b>952,705</b>	<b>-80,517</b>	<b>872,188</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Non Delegated Budget:							
- Finance	3,849	-1,071	2,778	-34	34	0	
- Awards	5,120	-889	4,231	-116	13	-103	Overspend on admin team £51k offset by an underspend on Home to College transport £154k and other minor underspends £13k
- Grant income & contingency	2,280	-933,480	-931,200	0	0	0	
- Personnel & Development	15,982	-3,606	12,376	311	-22	289	Redundancy costs for school staff underspend £304k, pensions overspend £451k, CRB overspend £79k, LCSP recruitment £45k, other misc overspends £40k.
- Capital Strategy Unit	2,808	-242	2,566	922	-5	917	Revenue maintenance due to school closures and vandalism £648k, 3 new projects for mobile moves £294k, underspend on feasibility studies £20k
- BSF/ PFI and academies unit	450	0	450	153	0	153	Asbestos costs £83k, accommodation costs £70k

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
- Client Services	6,005	-3,471	2,534	49	-184	-135	Additional income received for cleaning and refuse contracts, client services packages to schools and from training
- Business Management	2,445	-143	2,302	99	-39	60	
- ICT	7,642	-1,893	5,749	-1,223	1,216	-7	Gross and income variance on broadband connectivity for schools
- Health & Safety	437	-8	429	-7	0	-7	
- Strategic Management	1,714	0	1,714	-112	-3	-115	Reduction of the number director posts & vacancy
- Extended Services	6,629	-410	6,219	115	-115	0	Gross and income variance on Childrens University £80k, other minor variances £35k
- Kent Music	858	0	858	0	0	0	
-14-24 unit	2,307	-202	2,105	15	-5	10	
- School Organisation	3,051	-66	2,985	-44	-41	-85	
- Mainstream HTST	16,555	-484	16,071	-603	14	-589	Large reduction in the numbers travelling
- Clusters	21,224	-378	20,846	0	0	0	
- AEN & Resources	15,972	-5,587	10,385	138	0	138	Overspend on management & admin £69k and Partnership with Parents £69k
- SEN Transport to Schools	15,483	0	15,483	1,390	0	1,390	Higher than affordable numbers travelling, some very expensive travel arrangements
- Independent Sector Provision	10,828	-542	10,286	0	0	0	
<b>TOTAL NON DELEGATED</b>	<b>141,639</b>	<b>-952,472</b>	<b>-810,833</b>	<b>1,053</b>	<b>863</b>	<b>1,916</b>	
<b>Total ORS</b>	<b>1,094,344</b>	<b>-1,032,989</b>	<b>61,355</b>	<b>1,053</b>	<b>863</b>	<b>1,916</b>	
<b>OR&amp;S Assumed Mgmt Action</b>				<b>-1,277</b>		<b>-1,277</b>	
<b>OR&amp;S non delegated Forecast after Mgmt Action</b>	<b>141,639</b>	<b>-952,472</b>	<b>-810,833</b>	<b>-224</b>	<b>863</b>	<b>639</b>	
<b>Total OR&amp;S incl schools delegated</b>	<b>1,094,344</b>	<b>-1,032,989</b>	<b>61,355</b>	<b>-224</b>	<b>863</b>	<b>639</b>	
<b>CHILDREN, FAMILIES AND EDUCATIONAL ACHIEVEMENT portfolio</b>							
- Strategic Planning & Review	1,301	0	1,301	-4	0	-4	
- P & P (Vulnerable Children)	4,347	-395	3,952	63	-63	0	
- MDO & Democratic Services	2,063	0	2,063	30	-50	-20	
- Project Management (SPR)	117	0	117	0	0	0	
- Advisory Service Kent (ASK) Secondary Team	3,386	-160	3,226	89	7	96	
- ASK Primary Team	5,801	-360	5,441	134	-47	87	SIP £146k, vacancies £12k
- ASK Early Years Team	7,226	-12	7,214	-700	0	-700	Rebadging of eligible Sure Start expenditure to fully utilise the grant

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
- ASK Improvement Partnerships	3,486	0	3,486	120	-120	0	Additional spend and income from NCSL and professional advice to schools
- ASK Professional Development	5,080	-2,262	2,818	-231	100	-131	Underspend on staff vacancies £171k, reduction in training courses £95k, governor training overspend 35k. Reduction in training income £90k
- Early Years & Childcare	22,755	-339	22,416	97	-100	-3	Gross and income variance on the Big Lottery £68k and CSS Early Years £30k
- Management Information	30,943	-35	30,908	0	-8	-8	
- International Development	195	-100	95	32	0	32	
- Educational Psychology Service	3,678	0	3,678	-147	-1	-148	vacancies £147k
- Attendance & Behaviour Service	18,282	-6,100	12,182	0	0	0	
- Minority Community Achievement	1,720	-96	1,624	0	0	0	
- Specialist Teaching Service	3,152	-590	2,562	0	0	0	
- Joint Commissioning	1,502	0	1,502	0	0	0	
- Commissioning General	12,695	-614	12,081	0	0	0	
- Residential Care provided by KCC	2,261	-25	2,236	62	-33	29	
- Independent Sector res. care	5,119	-403	4,716	1,707	-886	821	Overspend due to increased demand and high cost placements made up of non disability £214k, disability £1,156k, secure accommodation £316k and other minor variances £21k. Increased income from joint funding arrangements as agreed by JRAP
- Residential care - not looked after children	664	-7	657	13	-23	-10	
- KCC Family support	11,187	-960	10,227	-1,270	-103	-1,373	Planned underspend to cover the pressures on Assessment and Related, fostering and independent sector residential care. Additional income for Kent Childrens Fund projects
- Family group conferencing	1,143	-241	902	12	-11	1	

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
- Fostering service	23,589	-97	23,492	914	-133	781	Increase in independent fostering allowances £1,567k, underspend on other fostering lines £653k. Additional income from placements, training and OLAs.
- Adoption service	5,988	-22	5,966	-22	-23	-45	
- Independent Sector day care	920	0	920	-238	0	-238	Lower than anticipated number of clients
- Section 17	908	-5	903	123	5	128	Higher than anticipated number of clients, more expensive support
- Link placements	236	0	236	-9	2	-7	
- Grants to voluntary organisations	5,740	-266	5,474	-81	-18	-99	
- Direct payments	735	0	735	-33	-10	-43	
- Teenage pregnancy	706	0	706	6	-6	0	
- Leaving care/16+	3,583	0	3,583	-263	0	-263	Lower than anticipated take up of places, increase in funding from Care Matters grant (ABG)
- Other services support	6,541	-824	5,717	871	-418	453	Legal overspend £752k, Family Law underspend £200k, Out of Hours gross overspend £320k. Out of hours income underspend £232k, additional income from facilities and BPMU £186k
- Assessment and related	19,614	-16	19,598	1,023	-316	707	Staffing overspend covered by planned underspend on Family Support
- Grant income & contingency	4,667	-75,397	-70,730	0	0	0	
<b>Total C,F&amp;EA</b>	<b>221,330</b>	<b>-89,326</b>	<b>132,004</b>	<b>2,298</b>	<b>-2,255</b>	<b>43</b>	
CF&EA Assumed Mgmt Action						0	
<b>CF&amp;EA Forecast after Mgmt Action</b>	<b>221,330</b>	<b>-89,326</b>	<b>132,004</b>	<b>2,298</b>	<b>-2,255</b>	<b>43</b>	
<b>- Asylum Seekers</b>	<b>14,129</b>	<b>-14,129</b>	<b>0</b>	<b>0</b>	<b>4,186</b>	<b>4,186</b>	
<b>Total C,F&amp;EA incl. Asylum</b>	<b>235,459</b>	<b>-103,455</b>	<b>132,004</b>	<b>2,298</b>	<b>1,931</b>	<b>4,229</b>	
<b>Total Delegated</b>	952,705	-80,517	872,188	0	0	0	
<b>Total Non Delegated (excl. Asylum)</b>	362,969	-1,041,798	-678,829	3,351	-1,392	1,959	
<b>Total Directorate Controllable (excl. Asylum)</b>	<b>1,315,674</b>	<b>-1,122,315</b>	<b>193,359</b>	<b>3,351</b>	<b>-1,392</b>	<b>1,959</b>	
Directorate Assumed mgmt action				-1,277		-1,277	
<b>Total Directorate Controllable (excl. Asylum) after mgmt action</b>	<b>1,315,674</b>	<b>-1,122,315</b>	<b>193,359</b>	<b>2,074</b>	<b>-1,392</b>	<b>682</b>	

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
<b>Directorate Net Total (incl. Asylum) before mgmt action</b>	<b>1,329,803</b>	<b>-1,136,444</b>	<b>193,359</b>	<b>3,351</b>	<b>2,794</b>	<b>6,145</b>	
<b>Directorate Net Total (incl. Asylum) after mgmt action</b>	<b>1,329,803</b>	<b>-1,136,444</b>	<b>193,359</b>	<b>2,074</b>	<b>2,794</b>	<b>4,868</b>	

### 1.1.3 Major Reasons for Variance:

Table 2, at the end of this section, details all forecast revenue variances over £100k. Each of these variances is explained further below:

#### **OR&S portfolio:**

There is a net pressure of £1,916k on this portfolio before the implementation of management action. The main variances are:

#### 1.1.3.1 Awards (Gross)

The Awards Unit is forecasting a gross underspend of £116k. There is a pressure on the management and administration budget of £51k due to the high cost of temporary staff being employed because of staff retention issues as a result of the transfer of the service to the Student Loans Company in Glasgow. This is offset by an underspend on the Home to College transport budget of £154k due to the reduction in numbers travelling and other minor underspends of £13k.

#### 1.1.3.2 Personnel and Development (Gross and Income)

The Personnel and Development Unit is forecasting a gross overspend of £311k. The pensions budget has a pressure of £451k, the majority of which is due to previous years early retirements resulting from school closures and amalgamations. This is partly offset by an underspend of £304k on the budget for redundancies of school staff which is due to a reduction in the number of school closures and amalgamations during the 2008-09 financial year.

There are also pressures on the CRB budget of £79k, the recruitment budget of £45k due to the LCSP recruitment process and other minor overspends totalling £40k.

#### 1.1.3.3 Capital Strategy Unit (Gross)

The Capital Strategy Unit is projecting a £922k gross pressure. The budget for revenue maintenance of non operational sites is forecast to overspend by £648k due to the boarding up of closed schools and repairs caused by vandalism. The balance of the pressure is attributed to the costs of moving and hiring mobile classrooms in excess of the amount funded through the MTP 2008-11 (including 3 large projects) of £294k. This is consistent with spend in previous years.

#### 1.1.3.4 BSF/PFI and Academies Unit (Gross)

This unit is forecasting a gross pressure of £153k. This is partly due to the cost of asbestos work at PFI schools of £83k with the balance due to accommodation costs of £70k that cannot be contained within the main budget.

#### 1.1.3.5 Client Services (Gross and income)

There is an income variance of £184k which is due to additional income received for cleaning and refuse contracts, client services packages to schools and from training.

#### 1.1.3.6 ICT (Gross and Income)

The gross and income variance on this budget line is due to the broadband connectivity for schools project. The budgets were set at previous years levels of expenditure and income but as the project nears completion and schools only have to pay for upgraded service connection the levels of spend and income are reduced.

### 1.1.3.7 Strategic Management (Gross)

There is a forecast underspend on this budget of £112k which is due to the reduction in the number of director posts and the current Director of Childrens Services retiring with his post being temporarily covered by other directors within CFE.

### 1.1.3.8 Extended Services (Gross and Income)

The Extended Services unit is forecasting a gross and income variance of £115k. This variance is due to additional spend and income for Kent Childrens University and other minor gross and income variances of £35k.

### 1.1.3.9 Mainstream Home to School Transport (Gross)

An underspend of £603k is forecast on this budget due to the numbers travelling being lower than the affordable numbers. Details of the number of children receiving assisted mainstream transport to school have been included in section 2.1.

### 1.1.3.10 Additional Educational Needs and Resources (Gross)

The AEN&R unit is forecasting a gross pressure of £138k. The management and administration budget is forecasting an overspend on staffing of £69k whilst Partnership with Parents is forecasting a similar overspend, £69k due to the expansion of the service.

### 1.1.3.11 SEN Transport to Schools (Gross)

An overspend of £1,390k is forecast due to higher than affordable numbers travelling and the very expensive nature of the arrangements in place for some pupils. Details of the number of children receiving assisted SEN transport to school have been included in section 2.1. This activity data shows that there are on average 170 more children per month in receipt of SEN transport to schools compared to the same time last year and the estimated cost of the increase in numbers is £766k. In 2007-08 there was a MTP savings target of £870k for SEN transport. However with the economic down turn and in particular the increase cost of fuel it is estimated that only £246k of the savings can be achieved leaving a base pressure of £624k in 2008-09.

### **CF&EA portfolio:**

There is a net pressure of £43k on this portfolio (excluding Asylum), before the implementation of management action. The main variances are:

### 1.1.3.12 Advisory Service Kent – Primary (Gross)

There is a gross pressure on this service of £134k. There is a forecast overspend on the School Improvement Partners (SIP) project of £146k which relates to additional staffing costs to support school improvement. This overspend is partly offset by a general staffing vacancy underspend of £12k

### 1.1.3.13 Advisory Service Kent – Early Years (Gross)

There is a forecast underspend on this service of £700k. In the last report an overspend of £1m was forecast which has reduced to £900k in this quarter. As part of the declared management action, £1m of eligible Sure Start expenditure within ASK will be rebadged against the underspend caused by delays in opening Childrens Centres. There has also been an increase in the Graduate Leader fund strand of the Sure Start grant of £600k. This forms part of the main revenue element of the Sure Start grant and as it is not anticipated there will be any additional costs associated with the increase, it too will be used to rebadge other eligible expenditure within ASK.

### 1.1.3.14 Advisory Service Kent – Improvement Partners (Gross and Income)

There is a gross and income variance on this budget of £120k. Additional income of £60k from the National College of School Leadership (NCSL) will increase spend by the same level. There is also additional spend on providing professional advice to schools which will be recouped by income from schools £60k.

### 1.1.3.15 Advisory Service Kent – Professional Development (Gross and Income)

There is a gross underspend on ASK Professional Development of £231k. This is largely due to staff vacancies of £171k and a reduction in training course costs of £95k. This is partly offset by additional costs of governor training £35k. The forecast overspend on income of £100k is largely linked to the reduction in training courses and therefore the level of income than can be achieved from providing them.

#### 1.1.3.16 Educational Psychology (Income)

A forecast underspend of £147k is due to staff vacancies.

#### 1.1.3.17 Independent Sector Residential Care (Gross and Income)

A pressure of £1,707k is forecast is mainly due to an increase in demand and high cost placements which is consistent with the pressure experienced in 2007-08. The key pressure can be analysed between disability placements £1,156k, non disability placements £214k and secure accommodation £316k. This is partly offset by additional funding of £886k for placements following agreement from the Joint Residential Assessment Panel (JRAP) for this financial year. This pressure has reduced since the previous quarter monitoring. Work is currently being undertaken to establish if the reduced pressure is of a permanent nature.

#### 1.1.3.18 KCC Family Support (Gross and Income)

The Family Support Unit is forecasting a gross underspend of £1,270k and an income underspend of £103k. The underspend is due to planned management action to balance the forecast overspend declared on Assessment and Related (see section 1.1.3.25) and general pressures on the Fostering and Independent Residential Care budgets. The underspend on income of £103k is due to additional income being received to cover projects now funded from the Kent Childrens Fund grant.

#### 1.1.3.19 Fostering Service (Gross and Income)

There is a gross pressure on this budget of £914k. The independent fostering allowances budget is forecasting an overspend of £1,567k. Based on the average weekly cost of £1,010 the 2008-09 budget of £1,502k can afford 1,487 weeks of independent foster care. The activity details in section 2.5.2 show actual client weeks as 1,626.69 to the end of quarter 2, with a forecast of 3,038.61 weeks for the full financial year, which equates to a forecast spend of £3,069k.

This overspend is partly offset by an underspend of £653k on other fostering lines such as KCC fostering and the County Fostering Team. This underspend has reduced significantly since the last monitoring. There has been an increase of 33 new placements in just 3 of the districts, with increases and extensions to placements in most others. The planned movement of 16+ placements into supported independent living has also not happened as quickly as was anticipated leaving increased pressure on the Fostering service.

There is an income variance of £133k due to income received for training, placements and from OLAs for non Kent children being placed with KCC foster carers.

#### 1.1.3.20 Independent Sector Day Care (Gross)

This is a preventative service managed in conjunction with Section 17 payments and the variances are inter-related. The forecast underspend of £238k is due to lower than anticipated number of clients receiving support under this line.

#### 1.1.3.21 Section 17 (Gross)

This is a preventative service managed in conjunction with Independent Sector Day Care and the variances are inter-related. The forecast overspend of £123k is due to higher than anticipated number of clients receiving more expensive support under this line.

#### 1.1.3.22 Leaving Care/16+ (Gross)

There is a forecast underspend on this service of £263k. This is a client based service and current usage is below the anticipated level leading to an underspend of £93k. Funding of £170k from the Care Matters Grant, paid through the Area Based Grant, has also contributed to the underspend. It should be noted that there are pressures on the other 16+ services which are overspent and are reported within the Independent residential lines and Fostering Service Lines.

#### 1.1.3.23 Other Services Support (Gross and Income)

The pressure on this budget continues and the gross overspend of £871k is mainly attributed to Legal Services which is forecast to overspend by £752k. The pressure on this budget has continued from 2007-08 and the Directorate will be reviewing this budget further with a view of identifying the ongoing base pressure in the 2009-12 MTP. The Family Law strand of the Area Based grant is forecast to underspend by £200k but it should be noted that this is likely to be one off as the introduction of the new system has led to a time delay in the processing of cases.

There is a gross pressure on the Out of Hours budget of £320k which is partly covered by an increase in income of £232k. The net pressure on the Out of Hours service is due to additional staff being required while the transition of the service to the Call Centre takes place.

There is also an increase in income received by the Facilities and the Business Planning Management Unit (BPMU) of £186k mainly in respect of a disputed invoice from a previous financial year. The total increase in income totals £418k.

#### 1.1.3.24 Assessment and Related (Gross and Income)

Assessment and Related is forecasting a gross overspend of £1,023k and an increase in income of £316k. The overspend is due to the filling of frontline posts and this is being offset by a planned underspend on the Family Support line (see 1.1.3.19).

The variance on income is due to income for the Best project £165k and Ready for Practice income and training money £147k with the balance being attributed to ad hoc money secured from Health and other sources.

#### 1.1.3.25 Asylum

The Asylum Service is forecasting to have a funding shortfall of £4,186k for the 2008-09 financial year, £3,686k of direct costs and £500k of indirect costs. The number of referrals in Kent is running at its highest monthly level for this point in the financial year with on average 50 cases per month. It is now clear from recent discussions with the Home Office that, with a static position nationally, Kent is receiving a greater proportion of the national Unaccompanied Asylum Seeking Children (UASC) intake than previously.

The forecast income for 2008-09 is based on the 2007-08 rules and levels. The Home Office have given an undertaking that no authority would be out of pocket in 2008-09 but there has been no reference to levels of income in any correspondence. However the latest information from the LGA says that costs "directly attributed to the care of an individual" in the current year should be reimbursed at 100% subject to audit. Until we receive anything in writing from the Home Office clarifying what costs will be reimbursed, based on last years grant levels and rules, the authority will have a shortfall of just over £4m. The Home Office has also referred to a winding down of indirect costs in line with reducing numbers which should be achieved over two years, although at this stage it is not clear what costs they consider to be indirect. Also while nationally the number of UASCs may be falling, the number of referrals in Kent remains significantly higher than our service was designed for.

A letter received on 12 November from the Home Office confirms that it will meet in full the shortfall of £2.1m for 2007-08 subject to a final audit. This, together with the £2.4m for 2006-07 confirmed by the Home Office in September, means that we have agreement that the Home Office will fund the full £4.5m of our special circumstances bids, leaving just the anticipated £1.5m to come from the DCSF. It was expected that the issue surrounding the DCSF grant would be resolved by the 31<sup>st</sup> October but the DCSF have still to agree final client numbers so the issue remains outstanding. If the full £1.5m is secured (of the original claim for £2.6m), then we will have received the £6m of the £10m originally claimed and this is as per the agreement reached with the LGA in the summer.

### Other Issues

#### 1.1.3.26 Payments to PVI providers for the free entitlement for 3 and 4 year olds (DSG)

The latest forecast suggests an underspend of around £900k on payments to PVI providers for 3 and 4 year olds. This budget is funded entirely from DSG and therefore any surplus or deficit at the end of the year must be carried forward to the next financial year in accordance with the regulations, and cannot be used to offset over or underspends elsewhere in the directorate budget. Therefore, as any unspent Early Years funding has to be returned to schools, at year end any underspend will be transferred to the schools unallocated reserve for DSG and hence is not included in the overall directorate forecast in this report.

## **Delegated Schools Budgets**

### 1.1.3.27 Six Month Monitoring

The detailed half yearly monitoring returns from all schools are currently being received by the LA. An update on their forecast movement in reserves will be provided in the next monitoring return.

### Reserves and Balance Control Mechanism (BCM)

The Local Authority has consulted the Schools' Funding Forum regarding the levels of school reserves and agreed to challenge those with the highest reserves. Following a round of panel meetings and appeals, a total of £1.5m is being recovered from 15 schools. The Forum agreed that this recovered money be used to contribute to all schools' increased fuel costs, and support more training in strategic financial planning.

Those discussions highlighted a number of issues, relating to both the standards of some schools' strategic financial management, and the effectiveness of the current Kent BCM, which was felt to be both over-generous and imprecise. As a result of these conclusions the Schools' Funding Forum on 3 October approved a number of significant changes to the BCM which will apply to balances held at the end of March 2010.

It should be stressed that these changes are designed to encourage schools to spend their revenue budgets in-year on current cohorts of pupils to raise standards. The prime intention is not to recover monies from schools. In setting the date for these changes the LA and Forum wanted to give schools adequate time to review their individual positions and to plan sensibly for how they might, where applicable, spend reserves which will otherwise put them over the limit in 18 months' time. Although fully effective in March/April 2010 headteachers with their governing bodies will need to act now to ensure they avoid rushed decisions later in 2009 resulting in poor use of their resources.

**Table 2: REVENUE VARIANCES OVER £100K IN SIZE ORDER**

Pressures (+)			Underspends (-)		
portfolio		£000's	portfolio		£000's
CFEA	Asylum - Shortfall in income (income)	+4,186	CFEA	Family Support - Planned management action (gross)	-1,270
CFEA	Independent Sector Residential Care - increase in demand and high cost placements (gross)	+1,686	ORS	ICT - Broadband connectivity project reduced spend due to reduced buy back from schools (gross)	-1,223
CFEA	Fostering Service - Independent fostering allowances (gross)	+1,567	CFEA	Independent Sector Residential Care - placement funding from Joint Residential Assessment Panel (income)	-886
ORS	ICT - Broadband connectivity project reduced income from schools (income)	+1,216	CFEA	ASK Early Years - rebadge of Sure start expenditure (gross)	-700
CFEA	Assessment and Related - Frontline staffing overspend (gross)	+1,023	CFEA	Fostering Service - Non Independent Fostering Allowance lines (gross)	-653
ORS	SEN Transport - increase in numbers travelling (gross)	+766	ORS	Home to School Transport - reduction in numbers travelling (gross)	-603
CFEA	Other Services Support - Legal costs (gross)	+752	CFEA	Assessment and Related - additional income from Best project, training and Health (income)	-316
ORS	SEN Transport - price increases (gross)	+624	ORS	Personnel and Development - reduction in school staff redundancy costs (gross)	-304
ORS	Capital Strategy - closed schools revenue maintenance (gross)	+648	CFEA	Independent Day Care - lower take up of places (gross)	-238
ORS	Personnel and Development - pensions (gross)	+451	CFEA	Other Services Support - Out of Hours Service increased income	-232
CFEA	Other Services Support - Out of Hours Service staffing (gross)	+320	CFEA	Other Services Support - Family Law (gross)	-200
ORS	Capital Strategy - mobile classroom costs (gross)	+294	CFEA	Other Services Support - Additional BPMU income (income)	-186
CFEA	ASK Primary - School Improvement Partners project staffing (gross)	+146	ORS	Client Services - Additional contract income (income)	-184
CFEA	Section 17 - increased support to clients (gross)	+123	CFEA	ASK Professional Development - staffing vacancies (gross)	-171
			CFEA	Leaving Care/16 plus - Care Matters grant funding (via Area Based Grant) (gross)	-170
			ORS	Home to College Transport - reduction in numbers travelling	-154
			CFEA	Education Psychology - staffing vacancies (gross)	-147
			CFEA	Fostering Service - additional income for training, placements etc (income)	-133
			ORS	Strategic Management - staff reduction (gross)	-112
			CFEA	Family Support - increase in income (income)	-103
		+13,802			-7,985

**1.1.4 Actions required to achieve this position:**

N/A.

### 1.1.5 Implications for MTP:

Some of these ongoing pressures are being addressed through the 2009-12 MTP process. The pressure on Fostering and SEN Transport are a cause for concern and work is being undertaken to establish whether the reported pressures are a permanent issue. Any permanent pressures will be addressed through the 2009-12 MTP.

### 1.1.6 Details of re-phasing of revenue projects:

None

### 1.1.7 Details of proposals for residual variance: *[eg roll forward proposals; mgmt action outstanding]*

The Directorate intends to offset the current pressures using the proposals listed below:

In the OR&S portfolio:

- The directorate underspent its LAA grant in 2007-08 by £277k. LAA funding which is one off in nature will be used to offset part of the pressure.
- We will continue to look in detail at expenditure items in the Directorate – particularly in the OR&S portfolio – that we may be able to charge to the LA element of the DSG where we have some capacity. We have set a target of £1,000k.

These management actions will cover £1,277k of the reported pressures and leaves the directorate with a residual overspend of £682k (excluding Asylum), (£639k OR&S portfolio and £43k CF&EA portfolio).

The directorate is reviewing its services with the intention of identifying areas where further savings can be achieved in order to address this residual pressure and achieve a balanced position by year end.

## 1.2 CAPITAL

1.2.1 All changes to cash limits are in accordance with the virement rules contained within the constitution and have received the appropriate approval via the Leader, or relevant delegated authority.

The revised capital cash limits agreed by Cabinet on 13 October 2008 are now being used for monitoring purposes and are reflected in this report. However, these differ from the cash limits shown in appendix 3 of the October Cabinet report, as the cash limits reflected in this report only include those projects starting in the current or previous years, whereas the cash limits approved by Cabinet in October also include projects due to start in future years of the 2008-11MTP.

1.2.2 **Table 3** below provides a portfolio overview of the latest capital monitoring position.

*[To include projects starting in the current year and previous years only including the rolling programmes but to **EXCLUDE** PFI projects]*

	Prev Yrs Exp £000s	2008-09 £000s	2009-10 £000s	2010-11 £000s	Future Yrs £000s	TOTAL £000s
<b>Operations, Resources &amp; Skills Portfolio</b>						
Budget approved at Oct Cabinet	159,879	152,886	180,135	148,021	91,218	732,139
Adjustments:						
-						0
Revised Budget	159,879	152,886	180,135	148,021	91,218	732,139
Variance		+3,438	+861	+83	-46	+4,336
<b>split:</b>						
- real variance		+3,617	+693	+30	-4	+4,336
- re-phasing		-179	+168	+53	-42	0
<b>Children, Families &amp; Educational Achievement Portfolio</b>						
Budget approved at Oct Cabinet	8,044	2,045	3,313	250	500	14,152
Adjustments:						
-						0
Revised Budget	8,044	2,045	3,313	250	500	14,152
Variance		0	0	0	0	0
<b>split:</b>						
- real variance		0	0	0	0	0
- re-phasing		0	0	0	0	0
<b>Directorate Total</b>						
Revised Budget	167,923	154,931	183,448	148,271	91,718	746,291
Variance	0	3,438	861	83	-46	4,336
<b>Operations, Resources &amp; Skills Portfolio</b>						
<b>Devolved Capital to Schools</b>						
Budget approved at Oct Cabinet		43,120	26,089	26,089	52,178	147,476
Variance		0	0	0	0	0
<b>split:</b>						
- real variance		0	0	0	0	0
- re-phasing		0	0	0	0	0
<b>Real Variance</b>						
		<b>+3,617</b>	<b>+693</b>	<b>+30</b>	<b>-4</b>	<b>+4,336</b>
<b>Re-phasing</b>						
		<b>-179</b>	<b>+168</b>	<b>+53</b>	<b>-42</b>	<b>0</b>

### 1.2.3 Main Reasons for Variance

Table 4 below, details all forecast capital variances over £250k in 2008-09 and identifies these between projects which are:

- part of our year on year rolling programmes e.g. maintenance and modernisation;
- projects which have received approval to spend and are underway;
- projects which are only at the approval to plan stage and
- projects at preliminary stage.

The variances are also identified as being either a real variance i.e. real under or overspending which has resourcing implications, or a phasing issue i.e. simply down to a difference in timing compared to the budget assumption.

Each of the variances in excess of £1m which is due to phasing of the project, excluding those projects identified as only being at the preliminary stage, is explained further in section 1.2.4 below.

All real variances are explained in section 1.2.5, together with the resourcing implications.

**Table 4: CAPITAL VARIANCES OVER £250K IN SIZE ORDER**

portfolio	Project	real/ phasing	Project Status			
			Rolling Programme	Approval to Spend	Approval to Plan	Preliminary Stage
			£'000s	£'000s	£'000s	£'000s
<b>Overspends/Projects ahead of schedule</b>						
ORS	Development Opportunities - Dartford Campus	real		+885		
ORS	Hugh Christie - All Weather Pitch	real	+653			
ORS	Site Aquisitions 2008/09	real	+554			
ORS	The North School - all Weather Pitch	real	+425			
			<b>+1,632</b>	<b>+885</b>	<b>+0</b>	<b>+0</b>
<b>Underspends/Projects behind schedule</b>						
ORS	Modernisation 08-09 - Sissinghurs	Phasing	-275			
			<b>-275</b>	<b>0</b>	<b>0</b>	<b>0</b>
			<b>+1,357</b>	<b>+885</b>	<b>+0</b>	<b>+0</b>

#### 1.2.4 Projects re-phasing by over £1m:

None

#### 1.2.5 Projects with real variances, including resourcing implications:

The variance over the lifetime of the revised Medium Term Plan, which is all within the OR&S portfolio, indicates an overspend of £4.336m (this figure across the years of the MTP is 2008/09 +£3.617m, 2009/10 +£0.693m, 2010/11 +£0.030m & later years -£0.004m)

This overspend of £4.336m across all years of the MTP is consistent with the shortfall in funding of £4.337m shown in the revised budget book pages published on KNet following Cabinet agreement in October to the revised capital programme and will be managed through the medium term plan.

This overspend relates to:

- **Dartford Campus +£1.545m (2008/09 +£0.885m & 2009/10 +£0.660m)** – as this project has progressed, additional costs have become necessary. The reasons for the increases cost include: prolongation & disruption claim from the contractor, changes in architects instructions, reinstatement works to the temporary site access & additional external works on the Dartford Technology College aspect of the project. As well as the reasons for the extra costs mentioned, new issues have arisen which have been added to the programme of works notably: Maintenance to the 'Travel Lodge' building at Dartford Grammar Girls £0.212m), reconditioning of the playing fields at Roseberry Gardens £0.124m & the need to relocate the Social Services establishment on the site £0.047m.
- **Hugh Christie School +£0.653m (all in 2008/09)** – the extra costs relate to additional LEA liability works required to complete the School PFI project (the provision of an 'All Weather Pitch').
- **Site Acquisitions +£0.554m (all in 2008/09)** - This commitment relates to the purchase of land which will allow a second access to the old Hereson School Site which will facilitate & enhance a future capital receipt.
- **The North School +£0.425m (all in 2008/09)** – the extra costs relate to additional LEA liability works required to complete the School PFI project. The extra costs relate to the provision of

an All Weather Pitch in order to provide sufficient playing space for its increase to an 8 form entry school.

- **Modernisation Programme 2004/5/6 starts +£0.223m (+£0.227m in 2008/09, -£0.004m in later years)** – The majority of this programme overspend relates to the project at Boughton under Blean Methodist Primary School (+£0.196m) where a recharge of costs to the Condition Programme funding has been withdrawn, causing the charge against the 2004/05/06 Modernisation Programme to rise.
- **Astor of Hever Development Opportunity Project +£0.146m (all in 2008/09)** – The increased cost is the result of the inclusion of additional maintenance works & increased costs agreed at the receipt of tender.
- **Modernisation Programme 2008/9 starts +£0.140m (all in 2008/09)** The majority of this programme overspend relates to the project at Northbourne Primary School (+£0.106m) where the discovery of contaminated materials on site & design modifications has resulted in increased costs.
- **Westmount +£0.100m (all in 2008/09)** – This additional cost represents the inclusion of a project to relocate the Landscape Depot at Westmount, Dover which was necessary to realise the Westmount Capital receipt.
- **Mersham Primary School +£0.100m (all in 2008/09)** - A new project to recondition the School playing field enabling an outdoor sports/play area for the children at the School.

Overall this leaves a residual balance of +£0.450m (across all years: +£0.387m 2008-09, +£0.033k 2009/10 & +£0.030m 2010/11) on a number of more minor projects.

#### 1.2.6 General Overview of capital programme:

##### (a) Risks

The major risk remains those that were associated with the programme when it was approved, namely that a number of projects are wholly or partly dependant on capital receipts and/or external funding and if this funding is not achieved the projects will need to be reviewed. It should also be noted that there is severe pressure mounting on the Building Maintenance Programme where work to identify a potential overspend situation is being undertaken

##### (b) Details of action being taken to alleviate risks

If external funding/capital receipts are not realised and this shortfall cannot be managed within the capital programme, then Members would be asked to consider the cancellation of projects.

#### 1.2.7 PFI projects

- Building Schools for the Future (wave 3)

£69.6m of investment in the BSF Wave 3 programme represents investment by a third party. No payment is made by KCC for the new/refurbished assets until the asset are ready for use and this is by way of an annual unitary charge to the revenue budget.

	Previous years	2008-09	2009-10	2010-11	TOTAL
	£000s	£000s	£000s	£000s	£000s
<b>Budget</b>	-	21,602	43,204	4,801	69,607
<b>Actual / Forecast</b>	-	21,602	43,204	4,801	69,607
<b>Variance</b>	-	0	0	0	0

##### (a) Progress and details of whether costings are still as planned (for the 3<sup>rd</sup> party)

The contracts for the Building Schools for the Future programme and the establishment of Local Education Partnership 1 (LEP1) were signed on 24<sup>th</sup> October 2008. These include the PFI Agreement for the construction of the three PFI schools. Preliminary works on the

three PFI sites began slightly before financial close (at the Contractor's risk) in order to maintain the construction programme. The construction of the new assets is therefore currently running to schedule and in accordance with the costings above.

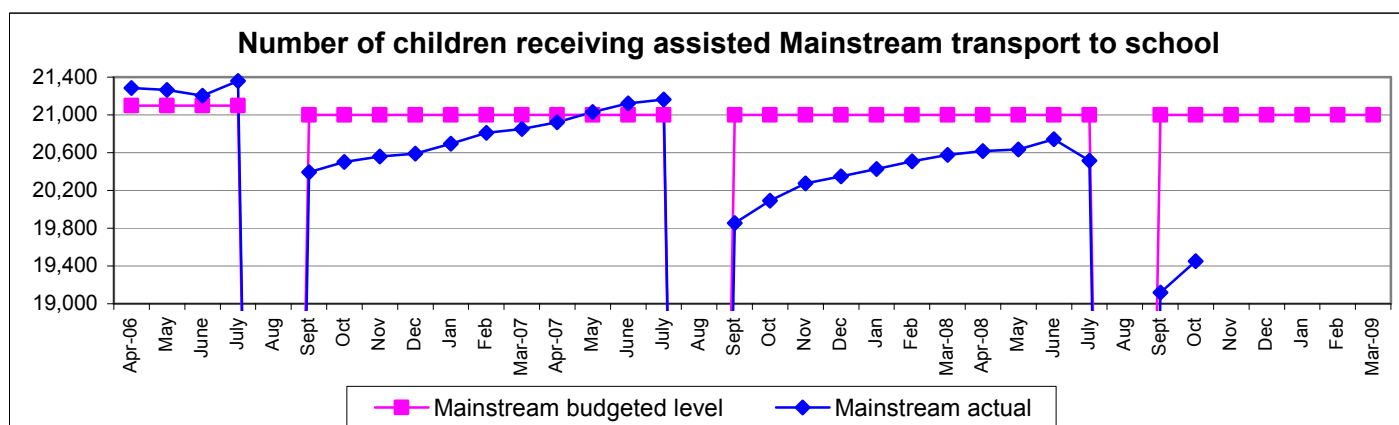
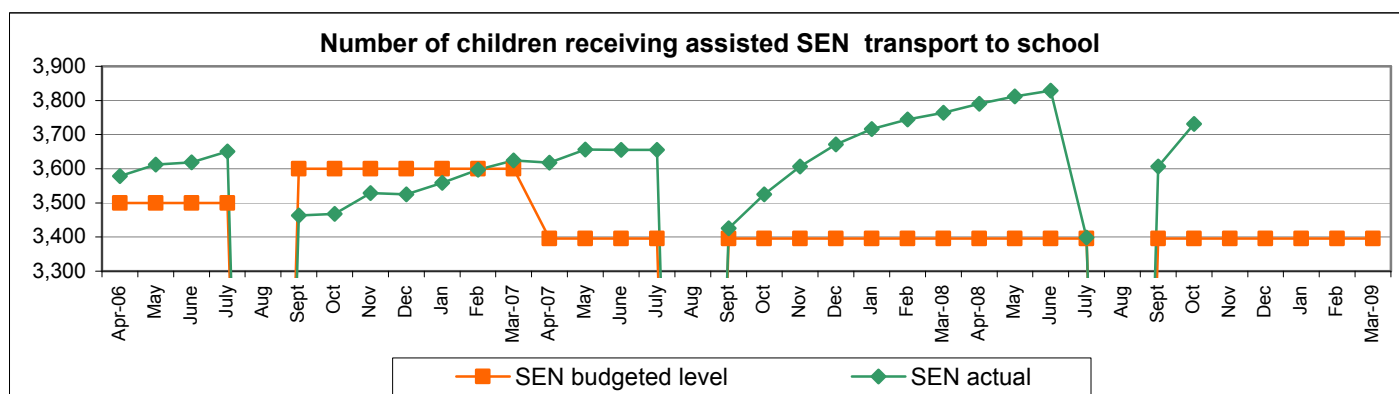
- (b) **Implications for KCC of details reported in (a) ie could an increase in the cost result in a change to the unitary charge ?**

The PFI Contractor bears the risk of any delays to the construction programme (with the exception of any agreed compensation events). Consequently, any delays that may arise in the construction programme will not impact on the unitary charge.

## 2. KEY ACTIVITY INDICATORS AND BUDGET RISK ASSESSMENT MONITORING

### 2.1 Numbers of children receiving assisted SEN and Mainstream transport to school:

	2006-07				2007-08				2008-09			
	SEN		Mainstream		SEN		Mainstream		SEN		Mainstream	
	Budgeted level	actual	Budgeted level	actual	Budgeted level	actual	Budgeted level	actual	Budgeted level	actual	Budgeted level	actual
April	3,500	3,578	21,100	21,285	3,396	3,618	21,000	20,923	3,396	3,790	21,000	20,618
May	3,500	3,612	21,100	21,264	3,396	3,656	21,000	21,032	3,396	3,812	21,000	20,635
June	3,500	3,619	21,100	21,202	3,396	3,655	21,000	21,121	3,396	3,829	21,000	20,741
July	3,500	3,651	21,100	21,358	3,396	3,655	21,000	21,164	3,396	3,398	21,000	20,516
Aug	0	0	0	0	0	0	0	0	0	0	0	0
Sept	3,600	3,463	21,000	20,392	3,396	3,426	21,000	19,855	3,396	3,607	21,000	19,118
Oct	3,600	3,468	21,000	20,501	3,396	3,525	21,000	20,093	3,396	3,731	21,000	19,450
Nov	3,600	3,529	21,000	20,561	3,396	3,607	21,000	20,276	3,396		21,000	
Dec	3,600	3,525	21,000	20,591	3,396	3,671	21,000	20,349	3,396		21,000	
Jan	3,600	3,559	21,000	20,694	3,396	3,716	21,000	20,426	3,396		21,000	
Feb	3,600	3,597	21,000	20,810	3,396	3,744	21,000	20,509	3,396		21,000	
March	3,600	3,624	21,000	20,852	3,396	3,764	21,000	20,575	3,396		21,000	



#### Comments:

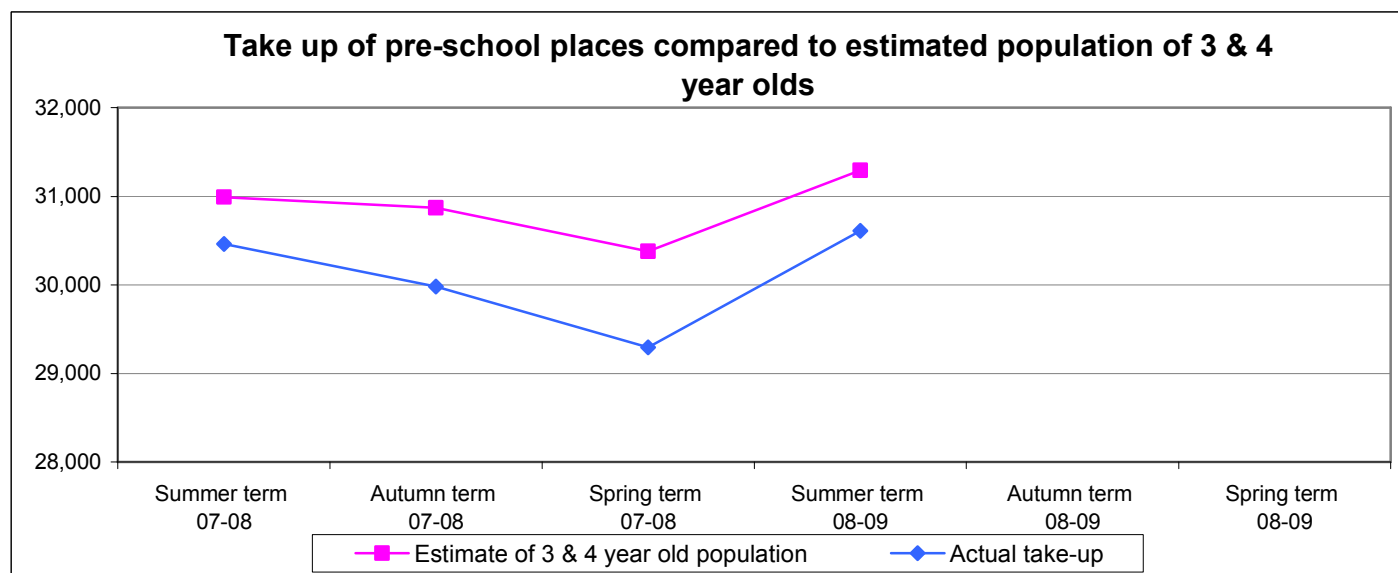
- SEN HTST** – In 2007-08 there was a significant gap between the actual and budgeted level of assisted SEN transport to schools which related to the savings targets which significantly reduced the budgeted level and the fact that the service was unable to achieve these. The actual numbers travelling continues to exceed budgeted levels and following some detailed work undertaken by Passenger Transport Unit a forecast overspend has now been reported in section 1.1.3.11.

The actual number of pupils travelling appears low in July as the 'day of count' was after some special schools had closed for the summer. (The count is only taken on one day in the month). The data in September gives a better view of the levels of pupils receiving assisted transport.

- Mainstream HTST** - The budgeted level has been calculated by dividing the 2008/09 budget by the current average cost per child. Actual numbers travelling continue to be slightly less than budgeted levels and an underspend has now been reported in section 1.1.3.9.

### 2.2.1 Take up of pre-school places against the number of places available, split between Private Voluntary and Independent Sector (PVI) places and School places:

	2007-08					2008-09				
	<i>PVI places taken up</i>	<i>School places taken up</i>	Total places taken up	Estimate of 3 & 4 year old population	% take up	<i>PVI places taken up</i>	<i>School places taken up</i>	Total places taken up	Estimate of 3 & 4 year old population	% take up
Summer term	20,675	9,485	30,460	30,992	98%	20,766	9,842	30,608	31,294	98%
Autumn term	14,691	15,290	29,981	30,867	97%					
Spring term	17,274	12,020	29,294	30,378	97%					

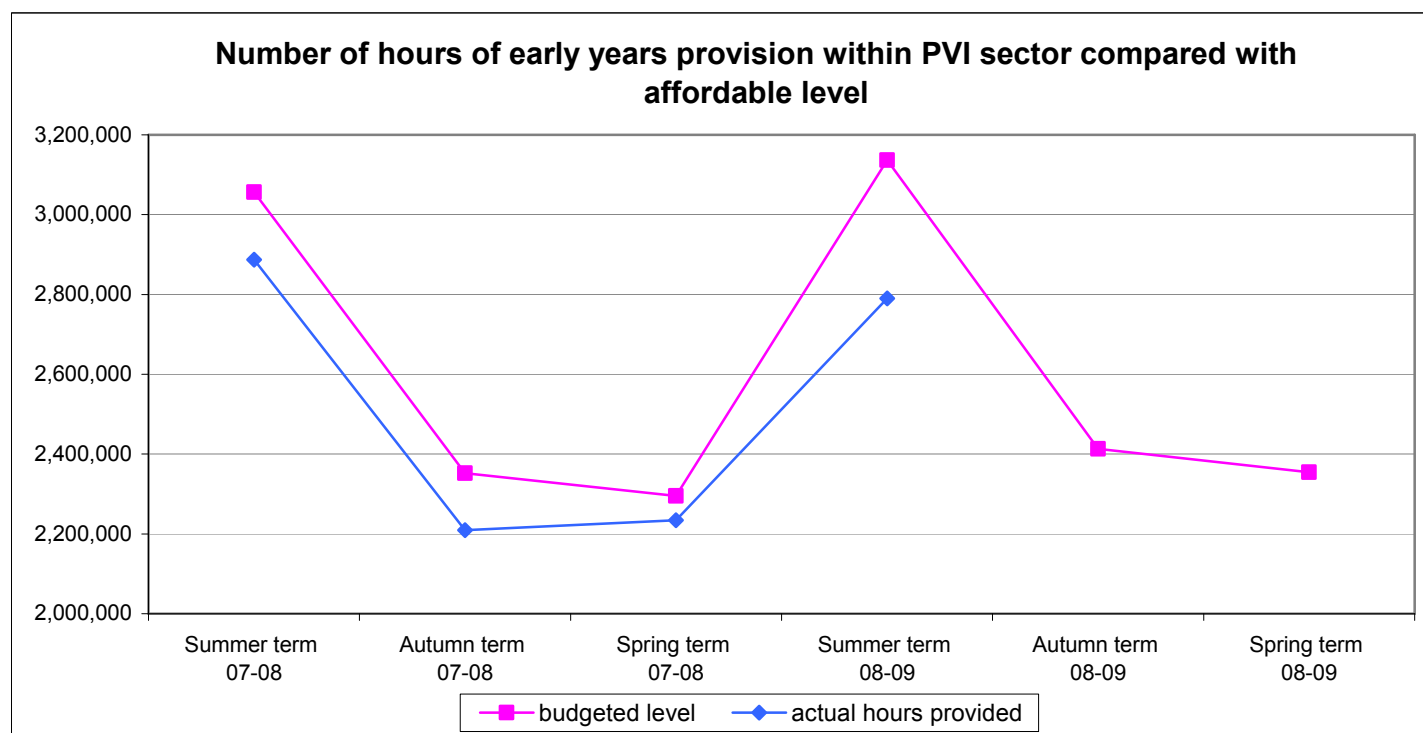


#### Comments:

- This graph shows that currently 98% of the estimated population of 3 and 4 year olds are receiving some level of early years provision, whether this be one session per week for 33 weeks or the maximum of five sessions per week for the full 38 weeks. This activity indicator is based on headcount and provides a snapshot position at a point in time, whereas the activity data in 2.2.2 below provides details of the number of hours provided in the Private, Voluntary & Independent sector, and will correlate with the variance on the Early Years budget within the Management Information Unit. However as this budget is funded entirely from DSG, any surplus or deficit at the end of the year must be carried forward to the next financial year in accordance with the regulations, and cannot be used to offset over or underspends elsewhere in the directorate budget. Therefore, as any unspent Early Years funding has to be returned to schools, at year end any underspend will be transferred to the schools unallocated reserve for DSG and hence is not included in the overall directorate forecast shown in table 1, but is reported in the narrative in section 1.1.3.26 of this annex.
- The graph will be updated in the next monitoring report when data on the take up of places in the autumn term is available.

## 2.2.2 Number of hours of early years provision provided to 3 & 4 year olds within the Private, Voluntary & Independent Sector compared with the affordable level:

	2007-08		2008-09	
	Budgeted number of hours	Actual hours provided	Budgeted number of hours	Actual hours provided
Summer term	3,056,554	2,887,134	3,136,344	2,790,446
Autumn term	2,352,089	2,209,303	2,413,489	
Spring term	2,294,845	2,233,934	2,354,750	
	<b>7,703,488</b>	<b>7,330,371</b>	<b>7,904,583</b>	<b>2,790,446</b>



### Comments:

- The budgeted number of hours per term is based on an assumed level of take-up and the assumed number of weeks the providers are open. The variation between the terms is due to two reasons: firstly, the movement of 4 year olds at the start of the Autumn term into reception year in mainstream schools; and secondly, the terms do not have the same number of weeks.
- The current activity suggests an underspend on this budget which has been mentioned in section 1.1.3.26 of this annex.
- It should be noted that not all parents currently take up their full entitlement and this can change during the year.
- The graph will be updated in the next monitoring report when data on actual hours provided in the autumn term is available.

### 2.3 Number of schools with deficit budgets compared with the total number of schools:

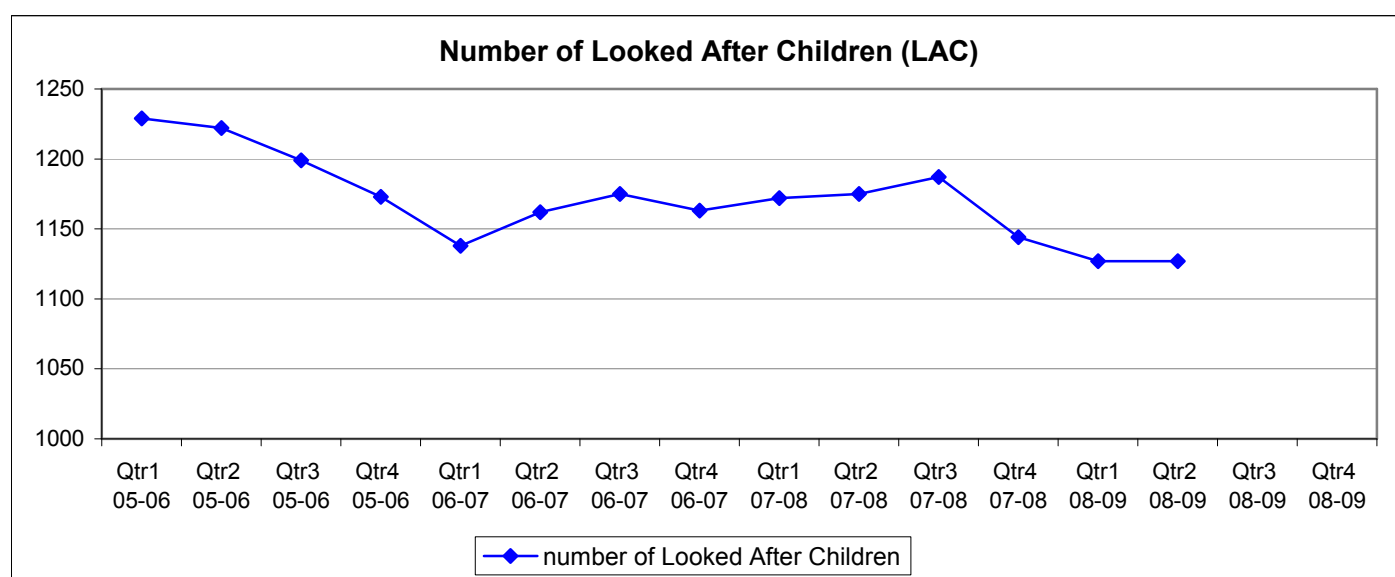
	2005-06	2006-07	2007-08	2008-09
	as at 31-3-06	as at 31-3-07	as at 31-3-08	Projection
Total number of schools	600	596	575	574
Total value of school revenue reserves	£70,657k	£74,376k	£79,360k	£79,360k
Number of deficit schools	9	15	15	12
Total value of deficits	£947k	£1,426k	£1,068k	£809k

#### Comments:

- The information on deficit schools for 2008/09 has been obtained from the schools budget submissions. The LA receives updates from schools through budget monitoring returns from all schools after 6 months, and 9 months as well as an outturn report at year end.
- KCC has a “no deficit” policy for schools, which means that schools cannot plan for a deficit budget at the start of the year. Unplanned deficits will need to be addressed in the following year’s budget plan, and schools that incur unplanned deficits in successive years will be subject to intervention by the LA.
- The CFE Statutory team are working with all schools currently reporting a deficit with the aim of returning the schools to a balanced budget position as soon as possible. This involves agreeing a management action plan with each school.
- The recent work on school balances reported 1.1.3.27 has led to £1.5m being recovered from 15 schools. The projected school revenue reserves in the table above has not been amended to reflect this recovery but will be updated next quarter once the 6 monthly school monitoring has been received from all schools.

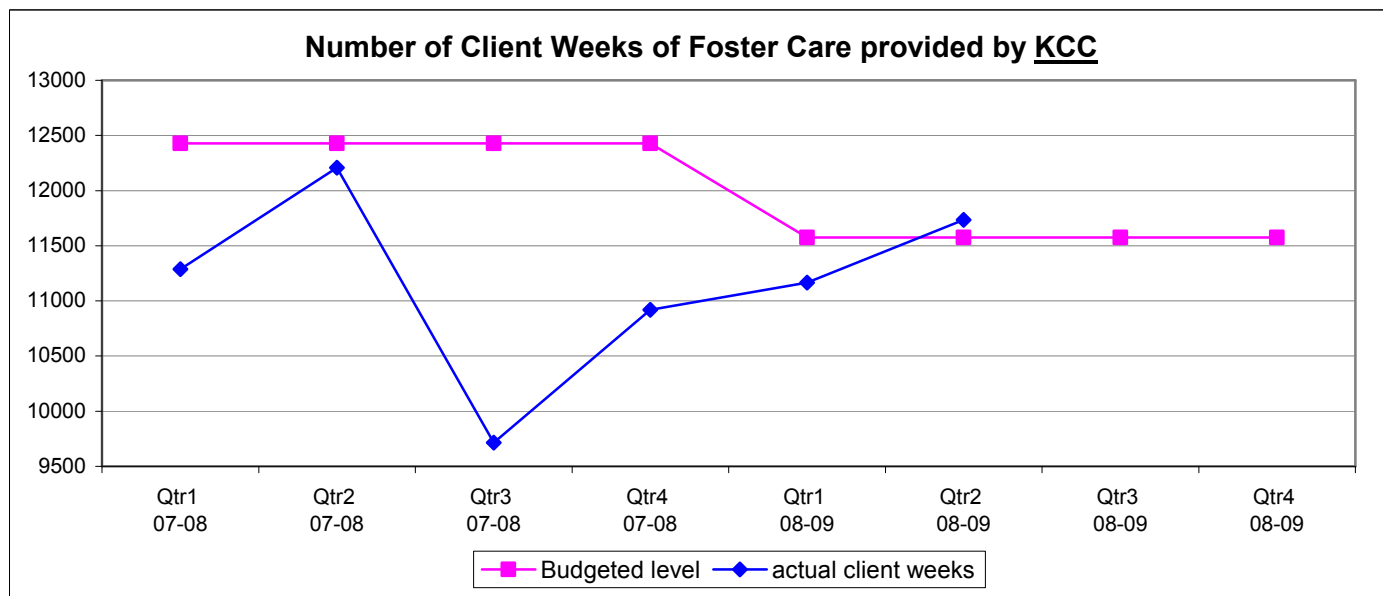
### 2.4 Numbers of Looked After Children (LAC):

	2005-06	2006-07	2007-08	2008-09
Apr – Jun	1,229	1,138	1,172	1,127
Jul – Sep	1,222	1,162	1,175	1,127
Oct – Dec	1,199	1,175	1,187	
Jan – Mar	1,173	1,163	1,144	



## 2.5.1 Number of Client Weeks of Foster Care provided by KCC:

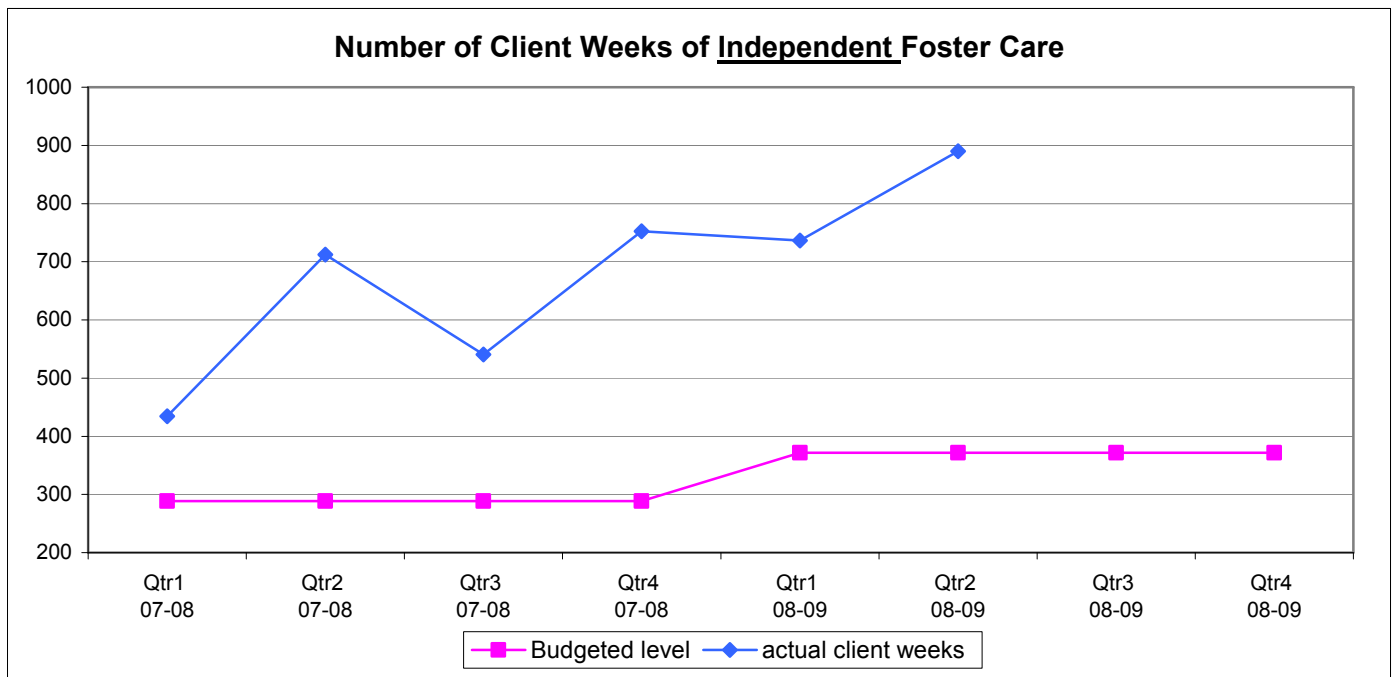
	2007-08		2008-09	
	Budgeted level	Actual Client Weeks	Budgeted level	Actual Client Weeks
Apr - Jun	12,427.25	11,286.75	11,575.8	11,165.70
Jul - Sep	12,427.25	12,207.99	11,575.8	11,735.39
Oct - Dec	12,427.25	9,716.04	11,575.8	
Jan - Mar	12,427.25	10,917.96	11,575.8	
	<b>49,709.00</b>	<b>44,128.74</b>	<b>46,303.2</b>	<b>22,901.09</b>

**Comments:**

- The actual number of client weeks is based on the numbers of known clients at a particular point in time. This may be subject to change due to the late receipt of paperwork.
- The budgeted level has been calculated by dividing the budget by the average weekly cost. The average weekly cost is also an estimate based on financial information and estimates of the number of client weeks and may be subject to change.
- The current year to date activity suggests an underspend on this budget which has been mentioned in 1.1.3.19 of this annex although due to the recent increase in the number of placements, the underspend is forecast to be much smaller than reported in the last monitoring report.

## 2.5.2 Number of Client Weeks of Independent Foster Care:

	2007-08		2008-09	
	Budgeted level	Actual Client Weeks	Budgeted level	Actual Client Weeks
Apr - Jun	288.50	434.57	371.78	736.59
Jul - Sep	288.50	712.00	371.78	890.10
Oct - Dec	288.50	540.42	371.78	
Jan - Mar	288.50	752.15	371.78	
	<b>1,154.00</b>	<b>2,439.14</b>	<b>1,487.12</b>	<b>1,626.69</b>

**Comments:**

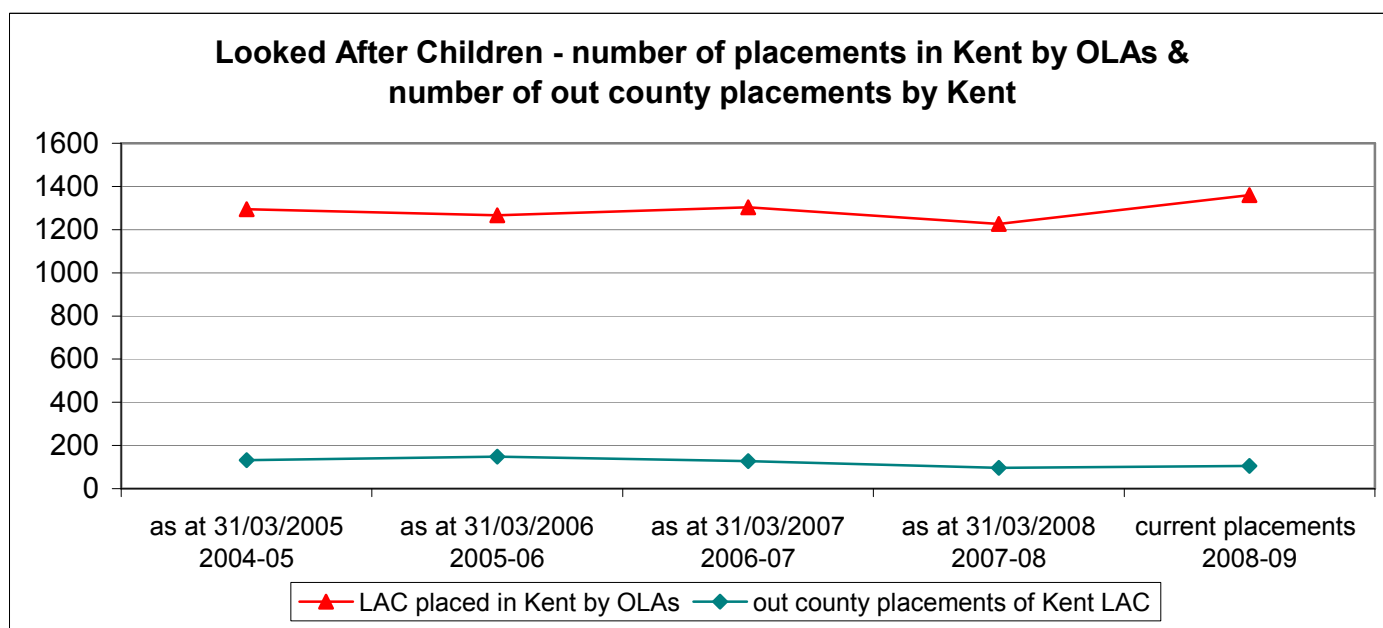
- The actual number of client weeks is based on the numbers of known clients at a particular point in time. This may be subject to change due to the late receipt of paperwork.
- The budgeted level has been calculated by dividing the budget by the average weekly cost. The average weekly cost is also an estimate based on financial information and estimates of the number of client weeks and may be subject to change.
- The current activity suggests an overspend on this budget which has been mentioned in 1.1.3.19 of this annex.

## 2.6 Number of Placements in Kent of LAC by other Authorities:

2004-05 as at 31/03/2005	2005-06 as at 31/03/2006	2006-07 as at 31/03/2007	2007-08 as at 31/03/2008	2008-09 Current placements
1,294	1,266	1,303	1,226	1,360

## 2.7 Number of Out County Placements of LAC by Kent:

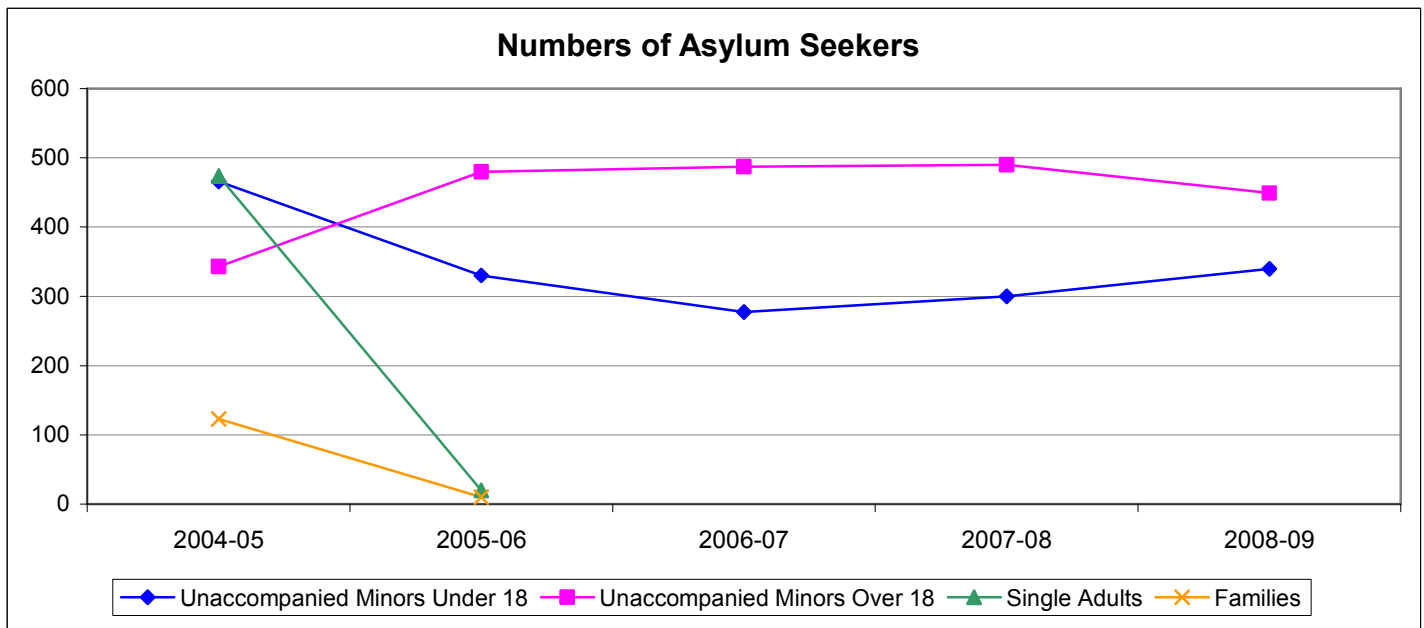
2004-05 as at 31/03/2005	2005-06 as at 31/03/2006	2006-07 as at 31/03/2007	2007-08 as at 31/03/2008	2008-09 Current placements
132	149	127	97	105

**Comment:**

- Children Looked After by KCC may on occasion be placed out of the County, which is undertaken using practice protocols that ensure that all long-distance placements are justified and in the interests of the child. All Looked After Children are subject to regular statutory reviews (at least twice a year), which ensures that a regular review of the child's care plan is undertaken. The majority (over 99%) of Looked After Children placed out of the Authority are either in adoptive placements, placed with a relative, specialist residential provision not available in Kent or living with KCC foster carers based in Medway.
- In the last monitoring report it was noted that the data shown for 2008-09 was an estimate as accurate data was unavailable due to data migration problems with the Integrated Childrens System (ICS). A team within Management Information has been undertaking a task to check the data quality of records and the data presented above is now accurate and much more in line with expected results.

## 2.8 Numbers of Asylum Seekers (by category):

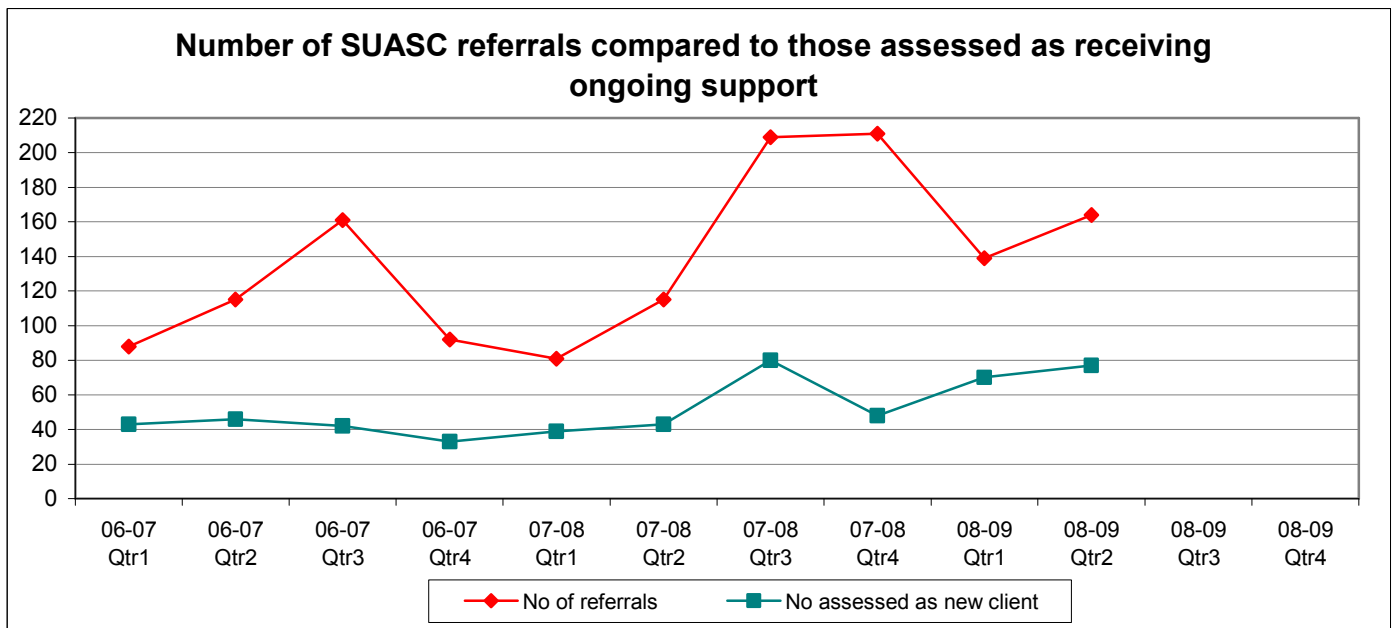
	2004-05	2005-06	2006-07	2007-08	2008-09
	31-03-05	31-03-06	31-03-07	31-03-08	31-09-08
	Number	Number	Number	Number	Number
Unaccompanied Minors Under 18	466	330	277	300	340
Unaccompanied Minors Over 18	343	480	487	490	449
Single Adults	474	20	0	0	0
Families	123	10	0	0	0

**Comment:**

- Client numbers have risen as a result of higher referrals and are higher than projected numbers.

2.9 **Numbers of Asylum Seeker referrals compared with the number assessed as qualifying for on-going support from Service for Unaccompanied Asylum Seeking Children (SUASC) ie new clients:**

	2006-07			2007-08			2008-09		
	No. of referrals	No. assessed as new client	%	No. of referrals	No. assessed as new client	%	No. of referrals	No. assessed as new client	%
April - June	88	43	49%	81	39	48%	139	70	50%
July - Sept	115	46	40%	115	43	37%	164	77	46%
Oct - Dec	161	42	26%	209	80	38%			
Jan - March	92	33	36%	211	48	23%			
	<b>456</b>	<b>164</b>	<b>36%</b>	<b>616</b>	<b>210</b>	<b>34%</b>			



**Comments:**

- Referral rates have reduced compared to the last half of 2007-08. However the numbers remain considerably higher than for the same period in the previous two years. The number being assessed as under 18 is significantly higher than the same period in the previous two years.

By: Mark Dance, Cabinet Member for Operations, Resources & Skills  
Leyland Ridings, Cabinet Member Children, Families & Educational Achievement  
Ian Craig, Joint Interim Managing Director CFE  
Keith Abbott, Joint Interim Managing Director, CFE  
Grahame Ward, Director, Resources CFE

To: Children, Families & Education Policy Overview Committee  
16 January 2009

Subject: Budget 2009/10 and Medium Term Financial Plan 2009/12

Classification: Unrestricted

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Summary: The purpose of this report is to consult the Committee on the budget proposals for the Children, Families & Education Directorate, with reference to the KCC published budget consultation paper issued on 7 January 2009. The report also reflects our response to a number of the issues raised at the IMG of this Committee, created in November 2008 to discuss detailed budget issues.

Members are invited to comment on the key issues on the proposed funding changes for the services provided by the Children, Families & Education Directorate.

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## **1. Introduction**

- 1.1 The Autumn Budget Statement report by the Leader, Cabinet Member for Finance, Chief Executive and Director of Finance to Cabinet on 15 September 2008 set out the national and local context for KCC's Medium Term Plan (MTP) for the period 2009-10 to 2011-12. The report to Cabinet on 12 January 2009 set out the provisional Local Government Finance Settlement, which confirmed that the level of Formula Grant was precisely as announced this time last year.
- 1.2 We reported the national and local context to the last Policy Overview Committee meeting and outlined the existing MTP priorities. The Committee discussed the policy issues from that report, and used an IMG to look at the budget details. The IMG met on 20 November and questioned a number of budget headings and pressures and offered areas for possible budget savings. The notes of this meeting are reported under item A5 earlier on this committee meeting's agenda.

- 1.3 Since the November meetings, there have been a number of further developments that have resulted in the budget proposals being presented for consultation. Members are invited to comment on the key issues for the services provided by the Children, Families & Education Directorate, in order that these can be taken into account at the budget meetings of Cabinet on 2 February 2009 and County Council on 19 February 2009.
- 1.4 Members are asked to read this report in conjunction with the draft Medium Term Plan and Budget Book, issued on 7 January 2009.

## **2. Background**

- 2.1 The budget consultation papers include an overall summary of the proposed Portfolio budgets for 2009-10, showing the amounts proposed for each service within the portfolios. This identifies the gross expenditure, income and net expenditure.
- 2.2 The papers also include the proposed capital investment programme and the medium term revenue and capital plan for 2009-10 to 2011-12. All MTP entries and budget book pages are presented in as consistent a format as possible for each Portfolio.
- 2.3 Copies of the draft Budget Book and Medium Term Plan have been distributed to all Members (on 7 January). You are asked to ensure you bring those to this meeting.
- 2.4 The MTP and Budget Book reflect the 'Delegation of Corporate Budgets' which impacts on all directorates. Further information is provided in Section 5 of this report.

## **3. Revenue Budget**

- 3.1 The overall direction for the CFE directorate is now well established, and the current Medium Term Service Priorities for CFE are included in Appendix B of the draft MTP.
- 3.2 Areas of spending priority in 2009/10 for which significant additional funding is required are:

**Transport Price Pressure £1.519m** (ORS Portfolio) – This pressure relates to the projected increase in pupil transport costs (Mainstream, SEN and College). The increase relates to re-contracting and increased fuel costs. Failure to fund this pressure will lead to an inability to deliver our statutory requirement resulting in possible intervention by the DCSF and/or major claims from parents through courts.

**Academy Central Recoupment £0.410m** (ORS Portfolio) – Under the new DCSF arrangements, when a maintained school transfers to academy status, the Local Authorities DSG settlement is reduced for a proportion of the central services. This deduction affects a number of different service units. There is

no linear relationship between the number of schools and the budgets of central services so this pressure will mean cuts to front line and back office services. These reductions will not affect just centrally managed services but also the very services we are moving out to the Local Children's Services Partnerships (LCSPs). The vast majority of these reductions will be on statutory services. The rhetoric that we could recover such costs through selling such services to academies is not based in reality given the nature of the services concerned.

**LAC Pledge and Personal Education Allowances £1.300m** (CFEA Portfolio) – Following the announcement of the Care Matters Grant funding for the 2008/11 CSR period in 2008/09, this pressure reflects the projected shortfall in funding required to fully satisfy the commitments contained within the “pledge” and the personal education allowances (PEAs). Failure to fund this pressure would mean that the Directorate will need to significantly scale back the public commitments made to Looked After Children.

**Common Assessment Framework (CAF) £0.575m** (CFEA Portfolio) – This pressure relates to the recruitment of dedicated CAF co-ordinators in local partnership areas to ensure local co-ordination of CAF and ContactPoint accreditation in order to meet statutory requirements. Resisting this pressure would place a significant burden on the LCSPs to deliver a key initiative and no effective co-ordination of the CAF process. This would lead to a lack of integrated working for vulnerable children and young people. Failure to support ContactPoint accreditation process in schools and other organisations will seriously jeopardise the Local Authority's fulfilment of statutory requirements and delivery of benefits.

**Independent Sector Residential Care £1.540m** (CFEA Portfolio) – This pressure has been highlighted through the 2007/08 outturn and the 2008/09 quarterly monitoring returns. It relates to a continuing demand for this service and for an increasing proportion of children being placed in higher cost placements, some of which being secure accommodation directed by the courts. There are no measurable improvements from funding this pressure as it reflects the current demand for this service.

**Legal Services £0.551m** (CFEA Portfolio) – Like independent sector residential care, the pressure on this service has been reported through last years outturn and this year's monitoring returns. Legal services have also indicated there is no scope to reduce CFE costs in future years. The service implications of resisting this pressure would result in delays in taking appropriate steps to protect children from harm which may result in increased numbers of children in care. There is also a future risk of claims of damages from children who have been left at home suffering harm.

**SEN Home to School Transport £0.600m** (ORS Portfolio) – This pressure reflects our latest estimate of the base pressure on this service which has reduced from the figure previously forecast in the 2008/09 second quarterly monitoring return. It relates in the main to an increased demand in the number of SEN pupils requiring assistance with home to school transport.

**Payments to Early Years PVI Providers £2.109m** (CFEA Portfolio) – This pressure relates to the government policy to increase the free entitlement to early years education for 3 and 4 year olds from 12.5 hours to 15 hours per week. This pressure is being fully funded from a new standards funding grant from the DCSF.

**Pay £1.599m** in 2009/10 – this reflects a provision for the 2009 cost of living pay award

3.3 The position on budget increases can be summarised as follows:

Table 1: Summary of value of base budget adjustments and budget pressures

	2009/10	2010/11	2011/12
	£'000	£'000	£'000
Base adjustments	12,684	-1,829	-215
Budget increased for:			
Pay	1,599	3,076	3,137
Prices	4,893	5,518	5,625
Legislative	7,205	7,812	1,330
Demand	4,366	452	100
Dedicated Schools Grant & New Grant for early years entitlement	-7,748	-14,793	-22,787
Schools Budgets	2,351	6,295	19,054
Service Improvements	4,786	372	40
<b>Total Pressures and base adjustments</b>	<b>30,136</b>	<b>6,903</b>	<b>6,284</b>

3.4 Provisional cash limits for each Portfolio have been set, and therefore to balance to those cash limits, given the pressures outlined above, we will need to deliver savings, efficiencies and new income streams to deliver a balanced budget. The three-year financial plans, shown in Appendix A of the MTP, detail the proposed savings required in 2009/10. The major items are explained in the following paragraphs

### 3.5 Savings and Income generation

3.5 (a) The total of the proposed savings and income generation required in order to meet the indicative cash limits, is £13.002m.

(b) Of the £13.002m, £12.600m is proposed to come from savings. These are all detailed within the draft Medium Term Plan. Some of the more significant savings are:

- Impact of Freedom Pass: £1.167m
- Reduction in schools unallocated DSG budget: £0.800m
- Staffing, pay budgets, transport and vacancies: £3.740m
- Review of ABG funded services: £0.695m
- Reduction in Mainstream Home to School transport: £0.600m
- Review of Publicity costs: £0.170m

DSG savings are included in the above total; further information is set out in section 6 below.

(c) A further £0.402m of net income is to be generated by CFE Units in 2009/10.

(d) The proposed net position is therefore as follows

Table 2: Total proposed base budget for CFE

	2009/10	2010/11	2011/12
	£'000	£'000	£'000
Base budget	192,983	210,117	207,680
Total Pressures and base adjustments (from Table 1 above)	30,136	6,903	6,284
Savings	-12,600	-9,340	-6,881
Income Generation	-402	0	0
Revised base budget	210,117	207,680	207,083

#### **4 The Committee's IMG to discuss budget issues**

4.1 The IMG met on 20 November and asked for a number of issues to be considered when setting the draft budget proposals for this Directorate. The notes of this meeting are reported under item A5 earlier on this committee meeting's agenda.

#### **5 Delegation of Corporate Budgets**

5.1 Staff in the Chief Executive's Directorate have been working very closely with the Resource Directors and Heads of Finance in all directorates, to determine how best to engage in a debate about support services' delivery and the resulting budget setting each year. The result is that the budget for services that are provided by CED Units directly to service directorates are being delegated to directorates. This has a number of advantages which, when aggregated, far outweigh the disadvantages in doing so.

5.2 Of the £46.5m base budget for CED Units in 2008/09 (excluding Financing Items), some £27.8m has now been formally delegated to directorates. The allocation to CFE is £9.3m (This figure is reflected within the base adjustments total for 2009/10 shown in table 1, section 3.3 above). In doing so, a list of protocols have been drawn-up to ensure that proper and timely business decisions are taken about service levels, including quantity and quality, and that these decisions are properly reflected in the budgets and business plans.

5.3 The vast majority of the budget is delegated on the basis that directorates have to make unanimous decisions with regard to service provision. For example, one directorate cannot suddenly choose to buy their payroll service from an external provider. Nor can another directorate, alone, choose to have an IT help-desk provided by anyone other than ISG. The Resource Directors'

Group, on behalf of the Chief Officer Group, will manage these delegated budgets and make collective recommendations as appropriate.

## **6. Dedicated Schools Grant (DSG)**

6.1 The overall increase in DSG was originally assessed as being £10.226m short of meeting all identified pressures. As reported to the previous committee meeting on this subject, £6.815m related to schools and PVI provider budgets. Following consultation with the Schools' Funding Forum, the following adjustments are proposed in order to close the funding gap:

- Delete the pressure arising from the Designated units review (£1.167m), as the introduction of the new system based on Lead School provision is now to be trialled in pilot areas before full implementation, leading to a postponement of the added cost pressure;
- Delete the pressure of £4.000m for increases in payments to PVI providers to support better qualified staff. This issue is being addressed through the development of a new common formula for Early Years and any consequent overall increase in costs will not apply until 2010. In the meantime some additional support will be made available to providers, including up to £1.500m of one off DSG Reserve to be applied to support training for Early Years staff.
- Reduce the pressure for additions to school energy funding to take account of the more recent abatement in the level of energy prices. The Schools' Funding Forum has offered to put in some additional one-off funding of up to £2m if the pressure on energy prices seen in the autumn of 2008 continues into 2009/10.

6.2 The remaining shortfall of £3.411m related to centrally retained budgets, and has been closed by applying savings in the following areas:

- Schools unallocated DSG: £0.800m
- Various staffing reductions, reduced provision for pay increases and increases in vacancies;

## **7 Capital Budget**

7.1 The starting point for the capital programme is the existing published capital programme for 2008-11. This is adjusted for re-phasing of schemes from 2008/09, changes to the total cost or funding of schemes, and new schemes. The detail of the proposed capital programme is provided in the draft budget book on pages 10 to 13 for ORS portfolio and page 21 for the CFEA portfolio.

7.2 The most significant influence upon the revised programme has been the impact of the "credit crunch" and the reduction in capital receipts used to support the programme.

7.3 Members will be aware that in order to minimise the scale of the impact of the reduction in actual and anticipated receipts, the County Council established

the Property Enterprise Fund 2 (PEF2). Without this the proposed programme would have been severely reduced.

7.4 The new proposed programme includes the following sizeable additions:

- The assumption that the Modernisation Programme can be reinstated from 2011-12. This is dependent on the continuation of government policy.
- Grange Park Special School - where a new school is to be built on the Wrotham secondary school site.
- Academies – where the new programme reflects the finalised investment proposals. Most of this is government funding.
- Practical cooking spaces – this is being funded by government grants and relates to specific schools.

7.5 The proposed programme also contains a number of schemes that due either to the loss of receipts or increased estimated costs have been deferred or reduced. These include:

- Kennington Primary – this has been put on hold
- Special schools – the decision has been taken to defer major investment in the six schools where work has not yet been committed and to await the arrival of Building Schools for the Future funding.

## **8. Recommendations**

8.1 Members are asked to note and comment on the revenue and capital budget proposals, and note the issues raised by the IMG.

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### *Background documents:*

- Autumn Budget Statement; Cabinet, 15 September 2008
- Medium Term Financial Plan 2009-10 to 2011-12 for the CFE POC, 19 November 2008
- Provisional Local Government Finance Settlement; Cabinet, 12 January 2009
- Draft Budget Book and Medium Term Plan 2009-12 (issued on 7 January 2009)

### *Other Useful Information:*

None



By: Ian Craig, Interim Managing Director, Children, Families & Education Directorate

Mark Dance, Cabinet Member for Operations, Skills and Resources (CFE)

Leyland Ridings, Cabinet Member for Children, Families & Educational Achievement (CFE)

To: Children Families and Education Policy Overview Committee

16 January 2009

Subject: Half-year monitoring 2008/9

Classification: Unrestricted

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Summary: This report summarises the 2008/9 half-year monitoring results for the annual Business Unit Operating plans, the Equality & Diversity monitoring and includes the Managing Director Summaries of progress to date.

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## Introduction

1. (1) The Directorate has completed the half-year monitoring of the priorities set out within the annual Business Unit Operating Plans.

(2) A report on progress against 'Towards 2010' targets was checked as part of monitoring process and reported to Cabinet on 13 October 2008 and County Council on 16 October 2008.

## Summarised Outcomes

### 2. (1) **Business Plans:**

As part of the half-year monitoring, the Directorate has checked progress against each of the unit business plans. The Managing Director's statement outlining progress is included in Appendix 1. 95% of projects/developments/key actions set out in the 2008/09 CFE Annual Unit Business Operating Plans are either 'on course' or 'done and ongoing'.

### 2. (2) **Equalities & Diversity Monitoring**

Equality and Diversity monitoring was included within the half year monitoring of the Unit Business Plans this year.

KCC was confirmed as meeting Level 3 of the Equality Standard for Local Government following an assessment on 18/19 March 2008 by the Centre for Local Policy Studies and good progress has been made against KCC's Equality Strategy but half year monitoring across the Authority has highlighted the need for improved target setting.

The amount of work required to achieve the next level is actually of a different nature as the new Equalities Framework for Local Government (EFLG) is more 'outcomes' focused. Supplying evidence of real and positive differences, which are experienced by the ever changing needs of both communities and individuals, will be paramount and next year's monitoring will be important to maintain KCC's progress to the highest level of assessment.

2. (3) **National Indicator Set**

The new National Indicator Set (NIS) replaces BVPIs from March 2008. Performance against the NIS was reported to COG and Cabinet members in September and a further update will be reported in January and is therefore not part of the half year monitoring report.

**Recommendations**

Members of the Children Families and Education Policy Overview Committee are asked to note this report.

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*Background Documents:*

None

*Other Useful Information:*

None

## **CHILDREN FAMILIES AND EDUCATION**

### **1. Managing Director's Half-Year Summary of Progress – October 2008**

The Children, Families and Education Directorate continues to focus on its vision to ensure that every child and young person and their family is supported, achievement exceeds aspiration and children are positive about their future.

All service units within the Directorate also share a common commitment to the successful achievement of other cross-cutting strategic objectives such as the Supporting Independence Programme, Towards 2010, The Kent Agreement 2, the Vision for Kent and the Children and Young People's plan.

Our excellent JAR report, praising the strong leadership and political direction of the Directorate, the continuing improvement in levels of attainment and a nationally recognised approach to our emerging Children's Trust arrangements will help to ensure stability and ongoing delivery of quality services during a period of change and reorganisation at the most senior levels of management across CFE.

#### **Joint Area Review**

The Joint Area Review was published in June after a rigorous inspection of the key services provided to children and young people by KCC and partner agencies including health, the voluntary and community sector and district councils. The inspectors assessed the services as good for safeguarding, support for looked after children and for those with learning difficulties/disabilities and viewed service management and capacity to improve as outstanding. The report mentioned many strengths including strong leadership across the Partnership, clear political direction and the transformational agenda that drives the work of a skilled, multi-disciplinary workforce. The few areas for development were already recognised by the partnership and an action plan is in place to ensure a continuing focus for improvement.

#### **Kent Children's Trust Developments**

Kent's Children and Young People's Plan (CYPP) has been updated and is in the final stages of approval following extensive consultation with stakeholders, partners and children and young people. The CYPP is the overarching strategic framework setting the direction for all services for children and young people across Kent and articulates the Kent Children's Trust's priorities for change to improve outcomes for all.

The framework and structures of the Kent Children's Trust have continued to develop with the local children's services partnerships (LCSPs) coming into effect as the operational arms of the Trust from 1<sup>st</sup> September 2008. The 23 LCSPs will be charged with turning the Trust's vision into reality. Front-line services will continue to be transferred to the management of LCSPs and will work with all agencies, voluntary and private sector partners to secure comprehensive provision to underpin the Every Child Matters and Kent Children's Trust's agendas at a local level and support KCC's vision for lifelong learning, community regeneration and economic

development. Each partnership now has an LCSP manager in place who is currently developing Local Boards and local Children and Young People's Plans.

The Trust is also developing a sub structure to facilitate work across the Partnership.

A multi-agency data group has been established to serve as the data and analytical specialists of the Kent Children's Trust, providing it with high quality data and information about the outcomes of children and young people in Kent.

### **Narrowing the Gap**

The Directorate continues to focus on ensuring that the structures and mechanisms are in place to enable every child and young person to fulfill their potential regardless of background or circumstances.

Mitigating the effects of poverty on children, young people and their families continues to be a priority for the Directorate and is reflected both within the activity of the CYPP and Kent's new Local Area Agreement.

### **Other key developments include:**

#### **Being Healthy**

The effective partnership and full contribution of Health services in the Kent Children's Trust is a considerable strength. The Children's Health Division and the Children's Trust Board has started to develop an ambitious vision to ensure joint working, planning and commissioning that will create accessible services and target resources to address health inequalities and promote social inclusion. The publication of the Joint Strategic Needs Assessment by Health heavily influenced the development of Kent's Children and Young People's Plan.

Kent aims to target the health and well being of all its children and young people through both the strategic and local CYPPs, a number of complementary Towards 2010 and Kent Agreement targets which together will provide the support needed at all stages of development to enable children and young people to develop the emotional intelligence to make informed choices and cope with challenges in their life.

#### **Healthy Schools**

100% of schools are working towards healthy schools accreditation, achieving the target a year before the 2009 deadline. Improved pupil behaviour including punctuality and attendance has been reported by schools following their increased uptake of initiatives for healthy eating and physical activity (such as breakfast clubs and walking buses).

A series of pilots are in place to encourage **healthy eating** including two Community Chef's to work in deprived areas. They are developing cooking skills courses that also provide healthy eating knowledge and build confidence in preparing foods. The first fruit and vegetable bag scheme has also been launched in Gravesend.

The first ever **Kent School Games** took place. Around 30,000 seven to 14 year-olds from 500 schools competed between November 2007 and May 2008 in 515 area competitions to reach the Finals in June and July 2008.

84% of pupils are now participating in 2 hours of high quality PE and School Sport, compared to 64% two years ago, an increase of 8% from 2006/07 and 4% above the 2007/08 target.

### **Emotional wellbeing**

10% of our children and young people aged 11-16 reported feeling sad most days. 29% say they have been bullied in the last year. In response to these findings there has been ongoing development and implementation of programmes that support emotional well being, raise confidence and self esteem and promote community cohesion. There has been increasing work to prepare children at transitional stages in their lives, such as moving from primary to secondary school and to prepare them for the challenges they may face as they grow, including advice about relationships and preparing for work. Multi-agency action plans are in place to improve access to community adolescent mental health services and to ensure young people receive timely and appropriate support.

### **Enjoying and Achieving**

Kent continues to work hard to drive up performance and tackle those areas that we recognise as needing improvement. A number of Towards 2010 and Kent Agreement targets are in place to ensure we continue to focus resources on improving the quality of provision and to make sure every child is given every opportunity to fulfill their potential.

Children and young people have told us throughout all the surveys and consultation opportunities that they want more places to go and affordable things to do. This is a key area for development within the Children and Young People's Plan and in the Kent Agreement. Meanwhile we continue to develop and offer after schools clubs as part of our extended schools programme and are seeking ways with our partners to extend provision of leisure activities for all.

### **Improving Attainment**

Early years foundation stage results show that improvements have been achieved in 12 of the 13 areas of learning, with one area – Knowledge and Understanding of the World, within only half a per cent of last year's record results.

There is now a three year trend of improvements and of particular note this year is the 5.1% improvement in the ability of very young children to link letters and sounds. This has been matched by improvements at the end of Key Stage One where performance in reading has reached a six year high.

Provisional figures released do indicate that Kent's primary school leavers have yet again achieved their best ever results in English and mathematics, improving in both subjects at level 4 – the level that pupils of this age are expected to achieve prior to moving to secondary school.

Every year for the past five years the proportion of Kent pupils achieving the expected level has risen in mathematics and this year the difference between the county and national figure has narrowed significantly with Kent schools improving by 2.5% compared to the one per cent national rise.

In English the overall achievement mirrors national outcomes and is the best ever result. Improvements in reading are particularly good with an increase of 2.6%, another 405 pupils, achieving the expected level compared to a national rise of two per cent.

Once again students and their teachers have produced outstanding GCSE results.

Provisional figures show that at least 67.1% of students will have achieved five or more A\*-C grades - an increase of approximately 2.2% on 2007. One hundred and fifty five more students have achieved five A\*-C grades this year than last year while 232 more youngsters achieved five A\*-C grades including English and maths this year, moving the county proportion from 48.5% in 2007 to 50% in 2008.

Kent has exceeded the national average for the last nine years and is expected to do so yet again in 2008.

The government's 2008 target of no schools below 30% A\*-C was achieved and almost one third of schools named in the National Challenge in June as being below 30% five A\*-C including English and maths in 2007 have already met the Prime Minister's 2011 pledge, while others have improved performance and have begun to close on the 30% threshold.

More than 7,000 Kent students received their A-level and equivalent results in August. In parallel with the national picture, more students achieved passes and the overall two or more A to E grades increased by a further one per cent on the previous year to 93%, the highest performance since 2002. The quality of performance by students increased by more than four percentage points – the greatest improvement over the last four years and maintaining a seven year upward trend.

### **Schools fit for learning in the 21st century**

Strategies for the primary, secondary and special school sectors are in the process of implementation and remain at the heart of our transformation to meet the needs of learners in the 21st Century. Our ambitious plans are supported through the Building Schools for the Future programme and sit alongside the innovative reform of 14 –19 education, creation of academies, development of extended schools and children's centres - all of which will create natural communities of schools and improve the educational landscape and infrastructure of schools in Kent.

The Isle of Sheppey is joining the rest of Kent by moving from a three-tier to two-tier system of education, following extensive consultation and decision by the School's Adjudicator. The DCSF (Department for Children, Schools and Families) have approved the funding agreement for the establishment of an Academy from September 2009.

We continue with our ambitious and nationally recognised Building Schools for the Future programme. Land Securities were announced as preferred bidder in December and are on target to begin construction on the first ten schools this autumn.

The BSF Team has also been working hard to establish our BSF Programme as a National Construction Skills Centre of Excellence. The proposal has been enthusiastically recommended to the National Board of the Sector Skills Council and, if it is successful, will lead to the establishment of hundreds of apprenticeships and other training opportunities for learners, teachers and the wider community in BSF project areas.

Our second BSF Programme, which focuses on Dover, Deal, Sandwich, Shepway, Canterbury and Ashford, is currently being developed and is expected to be offered to the market next year.

Carillion was announced as the Preferred Bidder for the first of our innovative Batched Academies Programmes. This programme, which is valued at £120m will see state-of-the-art buildings and ICT facilities delivered for:

- New Line Learning Academy, Maidstone
- Cornwallis Academy, Maidstone
- Longfield Academy, Dartford
- Marsh Academy, New Romney
- Spires Academy, Canterbury.

Work is expected to begin on New Line Learning, the first scheme in the batch, in the autumn of 2008 with the other schemes following on throughout 2009/10.

In May, three state-of-the-art secondary schools were unveiled. Hugh Christie Technology College, The North School and Ellington School for Girls have been funded by £100million from the Government's Private Finance Initiative (PFI), which has delivered six new secondary schools in the county.

These projects were part of our grouped schools PFI project which also saw investment at Aylesford, Homesdale and Malling schools. In each case, dated buildings have been replaced by modern, purpose-built developments, all of unique design. They now boast the latest educational facilities including hi-tech computer suites and impressive specialist facilities, as well as new restaurants and catering facilities.

### **Early Years and Children's Centres**

Extended Schools and Children Centres are at the heart of Local Children's Trusts developments and will have an important role to play in providing childcare to help working parents as well as providing extra support to children and families and quick and easy access to wider services.

We are currently consulting on a new Early Years strategy articulating this vision for Early Years services that will include:

- Supporting disadvantaged groups
- Improving the quality of provision and support the early education and childcare workforce
- Securing sufficient and accessible early education and childcare
- Working with and supporting parents
- Facilitating integrated working between services

There are now 72 children's centres across Kent and Phase 3 is about to begin resulting in a further 30 centres. Work has also been taking place to develop the staffing structures for all the children's centres. A number of centre managers and community involvement workers are now recruited and are starting to build the delivery of core offer services, including early education integrated with childcare, health and family support services and links to Job Centre Plus.

### **Extended Services**

Currently 399 schools (69% of all our schools) are providing access to the full core offer of extended services. This exceeds our September 2008 target of 330 schools. The core offer includes:

- Wraparound childcare provided on the school site or through other local providers from 8am-6pm all year round
- A varied menu of activities on offer, e.g. study support, music, arts and crafts, sport etc.
- Parenting support including family learning
- Swift and easy referral to a wide range of specialist support services
- Providing wider community access to ICT, sports and arts facilities, including adult learning

It is expected that all schools will offer these services by 2010.

### **Making a Positive Contribution**

Our aim is to ensure all Children and Young People (CYP) feel engaged and inspired to learn and that they have the opportunity to share their views and to know that they can make a difference. A Towards 2010 target is in place to ensure we continue to listen and respond to their views. Concerns about personal safety and accessible recreational activities continue to feature strongly in all the consultation we have done across different groups of CYP and are key areas for action in the CYPP.

### **Kent Pupil Survey**

A second extensive survey of children and young people in Kent has been completed. Over 45,000 children and young people completed a questionnaire in 2007/08 which will provide a wealth of information to inform planning at county, local and school levels.

We know from the survey that 69% of children and young people aged 11-16 think they do have a say about what happens to them in school, at least some of the time and 67% of young people aged 11-16 are positive about their future.

### **Teenage conceptions**

Latest figures, which are for 2006, show that teenage conceptions have **reduced by 11.9%** across Kent compared to the 1998 baseline.

The district of Shepway has achieved an excellent reduction of 40% in teenage conceptions and the Shepway model is now being rolled out to other districts across Kent.

### **Kent Children's Trust Parent Support Strategy**

After over a year of development and extensive consultation, Kent Children's Trust Strategy for Supporting Parents "Think Family" is now in place. The strategy is a

reflection of Kent's vision for children and young people set out within the Kent Children and Young People's plan and recognises the influence and impact that adults with a parenting role, as well as the wider family and community, have on outcomes for their children.

### **Achieving Economic Wellbeing**

Preparing young people for employment is such an important priority for Kent that 5 of the Towards 2010 targets have been developed to ensure that school leavers have the right skills to access jobs and opportunities.

### **14-19 Learner Strategy**

Kent secondary schools and further education colleges are working together to give students the chance to earn new diploma qualifications. The Department for Children, Schools and Families (DCSF) gave the go-ahead for all of the county's **14 – 19 Partnership** teams to roll out the work already established in four pilot areas of Kent.

This means that from 2009 up to 4,000 students will be able to study diplomas in subjects such as engineering, construction, hair and beauty, environment and land-based studies, IT, media, hospitality and catering, business administration and finance, society health and development. By 2010, every secondary school in Kent will have the opportunity to offer one of these vocational qualifications to their students.

There are already over 4,500 14 to 16 learners currently involved in the vocational and applied learning programme. Ten curriculum areas are on offer ranging from Entry Level to Level 2 qualifications and a number of schools are starting to introduce Level 3 courses.

The first year of Kent Young Apprentices (14 to 16) within the vocational programme started in September 2007 with 100 learners on the programme a further cohort of young apprentices starting in September 2008 with 180 learners.

The 14-24 Innovation Unit is developing a pre-apprenticeship programme at Entry Level and Level 1 and it will run at Angley, Meopham and Hugh Christie from September 2008.

Developments in particular locations include the following:

- Sittingbourne Engineering and Construction Centre opens in September 2008 with 100 learners on the programme. The priority will be supporting NEETs and apprenticeships
- New engineering facilities will open at Walmer School, Maidstone Grammar and Holmsdale all offering different aspects of engineering
- The Marsh Academy will have new vocational facilities providing construction, engineering and motor cycle maintenance courses.

The expansion and success of the vocational programme continues. In some localities there continues to be a significant reduction in the number of NEETs and the most up to date figures will be available in September. A significant number of vocational centres facilities and workshops are already up to capacity and learner demand outstrips the specialist number of places available.

The academic evaluation by Glasgow University of the 14 to 16 programme is extremely positive and highlights how much learners value their experience of real work in the specialist workshops. The final report will be available at the end of November 2008.

### **Staying Safe**

Kent's Local Safeguarding Board continues to work vigorously to achieve good outcomes for children. The Child Death Review Panel has been operationalised and other recent achievements include promoting safe recruitment within the third sector and the broadening of the Kent E-safety strategy to include awareness raising for parents and carers.

### **Bullying**

Tackling bullying remains high on the agenda with a Towards 2010 target in place that aims to encourage a zero tolerance approach towards disruptive behaviour, bullying and vandalism. Partnership working with Kent Police is particularly aimed at providing support to schools to implement restorative approaches. Restorative justice workshops have been held across Kent and the materials published to support implementation.

### **Safety at home**

The Safeguarding Board has a new programme in place, to ensure that vulnerable groups can access advice and information about fire safety through Kent Fire and Rescue Service's free home fire safety check.

### **Children in need**

For children in need, key performance indicators showed Kent as very good for initial and core assessments completed within timescales as well as 100% of child protection cases being held within timescales. The quality of initial assessments was observed by JAR inspectors to be of a high quality.

We continue to develop preventative services to help families experiencing problems before they reach crisis point.

### **Looked After Children (LAC)**

The LAC pledge has been unveiled which outlines a number of commitments that will help ensure that children and young people's time in care is a fulfilling and positive experience.

The pledge is in two parts (one for KCC LAC and one for LAC placed in Kent by other local authorities) and makes a range of commitments focussing on 6 key areas:

- a sense of belonging
- an adult who is always there for you while you are in care
- a good education
- good memories for the future
- getting ready for being an adult
- championing your needs and interests.

A key aim of the pledge is to inform Looked After Children and Care Leavers what they can expect from KCC and encourage best practice and the means by which better outcomes can be promoted for them.

We continue to perform well against national indicators. Particular achievements were more children leaving care with at least 1 GCSE, also more young care leavers engaged in education, training or employment. The number of LAC participating in their reviews has also increased. Stability of placements remains excellent and we have made great improvements on the numbers of LAC taking part in health checks.

### **Supporting Children and Young People with a Learning Difficulty and/or Disability**

**The Kent Transition Protocols** will be officially launched in November. CFE in partnership with Adult Social Services, Kent Disability Partnership Board, Parent organisations, Primary Care Trusts, Learning and Skills Council, Connexions and schools have developed these multi agency protocols to ensure that young people are supported they move from childhood into adulthood and that they and their parents and carers have access to the help, advice and information they need.

**Windchimes**, a new resource centre for disabled children from east Kent was opened by HRH The Princess Royal. Windchimes is a partnership between Kent County Council, Eastern and Coastal Kent Primary Care Trust and The Children's Society. The centre has been designed especially to meet the needs of children with a broad range of disabilities.

The current **SMILE** (Supporting Multi-Professional Inclusive Education) centre attached to the Ifield school in Gravesend, provides outreach for 40 Gravesham schools. The National Strategies Team has identified Kent as a Local Authority Hub of Effective Practice, one of only 18 nationally.

Kent has been chosen as one of twenty one local authority areas to lead the way in transforming short break services for disabled children, as part of the national **Aiming High** for Disabled Children programme. This status will fund significant investment of £15m over the three year period 2008/11.

### **Young Carers**

The Young Carers' Strategy: Invisible People was launched in July. The strategy recognises the challenges young carers face in their everyday lives and aims to provide them with support so that they can reach their full potential. The strategy was named Invisible People by the young carers who helped to develop it. The implementation plan will be delivered through the LCSPs.

## **SERVICE MANAGEMENT**

### **Progress on Integrated Processes**

The implementation of the Common Assessment Framework, lead professional role and Contactpoint are moving forward and will be the tools that help make integrated working a reality and improve outcomes for Children and Young People.

**The Common Assessment Framework** has been developed for use by practitioners in all agencies working with children, so they can communicate and

work more effectively together. It is intended to provide a simple, non-bureaucratic process for a holistic assessment of a child's needs and deciding how these needs should be met.

It is being implemented in Kent in a phased approach, starting in 6 LCSPs and is underpinned by training to over 2,000 practitioners which will take place by the end of March 2009. The national electronic CAF (e-CAF) is being developed to create, store and share a CAF securely and is expected in 2009, meanwhile Kent has developed an e-CAF interim solution (Claromentis) for the storage and retrieval of CAFs.

A draft CAF Operational Procedures Framework has been developed to ensure that vulnerable children and young people have transparent, swift and easy access to advice and support. The Operational Procedures Framework outlines the implementation of CAF and is being used as a basis for discussion with each LCSP.

The Education Psychology Service is developing local networks to support managers and practitioners in the implementation of CAF and Lead Professional.

These networks will provide advice and guidance and share good practice. The Educational Psychology Service will provide each LCSP area with information of the local networks and key contacts for all practitioners and key partners.

The **Kent Resource Directory** supports the implementation of CAF. The Directory has been launched signposting services and activities for young people. It draws together in one place a comprehensive directory of information about the services working with and helping children and young people, including health, education and social care. It is intended for use by professionals as well as by parents and young people themselves and it will list a full range of both statutory, community and voluntary services

**ContactPoint** will be an online directory that will enable practitioners to quickly find out who else is working with the same child or young person. It will contain a basic record for every child and young person aged between 0 – 18 living in England. ContactPoint is due to be deployed to 19 Early Adopter authorities in October 2008 before being rolled out to other local authorities. Kent County Council will receive deployment in February 2009. This means that Kent will get access to the national dataset and be able to start connecting local data sources and training users. The main roll-out of training will start from April/May 2009.

## **2. Progress against Projects, Developments and Key Actions in the Annual Unit Business Operating Plans**

Directorate position = 95% 'Done and ongoing' or 'On course' for completion by year end.

The following projects, developments or key actions in the annual unit business operating plans are not on target:

Project/development/key action As per unit business plan	Planned outcome/deliverable as per unit business plan	Reason(s) why and actions to rectify
<b>Commissioning</b>		
Extend the Communication and Assistive Technology service and equipment loan bank across West Kent with Children's Social Service, Health colleagues and the voluntary sector.	Deliver training for LCSP staff to enable advice to be provided to schools on simple technological assessment. Shared equipment loan bank set up.	The 2007 LDP (Local Delivery Plan) WK PCT Health Economy was not successful. The bid has been resubmitted (August 2008). Ongoing discussions the Director of Children's Health. All other elements of the WK development are in place.
To reduce primary absence	Reduce primary absence to 4.69%	<p>While Kent has made positive progress in tackling primary absence, it is unlikely that the specified target will be reached. Changes in Kent are in line with national progress.</p> <p>Kent is recognised by the DCSF as placing a high priority on attendance and Attendance and Behaviour Service have been commended on their strategies.</p> <p>Key actions:</p> <ul style="list-style-type: none"> <li>• All education welfare resources are devolved to school clusters to enable school partnerships to further target resources at schools for which there are concerns about primary attendance.</li> <li>• SIP's work with all schools to set stretching targets around attendance and support development of strategies to achieve this.</li> <li>• Attendance information sent to Partnership Managers three times per year, identifying how all schools are performing in relation to Free Scholl Meals (FSM) quintile.</li> <li>• Targeting EWO support to those primaries identified</li> </ul>

<b>Project/development/key action As per unit business plan</b>	<b>Planned outcome/deliverable as per unit business plan</b>	<b>Reason(s) why and actions to rectify</b>
		as 10% - 20% above FSM median. (focus on poverty) <ul style="list-style-type: none"> <li>Financial incentive scheme (focused on most improvement) established with clusters to target primary attendance.</li> </ul>
CAF/Lead Professional: To ensure that there are clear CAF pathways in every Local Children's Services Partnership (including co-ordination)	Pathways identified with LCSPs as part of the local CAF implementation plans. Effective co-ordination is essential to the successful implementation of CAF and Lead Professional. A significant burden placed on LCSPs to deliver this key initiative without sufficient resources.	Effective co-ordination and administration is essential to the successful implementation of CAF and Lead Professional. A significant burden placed on LCSPs to deliver this key initiative without sufficient resources
Developing existing services to take account of integrated working and reshape service delivery.	Models of allocation of staff to Locality Children's Teams developed and consulted upon.	Activity no longer within remit of Service but being taken forward in a wider CFE context.
<b>Finance</b>		
Single Counting	National changes are taken account of	Decision taken by Schools Funding Forum and cabinet members to delay changing the current maintained formula to include the required changes to early years counting until April 2010.
Review Kent Scheme pay and benefits for schools and settings	Proposed national changes are taken account of and to support school effectiveness	Awaiting direction from the National Review of pay structures for school based support staff
<b>Operations</b>		
Design Years 4-6 of the Recruitment Strategy	New 3 year Governor Recruitment Strategy approved – Sept 08	Awaiting outcome of ministerial review on governance.
Support the extension of the early education entitlement	Ensure that all sectors are briefed regarding the extension – July	DCSF Guidance not received until late July. Also, Kent has more recently been agreed as a

<b>Project/development/key action As per unit business plan</b>	<b>Planned outcome/deliverable as per unit business plan</b>	<b>Reason(s) why and actions to rectify</b>
	08	pilot for the free entitlement for two year olds. Briefing now needs to include this and will be provided in October/November
Children's Centres	Identification of 30 Round 3 children's centre locations – Sept 08	Identification is taking place in consultation with LCSPs August – November 2008. Timescale has been phased to ensure feasibility studies can be timed to fit with school sites
<b>Resources</b>		
Working with LCSP Managers/Local Education Officers to identify and set up suitable Cluster-based accommodation.	Clusters working effectively within the future LCSP status.	<p>To be undertaken alongside Office Transformation to ensure the continuation of the Better WorkPlaces strategy and to assist with LCSP expectations of bases within their geographical areas to support future of LCSP.</p> <p>Conflict of reducing the property portfolio with meeting LCSP expectations for localised bases. Vision to be revisited. Construction of LCSPs – continual growth re staffing and accommodation implications.</p> <p>Staff need to be relocated to other premises in close proximity to client base but this is dependent upon investment of funding, technology, training and change in organisational culture.</p>
Delivery of capital programme in accordance with MTP.	Funding established and agreed, projects briefed appropriately, agreed by PAG and CFE Property Board, and handed to Property Group on time.	Effects of "credit crunch" on ability to deliver MTP as planned. County Council wide review of MTP at time of half year monitoring, immediate affect 3 modernisation projects totalling £3.5m on hold pending outcome of review.

<b>Project/development/key action As per unit business plan</b>	<b>Planned outcome/deliverable as per unit business plan</b>	<b>Reason(s) why and actions to rectify</b>
Maintain and update <a href="http://www.kent.gov.uk">www.kent.gov.uk</a> using the MS CMS system	Pages for all units who are public facing maintained with useful, relevant and up-to-date information	GREEN as far as maintaining the site as is. BUT AMBER / RED Still ongoing as involves Corporate ISG and KCC web group involvement. Changes to Microsoft CMS stalled by funding issues and need of COG decision on MTFP bid. KCC needs a new CMS urgently.
<b>Standards and Achievement</b>		
Provide professional advice and support for schools and settings to implement and re view and evaluate planned actions and against improved outcomes for children and families.	The gap between attainment in the PSA target areas (Swale, Gravesham and Dover) and all children in Kent in personal, social and emotional development reduces by 2% to 9.8%	<p>Kent's three year improvement trend in reducing the gap between young children in the lowest 20% and the median figure equates overall to a 2.3% reduction.</p> <p>Achievement of all children including those in the lowest 20% has improved and the average overall points score for young children in the lowest 20% has increased by 3.9% in the last two years.</p> <p>In order to achieve this target any improvement in the performance of the majority of young children has to be matched by progress of children in deprived areas at three times the normal rate. This aspiration is extraordinary difficult to achieve. This target acknowledged by the DCSF as challenging and aspirational remains 3.1% under the target set.</p> <p>Key programmes that will focus on this target area include:-</p> <ul style="list-style-type: none"> <li>• Implementation of phase two of the Setting Improvement Partner programme which is</li> </ul>

<b>Project/development/key action As per unit business plan</b>	<b>Planned outcome/deliverable as per unit business plan</b>	<b>Reason(s) why and actions to rectify</b>
		<p>targeted to settings where most improvement is required and also to Children Centres which serves areas of highest deprivation.</p> <ul style="list-style-type: none"> <li>• Targeting leadership programme of settings in areas where deprivation is high and attainment is in the lowest 20% e.g. Thanet as well as project work e.g. the Communication, Language and Literacy development project which is operating in Dover, Maidstone and Gravesham.</li> <li>• Extending the Parents as Partners in Early Learning project in twelve Children's Centres focusing on increasing the skills and confidence of parents and carers in being able to support and actively contribute to their child's development</li> </ul>
Provide support to improve the achievement of the most vulnerable children	Reduce the gender gap at Key Stage 2 in reading at level 4+ from 7% to 5%	<p>Although boys reading achieved the best ever result in reading achieving 80.9%, girls improved even further to 88.5% and thus in 2008 the gender gap has not been reduced.</p> <p>Schools have reviewed their teaching of reading through the Renewed Framework for Literacy. This will remain a focus for all schools while continuing to develop teachers ability to accurately track individual pupil progress using the new Assessing Pupil Progress (APP) materials.</p>
Provide professional advice and support for schools and settings to implement and re view	Statutory local authority targets aimed at reducing the gap in Foundation	Kent has improved attainment of young children at the expected level in twelve out of thirteen aspects of learning in the

<b>Project/development/key action As per unit business plan</b>	<b>Planned outcome/deliverable as per unit business plan</b>	<b>Reason(s) why and actions to rectify</b>
and evaluate planned actions and against improved outcomes for children and families.	Stage Profile outcomes of the lowest 20% of pupils is reduced in line with 2008 targets set.	<p>Foundation Stage with an overall improvement of 2.5% in personal, social and emotional development. Kent's three year improvement trend in reducing the gap between young children in the lowest 20% and the median figure equates to a 2.3% reduction.</p> <p>However, the gap for this target which focuses on three Sure Start areas and compares the performance of children in this area with all children in Kent and this gap has not narrowed in part due to the increased improvement of children in Kent overall.</p> <p>The key programmes that will focus on this target include:-</p> <ul style="list-style-type: none"> <li>• A programme entitled 'Making a Big Difference' provided to schools in the areas of highest deprivation and with children in the lowest achieving 20%. It focuses on improving communication skills and developing early writing experiences. Personal, social and emotional development is also targeted through materials within the Leuven project and by improving children's levels of engagement and involvement in their learning.</li> <li>• In partnership with other agencies including the Local Children Services Partnerships ensure that early intervention and children's needs are identified and addressed (e.g. Speech and Language Therapy).</li> </ul>

APPENDIX I

<b>Project/development/key action As per unit business plan</b>	<b>Planned outcome/deliverable as per unit business plan</b>	<b>Reason(s) why and actions to rectify</b>
		<ul style="list-style-type: none"> <li>• Improving leadership, management and qualification levels of practitioners in Children’s Centres, settings and schools in the areas of highest deprivation.</li> </ul>

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By: Marisa White – Lead Officer, Strategy Policy & Performance  
 Mark Dance, Cabinet Member for Operations, Resources & Skills  
 Leyland Ridings, Cabinet Member for Children, Families & Educational Achievement

To: Children Families and Education Policy Overview Committee

Date: January 16<sup>th</sup> 2009

Subject: Children, Families and Education Directorate Risk Register

Classification: Unrestricted

Summary: This report presents the current risk register for Children Families and Education Directorate for 2009- 2010

### Introduction

1. All Directorates’ Risk Registers are considered by the appropriate Policy Overview Committee.
2. Risk Registers ensure that potential major risks to the people of Kent and to KCC are clearly identified and effective management action is taken to either prevent their occurrence and/or mitigate their effects. The risks identified directly feed into the Strategic and Business Planning processes. Risk management is part of our performance management process and is embedded throughout KCC and CFE.
3. The Children, Families and Education Risk Register was updated in November 2008 and is attached for information.

### Format of Risk Register.

4. All Directorates Risk Register are standardised. A 5x5 matrix is used to rank the scale of risk in terms of likely occurrence and impact (see below). This gives an overall score which categorises risks as high, medium or low, enabling management action to be prioritised.

<b>Likelihood</b> ↑	Very likely	5					
	Likely	4					
	Possible	3					
	Unlikely	2					
	Very Unlikely	1					
<b>RISK RATING MATRIX</b>			1	2	3	4	5
			Minor	Moderate	Significant	Serious	Major
			<b>Impact</b> →				

## Monitoring of Risk

5. The risk register is monitored and reviewed periodically. The Senior Management Team has a strategic role in identifying future potential risks, reviewing the risk register, and ensuring that controls are in place to manage the risks.

### Recommendations

Members of the Children Families and Education Policy Overview Committee are asked to note the contents of 2009-2010 CFE Risk register.

Karen Mills  
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*Background Documents:*

None

*Other Useful Information:*

None

**Children, Families and Education Directorate  
RISK REGISTER 2008-10  
DATE: December 2008**

Source	Event	Planned Outcome	Accountable manager	Existing controls & accountable officers	New tasks / action plans & accountable officers	Date	Inherent rating	Residual risk
1 Social / Financial <b>Financial risks:</b> Current national economic conditions including rising costs of services, impacts on affordable activity	<ul style="list-style-type: none"> <li>• Delivery of MTP due to inability to secure capital receipts</li> <li>• Demand outstripping available resources</li> <li>• Demand- led budgets overspend resulting in inappropriate short term action to offset overspends</li> <li>• Schools funding settlement is tighter leading to risk of more schools in deficit</li> <li>• Reduced demand from schools to purchase services from KCC</li> <li>• Position made more difficult as less flexibility under new national funding arrangements</li> <li>• Impact of medium term planning savings on the application of CP thresholds – risk in lowering thresholds in terms of resourcing need.</li> <li>• Impact on vulnerable children unable to access services.</li> <li>• Delivery of Medium Term Plan and particularly staff savings in the context of end of short term grants</li> <li>• Impact on partnership working</li> </ul>	<p>Financial control and children in need receive appropriate, cost effective services</p> <p>Effective early intervention for vulnerable children and young people through implementation of integrated processes</p>	<p>SMT Keith Abbott Bill Anderson Joanna Wainwright</p>	<ul style="list-style-type: none"> <li>• 3 year forecast planning</li> <li>• Increased training for school staff and Governors</li> <li>• Negotiation with Schools Forum provided extra funding</li> <li>• Increased user involvement.</li> <li>• Demographic planning</li> <li>• Joint planning</li> <li>• Focus on prevention</li> <li>• Business Planning</li> <li>• Finance and Activity Monitoring</li> <li>• Contracting and Procurement Controls</li> <li>• Eligibility criteria</li> <li>• Increase core assessments</li> <li>• Kent safeguarding Board</li> <li>• CAF/Lead Professional</li> <li>• Implementation plan and Project Board</li> <li>• Complaints monitoring</li> <li>• Management and decision making allocation of all CP to a Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Robust financial and resource management</li> <li>• Management Action</li> <li>• Monitoring and regular SMT reporting</li> <li>• Practice based commissioning CYPP – identifies key priorities</li> <li>• Local co-ordination of integrated processes</li> <li>• Integrated processes subject to greater scrutiny under CAA</li> <li>• inspection arrangements i.e. sampling of CAF assessments during annual safeguarding inspection visits</li> </ul>	Ongoing	<p>I = 5 L = 5 R = 25</p>	<p>I = 4 L = 5 Score = 20 <b>HIGH</b></p>

Source	Event	Planned Outcome	Accountable manager	Existing controls & accountable officers	New tasks / action plans & accountable officers	Date	Inherent rating	Residual risk
<p>2</p> <p>Political / Citizen</p> <p><b>Early Years Standards:</b> local and national targets</p>	<p>Proposed strategies do not result in raising standards in Early Years and also leads to failure to achieve local and national targets</p>	<p>Ensure resources are focussed on raising attainment and proposed strategies are in place</p>	<p>Peggy Harris Joanna Wainwright</p>	<ul style="list-style-type: none"> <li>Developing approach to assess quality of Early Years provision and providing support to improve quality</li> <li>PSA2 Target and action plan with working group</li> <li>Regular Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>DCSF Statutory National Indicator Set</li> <li>Refresh PSA2 action plans: Focus on Early Years and attendance</li> <li>Substantially re-focusing the work of the EY team to support and challenge in vulnerable settings, through mentoring and coaching, working more closely with LCSP colleagues, EYATs, EY SENCOS.</li> <li>Developing a Setting Improvement Partner programme</li> <li>Improving networking between schools and promoting the use of the Kent record of transfer.</li> <li>Increasing the reliability of FSP moderation by developing additional local moderation arrangements in LCSPs - developing criterion referenced materials to support practitioners.</li> <li>Use the information from the ECERS audit to support setting self-evaluation and action planning.</li> <li>Increase and recruit an additional 52 (making 75 in total) Leading Early Years Teachers (LEYT's)</li> </ul>	<p>Ongoing</p>	<p>I = 5 L = 5 R = 25</p>	<p>I = 4 L = 4 Score = 16 <b>HIGH</b></p>

	Source	Event	Planned Outcome	Accountable manager	Existing controls & accountable officers	New tasks / action plans & accountable officers	Date	Inherent rating	Residual risk
3	<p><b>Social / Financial</b></p> <p><b>SEN transport:</b> Implementation of new transport policy and arrangements to respond to changes included in the Education &amp; Inspections Act 2006</p>	<p>Potential implications for pressure on budget of implementation of policy for new "eligible" groups of children and in relation to extended schools agenda and Aiming High Short Breaks Programme.</p> <p>Challenge in the High Court by parents and legal direction currently being sought nationally that is outside of KCC's control and which could lead to change in policy in Kent</p>	<p>More choice, improved service and independence for children with SEN and Disabilities and those from low income families</p>	<p>Joanna Wainwright Colin Feltham</p>	<ul style="list-style-type: none"> <li>Current policy contains clarity about entitlement (but does not reflect changing law and policy).</li> <li>Regular monitoring of spending and problems with contracts.</li> </ul>	<ul style="list-style-type: none"> <li>Review of Transport Policy and integration of SEN and Disability with mainstream policy and arrangements</li> <li>Provide more creative solutions for SEN and Disability transport</li> <li>Raise awareness among schools of policy and budget implications of transport arrangements</li> </ul>	Ongoing	<p>I = 5 L = 4 R = 20</p>	<p>I = 4 L = 4 Score = 16 <b>HIGH</b></p>
4	<p>Political</p> <p><b>Development of Children's Trust arrangements</b></p>	<p><b>Kent Children's Trust Board :</b></p> <ul style="list-style-type: none"> <li>KCTB not meeting statutory requirements of Children's Act 2004 and Children's Plan (2006)</li> <li>Failure to deliver priorities as contained within Kent CYPP</li> <li>Lack of clear accountability across partners</li> <li>Impact on Kent's ability to improve on national targets as set in the National Indicator Set</li> <li>Resources not identified or made available</li> </ul>	<p>Delivery of the Children Young People's Plan priorities through the Trust and LCSPs</p> <p>Virtual Commissioning Team</p>	<p>SMT Sally Morris Joy Ackroyd</p>	<ul style="list-style-type: none"> <li>County Children's Trust (KCTB) governance framework</li> <li>Statutory guidance on role of Director of Children's service and lead member</li> <li>KCTB Change Management Programme</li> <li>Appointment of LCSP Managers</li> <li>Re-structure of Local Children's Trust</li> <li>Arrangements to form 23 LCSPs</li> <li>Formal adoption by statutory partners of partnership agreement</li> <li>Risk Assessment of Children's Trust Full Partnership</li> <li>Creation of KCTB executive group</li> <li>Links into LAA2 Development</li> </ul>	<ul style="list-style-type: none"> <li>Review lead roles and responsibilities to ensure structure is fit for purpose</li> <li>Development of sub structure to support delivery of KCT priorities, including performance management group</li> <li>Development of common data set at County and Local levels to inform planning</li> <li>Development of commissioning framework and local delivery plans (LCYPPs)</li> <li>Development of outcomes measures and performance management</li> <li>The introduction of the 198 National Indicator Set</li> </ul>	Ongoing	<p>I = 5 L = 5 R = 25</p>	<p>I = 5 L = 3 Score = 15 <b>MEDIUM</b></p>

Source	Event	Planned Outcome	Accountable manager	Existing controls & accountable officers	New tasks / action plans & accountable officers	Date	Inherent rating	Residual risk
5 Political <b>External Inspections: APA and introduction of new inspection regime: CAA</b>	CFE does not achieve a favourable outcome	Favourable outcome: good or better	Senior Management Team Sally Morris	<ul style="list-style-type: none"> <li>Existing internal performance management processes/controls to monitor progress against national performance</li> <li>Links into CYPP update</li> <li>Completed Self-Assessment for the previous APA and JAR</li> <li>Other positive internal inspection reports</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of Improvement Action Plan following JAR feedback</li> <li>Corporate Performance Management Group linking with new Audit Commission relationship manager for CAA</li> <li>Joint Strategic Needs Assessment</li> </ul>	Ongoing	I = 5 L = 4 R = 20	I = 5 L = 3 Score = 15 <b>MEDIUM</b>
6 Professional/ Technological / Financial/ Social / Citizen <b>Information sharing : national requirement for agencies to share information to help prevent a child slipping through the net</b>	<ul style="list-style-type: none"> <li>Failure to share information or lack of timely interventions between agencies results in death or abuse of a child</li> <li>Shortfall in funding available for local co-ordination delays implementation of Lead Professional Function and Common Assessment Framework (CAF)</li> <li>Delay of implementation of ContactPoint, lead professional function and CAF</li> <li>The right staff in health unable to access compatible IT equipment.</li> <li>Issues regarding GP Inputs – system incompatibility and possible GP unwillingness to share patient information</li> </ul>	Agreed Integrated Information sharing protocols and Processes in place. Frontline staff and managers are aware of, understand and operate in accordance.	SMT Bill Anderson Joanna Wainwright Richard Murrells Virtual Commissioning Team	<ul style="list-style-type: none"> <li>Kent Safeguarding Board</li> <li>Multi-agency working through Local Children's Services Partnership</li> <li>Well trained, high calibre staff with clearly defined reporting structure.</li> <li>CAF and lead professional guidance in place</li> <li>Multi agency child protection policies in place</li> <li>Multi-agency Project Board for ContactPoint, lead professional function and CAF in place</li> <li>Multi-agency Information for Children and Young People agreed by Kent Children's Trust Board.</li> <li>Information Sharing guidance forms part of the two-day training course for practitioners on CAF and lead professional</li> <li>Integrated Children's System</li> <li>KCTB Change Management Programme</li> </ul>	<ul style="list-style-type: none"> <li>Local co-ordination to ensure implementation of CAF and lead professional functions.</li> <li>CAF subject to greater scrutiny under CAA inspection arrangements i.e. sample of CAF assessments part of annual safeguarding visit.</li> <li>Trialling and implementation of eCAF interim solution</li> <li>Deployment of ContactPoint and training for users in autumn 2008</li> <li>Build Health actions into CYP Health Commissioning Plan that will be agreed by PCTs and KCC. Needs to include guidance for local commissioners on local brokering where necessary.</li> </ul>	Ongoing until 2009	I = 5 L = 4 R = 20	I = 5 L = 3 Score 15 <b>MEDIUM</b>

	Source	Event	Planned Outcome	Accountable manager	Existing controls & accountable officers	New tasks / action plans & accountable officers	Date	Inherent rating	Residual risk
7	Professional/ Legal  <b>Safe Recruitment and CRB Disclosures</b>	<ul style="list-style-type: none"> <li>Failure of a school to obtain necessary Employment Checks leading to appointment of inappropriate staff.</li> <li>Potential for children to be unsafe and possible litigation</li> <li>Roll out of Safe Recruitment training for schools and LA managers in line with DCSF model</li> </ul>	<p>Keeping Children Safe (ECM)</p> <p>Early effective detection and sharing of information between employers and others in contact with school staff who behave inappropriately.</p> <p>Preventing those who are unsuitable being appointed to posts working with children</p>	<p>Keith Abbott Rob Semens</p> <p>Kel Arthur</p> <p>Headteachers and Governing Bodies</p>	<ul style="list-style-type: none"> <li>Guidance on CRB procedures issued to all schools</li> <li>LEA carries out CRB checks for all maintained schools.</li> <li>Roll out of retrospective CRB checks of staff appointed prior to 1991</li> <li>Respond to review of new vetting and barring arrangements as outlined in safeguarding Vulnerable Groups Bill.</li> <li>Updated child protection procedures for managing allegations against staff in response to new DFES guidance and collate data on allegations management as required by LADO Role.</li> <li>Training for Headteachers and selected Governors</li> <li>CSS advice on threshold for referral to SS re: Section 47 investigations.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor CRB checks carried out for all maintained schools and intervene where there are concerns.</li> <li>Increase number of schools completing NCSL On-line training re safe recruitment and/or attending NCSL safer recruitment training</li> <li>Undertake retrospective CRB checks in line with ACPG approval</li> <li>Follow up NCSL training to ensure CP input at interviews in response to Birchard recommendation</li> <li>Enhanced monitoring via Self-Review Tool. Produce KSCB minimum standards on safe recruitment and allegations management</li> <li>Partnership risk register in place for Safeguarding Board</li> </ul>	Ongoing	<p>I = 5 L = 4 R = 20</p>	<p>I = 5 L = 3 Score = 15 <b>MEDIUM</b></p>
8	Social / Financial/political  <b>Vacancies in senior strategic management structure</b>	<ul style="list-style-type: none"> <li>Loss of financial control</li> <li>Poor performance leading to criticism from external inspectorate</li> <li>Staff morale affected</li> <li>Drop in quality of services</li> </ul>	<p>High quality strategic management in place with uninterrupted delivery of high quality services</p>	<p>Ian Craig, Keith Abbott SMT</p>	<ul style="list-style-type: none"> <li>New risk as senior managers retiring between now and Spring 2009</li> </ul>	<ul style="list-style-type: none"> <li>Succession planning in place to ensure smooth handover and strong leadership</li> </ul>	<p>November 2008 onwards</p>	<p>I=5 L=5 R =25</p>	<p>I=5 L=3 Score =15 <b>MEDIUM</b></p>
9	Physical / Legal  <b>Health &amp; safety</b>	<ul style="list-style-type: none"> <li>Accident or incident to pupil, member of staff or customer could bring legal action for damages and potential prosecution.</li> <li>Ill-health to member of staff from work: leading to absence, and</li> </ul>	<p>Reduce possibility of accident; deal appropriately when they occur</p> <p>Managers to put controls in place to reduce risk of</p>	<p>Sally-Anne Clark</p> <p>Headteachers and Governing Bodies</p> <p>All Managers</p> <p>SMT</p>	<ul style="list-style-type: none"> <li>Robust policies, procedures and guidelines</li> <li>Induction training for headteachers</li> <li>Regular health and safety training courses provided for staff</li> <li>Management of</li> </ul>	<ul style="list-style-type: none"> <li>Train batches of school staff in accident procedures</li> <li>Bursar training started Dec 06 and demand is increasing</li> <li>New governor training course to highlight insurance and litigation</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>I = 5 L = 4 R = 20</p>	<p>I = 5 L = 2/ 3 Score = 10/15 <b>MEDIUM</b></p>

Source	Event	Planned Outcome	Accountable manager	Existing controls & accountable officers	New tasks / action plans & accountable officers	Date	Inherent rating	Residual risk
	<p>costs of replacement staff. May lead to loss of specialist expertise.</p> <ul style="list-style-type: none"> <li>New risk of prosecution under Corporate Manslaughter Act, implemented 6.4.08</li> </ul>	ill-health from work		<ul style="list-style-type: none"> <li>contractors policy and training in place</li> <li>Management system for asbestos in all premises</li> <li>Regular Governor training</li> <li>Health and safety team in place to deal with issues and provide advice</li> <li>Corporate Audit programme in place</li> <li>Annual Monitoring Returns required from schools to monitor compliance with H&amp;S</li> <li>Finance team assist in monitoring compliance</li> <li>Occupational Health policies, advice and assessments</li> <li>Training available for carrying out DSE assessments</li> <li>Moving and Handling policy, assessments and training</li> <li>Corporate stress policy and risk assessment</li> <li>Corporate work and well-being initiatives</li> </ul>	<ul style="list-style-type: none"> <li>issues in relation to injuries</li> <li>Management of contractors training being updated to take account of new client responsibilities</li> <li>Management groups briefed on risk implications of new Corporate Manslaughter legislation</li> <li>New swimming policy devised with associated training and audits</li> <li>Management training for Heads and LA managers still outstanding</li> <li>New LCSPM's have a role to ensure health and safety in schools</li> </ul>			
<p>Political / Citizen</p> <p><b>Primary Attainment: Local and national targets</b></p>	Proposed strategies do not result in raising primary attainment	Ensure resources are focussed on raising attainment and proposed strategies are in place	Peggy Harris	<ul style="list-style-type: none"> <li>Six weekly impact reports provided by Principal Advisers to the Director, Standards &amp; Achievement</li> <li>Primary strategy programmes fully employed and monitored</li> <li>LCSP engagement in school improvement</li> <li>School Improvement Strategy revised and implemented</li> <li>School improvement partners in place for all school</li> <li>Primary Challenge Board working with Area Education Officers on a</li> </ul>	<ul style="list-style-type: none"> <li>Towards 2010 Action Plan</li> <li>Implementation of a primary strategic plan</li> <li>Bi termly tracking of progress of intensive support schools against targets set.</li> <li>Programme of Principal Adviser challenge visits to targeted schools causing concern and enhanced monitoring schedule</li> <li>Monthly review of targeted support by teams to evaluate impact in schools – and redeployment of resources where necessary</li> </ul>	2010 Ongoing Ongoing Ongoing Ongoing	<p>I = 5 L = 5 R = 25</p>	<p>I = 4 L = 3 Score = 12 <b>MEDIUM</b></p>

Source	Event	Planned Outcome	Accountable manager	Existing controls & accountable officers	New tasks / action plans & accountable officers	Date	Inherent rating	Residual risk
11	<p><b>Political/citizen</b> National Challenge. A new floor target for secondary schools. By 2011 every school must achieve at least 30% 5+A*-C at GCSE to include English and mathematics</p> <p><b>Not all schools achieve this threshold and schools may face closure</b></p>	All schools achieve this threshold	Pippa Doran	<ul style="list-style-type: none"> <li>regional basis to challenge under performance</li> <li>Analysis of data including CVA to inform deployment of resources</li> <li>Information on school progress towards targets gathered three times per year by school improvement partners</li> <li>Six weekly impact reports provided by Principal Advisers to the Director, Standards &amp; Achievement</li> <li>Secondary Risk register</li> <li>National Strategy consultants monitoring progress of individual plans</li> <li>Senior secondary advisers maintaining oversight and reporting to DCSF</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced programme for schools in need of Intensive Support – RAYS; ISP; Ensuring Success</li> <li>Greater use of LA powers of Intervention</li> </ul>	<p>Activity starting:</p> <ul style="list-style-type: none"> <li>Sept 2008</li> <li>Nov 2008</li> <li>Dec 2008</li> </ul> <p>Ongoing</p>	<p>I=5 L=4 R=20</p>	<p>I = 4 L = 3 Score = 12 <b>MEDIUM</b></p>
12	<p>Technological / Political / Citizen</p> <p><b>Systems renewal</b></p> <ul style="list-style-type: none"> <li>ICS and Swift.</li> <li>Loss of control of information.</li> <li>Data unavailable to support Management control</li> <li>Risk to statutory returns should data quality issues following migration to ICS not be undertaken</li> <li>Risk to child if information is unavailable or not shared between agencies</li> </ul>	<p>Smooth transition and systems in place</p> <p>Cleansing of data on SWIFT</p> <p>Robust Systems in Place</p>	<p>Bill Anderson Marilyn Hodges Donna Shkalla</p>	<ul style="list-style-type: none"> <li>Major implementation programme involving front line staff / managers etc.</li> <li>Data Quality and data cleansing exercise involving frontline staff/managers and administration staff</li> <li>KCTB change Management Programme</li> </ul>	<ul style="list-style-type: none"> <li>User acceptance test of new ICS system to be signed off.</li> <li>Data quality and data cleansing plan to be prioritised and enacted</li> <li>Steady state sign off to occur</li> </ul>	<p>Ongoing throughout 2009</p>	<p>I = 4 L = 4 R = 16</p>	<p>I = 3 L = 4 Score = 12 <b>MEDIUM</b></p>

	Source	Event	Planned Outcome	Accountable manager	Existing controls & accountable officers	New tasks / action plans & accountable officers	Date	Inherent rating	Residual risk
13	Citizen / Financial / Political  <b>Changing Pupil Demographic</b>  The affect of adjusting to changes in pupil demographics	Risk that provision does not match the level of pupil need, which could affect school budgets and may lead to bad public and media relations.	Ensuring that provision exists in the right places. Manage school closures. No schools in deficit	Ian Craig Keith Abbott	<ul style="list-style-type: none"> <li>Kent Primary Strategy Group</li> <li>Budget monitoring of schools</li> <li>Member led School Organisation Advisory Board – advisory to the Cabinet Member for Operations, Resources and Skills, CFE.</li> <li>Kent primary Strategy 2006 recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Continue briefings and media representation</li> <li>Continue full public consultations</li> <li>Members briefing and media representation</li> </ul>	Ongoing	I = 4 L = 4 R = 16	I = 4 L = 3 Score = 12 <b>MEDIUM</b>
14	Social / Financial  <b>Services for unaccompanied asylum seeking children</b>	<b>Difficulties in planning for asylum seeking services:</b> <ul style="list-style-type: none"> <li>Government funding for this Service is inadequate and uncertain.</li> <li>Demand is unpredictable, resulting from external factors outside KCC control.</li> <li>May not be able to provide adequate services to LAC UASC.</li> <li>LAC UASC have inadequate access to dental and medical treatment, including mental well being.</li> <li>Inadequate provision for over 16s.</li> </ul>	Management of resources  Young asylum seekers are safe and protected from harm. Service planning in the context of Government under funding	Bill Anderson Karen Goodman	<ul style="list-style-type: none"> <li>Members agreed to move to full staffing structure</li> <li>Business plan</li> <li>Multi-agency discussions re health and education</li> <li>Strategic Review</li> <li>Maximise resources available</li> <li>Negotiating directly with Govt.</li> <li>Legal action</li> <li>Developing intake model</li> </ul>	<ul style="list-style-type: none"> <li>Review Tendering for accommodation</li> <li>Consider realignment of staff to deliver more effective services.</li> <li>Working with the Home Office/DCSF to develop an asylum funding model which is less subject to unpredictability.</li> <li>Legal action.</li> <li>SMT and Cabinet members to reach consensus on status of unaccompanied asylum seeking children in relation to the White Paper.</li> </ul>	Ongoing	I = 4 L = 4 R = 16	I = 3 L = 4 Score = 12 <b>MEDIUM</b>
15	Human Resources  <b>Staffing:</b>  Failure to recruit, retain and develop the children's workforce necessary to deliver ECM	<ul style="list-style-type: none"> <li>Could lead to Unallocated cases</li> <li>Breakdown of placements</li> <li>Breakdown of stable and effective staffing across schools which could lead to/include a breakdown in leadership.</li> <li>An ageing workforce could also prove problematic.</li> </ul>	Stable and effective staffing establishment	Rob Semens Bill Anderson	<ul style="list-style-type: none"> <li>Children and Young People's Workforce Strategy Group</li> <li>Workforce development plans will be linked to relevant developments and actions in the District and Unit Business Plans</li> <li>Develop and implement training evaluation strategy which will lead to a more effective and efficient workforce</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop the Children's Workforce Strategy</li> <li>Disseminate the Strategy across all agencies</li> <li>Better use of flexibility in employment contracts to move experienced staff to recruitment "Hot Spots" on secondment or permanent basis</li> <li>Use of market premium</li> </ul>	Ongoing throughout 2008  Ongoing	I = 5 L = 3 R = 15	I = 4 L = 3 Score = 12 <b>MEDIUM</b>

Source	Event	Planned Outcome	Accountable manager	Existing controls & accountable officers	New tasks / action plans & accountable officers	Date	Inherent rating	Residual risk
	<ul style="list-style-type: none"> <li>Travel costs for staff, particularly peripatetic staff makes KCC less attractive employer</li> </ul>			<ul style="list-style-type: none"> <li>development programme CSS Recruitment Group monitors SW vacancies and agrees strategies for urgent situations.</li> <li>Recruitment calendar ensures we recruit NQSW's annually.</li> <li>Ready for Practice scheme targeted at MA social work students.</li> <li>Workforce planning and succession planning in place to address age profile.</li> <li>KCTB Change Management Programme.</li> <li>Teacher recruitment initiatives in Northern Ireland.</li> <li>NQT recruitment focussed on colleges who support maths and science.</li> <li>Exit interview programme to help retention of teachers.</li> </ul>	<ul style="list-style-type: none"> <li>in a targeted way to recruit to "Hot Spots" and introduce for a wider range of staff</li> <li>Disseminate best practice to secure stable SW staffing.</li> <li>CSS to consider Recruitment Coordinator role to ensure that all SW applications receive attention.</li> <li>CSS Realignment to review pay grading for SW team leaders and also support for Step into Management programme.</li> <li>Wellness programme for schools being piloted to support retention of teachers.</li> <li>MA professional development for teachers to be promoted for retention.</li> <li>Kent teacher recruitment website to be used across the country to promote teaching in Kent.</li> </ul>			
16	<p>Political / Citizen</p> <p><b>Looked after Children: Local authority has statutory duties toward LAC to ensure they have the best possible chance in life</b></p>	Improvement in attendance and achievement	Marilyn Hodges Bill Anderson Joanna Wainwright	<ul style="list-style-type: none"> <li>Protocols for LAC reviews, stability of placements contacts with SW</li> <li>LAC education advisors PEP audit. Findings fed back to HOS with suggested improvement measures</li> <li>Alerts for foster carers</li> <li>IRO officers (IROs) in monitoring and PEPs and school attendance</li> <li>LCSP strategies implemented</li> <li>Additional tracking with foster carers</li> </ul>	<ul style="list-style-type: none"> <li>Data and Performance Monitoring Issues Group – multi agency group focusing on performance of targets that need to be improved</li> <li>Introduction of Personal Education Allowances (Care Matters)</li> <li>Implementation of Pledge commitments</li> <li>Strategies to prevent absence due to health assessments</li> <li>Development and implementation of</li> </ul>	Ongoing	I = 4 L = 4 R = 16	I = 3 L = 3 Score = 9 <b>MEDIUM</b>

Source	Event	Planned Outcome	Accountable manager	Existing controls & accountable officers	New tasks / action plans & accountable officers	Date	Inherent rating	Residual risk
Financial / Social <b>Looked after children placed by other LAs:</b>	Large number of LAC placed by other local authorities place burden on existing service structure	Influence number of placements KCC has been successful in influencing govt agenda including legislative	Bill Anderson	<ul style="list-style-type: none"> <li>SW assistants introduced to focus on education/literacy groups</li> <li>Additional training and new CPD framework to enhance role of foster carers</li> <li>Specialist fostering schemes for CYP with complex needs</li> <li>Financial incentive scheme for LAC in their exam year</li> <li>In year Fair Access</li> <li>Protocols in clusters</li> <li>Welfare Call attendance monitoring, improving early alerts, pilot of BtoB (electronic registration system), targeted EWO intervention, additional tracking with foster carers and new admissions arrangements to address absence and ensure LAC are able to access education in a timely manner</li> <li>The Integrated Looked after Support Service became operational in June 2008 and will support and develop initiatives across the 23 Local Children's Services Partnerships. Their work will contribute to improved attendance at school and improved health assessments</li> </ul>	Fostering Commissioning Strategy	ongoing	I = 4 L = 4 R = 16	I = 3 L = 3 Score = 9 <b>MEDIUM</b>

Source	Event	Planned Outcome	Accountable manager	Existing controls & accountable officers	New tasks / action plans & accountable officers	Date	Inherent rating	Residual risk
18	Legal/Social / Financial / Citizen	changes in Children and Young Persons Bill. Key challenge will be ensuring all KCC LAC are placed close to their family homes. (pledge includes a commitment on this issue).	Joanna Wainwright Headteachers and Governing Bodies 14-19 strategic Forum	<ul style="list-style-type: none"> <li>systems for carers Preventative Services Business Plan, Fostering Action</li> <li>Thanet Report</li> <li>BPMU contracting section working with Policy Section to ensure that OLA placements are notified to KCC.</li> </ul>	<ul style="list-style-type: none"> <li>other LA for CP investigation</li> <li>Member support</li> <li>Until legislation is implemented KCC will continue to maintain its stance with other local authorities.</li> </ul>	Ongoing	I = 5 L = 4 R = 20	I = 3 L = 3 Score = 9 <b>MEDIUM</b>
	<ul style="list-style-type: none"> <li>Legal cases for failure to educate.</li> <li>Improved identification of those not in education leads to demand on resources.</li> <li>Children not fulfilling their potential</li> <li>Lack of resources to provide education to pupils with medical needs that prevent access to mainstream education and those requiring tuition</li> <li>Permanently excluded and hard to place pupils not accessing education</li> </ul>	All known children and young people in receipt of education		<ul style="list-style-type: none"> <li>Referral process and systems to identify children not in school</li> <li>Wide range of alternative curriculum</li> <li>Pilot vocational community based placements</li> <li>In-year Fair Access protocol to ensure timely access to education for pupils permanently excluded from school, hard to place pupils and those identified as not having an education place</li> <li>PSA target to increase attendance</li> <li>Resources devolved to clusters to enable them to secure education including tuition for all pupils in the locality</li> <li>Medical PRUs</li> <li>Clawback of AWPJ for pupils accessing Health Needs Education Service</li> </ul>	<ul style="list-style-type: none"> <li>LA2 – Targets relating to NEET</li> <li>2010 targets developed and action plans implemented</li> <li>14-19 Strategic Plan</li> <li>Children Missing Education Guidance</li> <li>In Year Fair Access Protocol</li> <li>Devolution of funding to clusters – planned September 2008</li> <li>New 198 National Indicator data Set</li> <li>Partnership risk register in place for 14-19 Strategic forum</li> </ul>			

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By: Sally Morris, Head of Strategic Planning and Review  
Leyland Ridings, Cabinet Member for Children,  
Families & Educational Achievement

To: Children Families and Education Policy Overview  
Committee

Date: January 16<sup>th</sup> 2009

Subject: Children, Families and Education Directorate  
Equalities Action Plan

Classification: Unrestricted

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Summary: This report presents a summary of progress against the  
CFE Equalities Action Plan (2008-10)

## **1 Introduction**

1.1 The CFE Equalities action plan was updated in the first part of this year and included the following key areas of activity:

- Actions for all managers
- Participation and involvement
- Safe and free from harassment
- Data and monitoring systems
- Excellent employer
- Increase awareness of equality and diversity

Business plans provide the opportunity to set out the detailed actions each division is taking to implement this overall plan.

1.2 Since the development of the plan the Government has announced its intention to replace the Local Government Equalities Standard with a new Equalities Framework for Local Government (EFLG) in early 2009. The new framework will relate more directly to the new performance framework for local government and the Comprehensive Area Assessment. It highlights the role of local authority and partners in challenging inequality improving outcomes in their communities and streamlines the process and indicators while increasing the emphasis to self assessment. The framework has three levels: 1 emerging, 2 achieving and 3 excellent. LAs will measure their performance against five areas:

- Knowing your community
- Place shaping, leadership and partnership
- Community Engagement and satisfaction
- Responsive services and customer care
- A modern and diverse workforce

## **2 CFE ACHIEVEMENTS AND PROGRESS ON EQUALITIES AND DIVERSITY 2008**

Members will be aware that the directorate successfully contributed to the Equality Standard for Local Government assessment of KCC as a whole in spring this year but the latest policy developments mean that corporately we will have to change our approach to equalities to respond to the new framework due to be published in January 2009. The following report highlights and illustrates some key areas of work across the directorate to date. Although the current Equalities Action Plan runs up until 2010 it is likely it will have to be reviewed early next year to align with the new EFLG.

### **2.1 Knowing your community**

A number of people across the directorate have been working on improving the quality of the data they collect to help them assess how well they are engaging with all sections of the local community. For example:

- Commissioning and Strategy, Policy and Performance divisions have produced guidance to schools on improving the accuracy of ethnicity and language data they keep and will be delivering joint training for schools in December 2008 .
- The Strategic Planning & Review team aim to improve equalities data recording through the review of complaints currently being initiated. This team have also set up a data group for the KCT which will have as part of its brief the need for partners to be able to provide data about what outcomes we are achieving for vulnerable groups
- Commissioning Division are working on improvements to the accuracy and level of information collected at the point of referrals for early years settings with regards to disability and ethnicity.
- Strategy, Policy and Performance and the Commissioning divisions have improved data collection and analysis to show the pattern of new arrivals within individual schools and LCSPs

### **2.2 Place shaping, leadership and partnership**

This year most work on this aspect of the new framework has been initiated by Commissioning and Standards and Achievement divisions, although

increasingly work on partnerships is being initiated through the KCT arrangements.

For example:

- Standards and Achievement and Commissioning Divisions have initiated a number of opportunities to brief Head Teachers and schools on the duty to promote community cohesion and how that might be addressed by schools.
- The KCT will consider a proposal as to how they might improve their own governance arrangements so that they are more responsive to and inclusive of the needs of all sections of the community.

### **2.3 Community engagement and satisfaction**

As a result of widespread work on impact assessments, community consultation and engagement with vulnerable communities is increasing across the directorate. The new performance framework will require LAs to embed and develop this work across all service areas and the KCT will be a major support in developing that work locally.

Examples of community engagement and satisfaction work include:

- The Kent Children and Young People's survey commissioned by the Strategy Policy & Performance division included a detailed analysis of vulnerable groups including children with SEN and BME groups and this provided a wealth of data on differentiated views and needs.
- SPP undertook further consultation for the CYPP included a number of targeted focus groups that aimed to explore the specific needs of LAC, disabled children, and BME children. This allowed a more responsive plan that will support work to narrow the gap between those who continue to achieve at a very high level and those who consistently achieve at a lower level.
- Health partners are planning to support the development of locally based children and young people's forums to engage children and young people in the planning and delivery of local children's services.
- A number of LCSPs have piloted innovative consultation forums to enable all voices to be heard, for example, in Maidstone 1 and Maidstone the International Student Voice.

### **2.4 Responsive services and customer care**

This is the most intensive area of work across the directorate at the moment, as services respond to the national and local policy agenda to personalise services and make them more responsive to local communities. There are a number of examples of excellent work in this area including:

- Children's Social Services are ensuring that all their contractors delivering services on their behalf comply with the relevant legislation in terms of both service delivery and employment practices.
- Family Centres and Adolescent Resource Centres are reviewing their compliance with the Disability Discrimination Act requirements with a view to becoming more in line with the wider Property and Office Strategy
- The schools meals contracts manager in Resources has completed an impact assessment but has recently reviewed practice on the provision of specialist meals in the light of local issues being raised.
- Commissioning Division and Standards and Achievement are working within the Primary and Secondary National Strategies which will focus on narrowing the achievement gap through the Gypsy Roma and Traveller Achievement Programme, and Kent LA is a pilot authority for the national programme. There has also been the first stage of the roll out of the New Arrivals Excellence Programme to respond to demographic change as a result of increased migration.
- CFE together with Health are working collaboratively to improve outcomes for disabled children through the Aim Higher initiative.

## **2.5 A modern and diverse workforce**

All staff have access to a range of corporate training on equalities and diversity issues to develop their awareness and understanding. Increasingly specialist training is being provided to support staff in applying this understanding to specific areas of work. For example:

- Commissioning Division and Standards and Achievement have provided workshops for specialist teachers including Gifted and Talented to increase representation of BME groups on this register, Kent Learning Zone, ASSET language development to ensure that advisory work in schools builds capacity to address inequalities. .
- Operations have ensured that all their staff receive customer care and equalities/diversity training to make them more responsive to the needs of all sections of the communities their work with in Kent.
- All CFE recruiting managers are attending Positive Action Recruitment on a rolling programme.

## **3 FUTURE DEVELOPMENTS**

3.1 The directorate is potentially facing considerable change next year as it responds to both local and national pressures. Future areas of work are likely to include:

- Readjusting existing plans to reflect the new Equalities Framework for Local Government

- Increased monitoring of services to report on how well the LA and the KCT are 'narrowing the gap'
- Responding to the economic downturn and addressing community cohesion and isolation issues as they arise
- Maximising the best use of our resources and responding to the potential leadership changes across CFE and the Trust
- More intense work across the KCT on equality and diversity issues as services become more grounded in local needs assessment
- More effective monitoring of schools implementation of equality legislation

### **Recommendations**

Members of the Children Families and Education Policy Overview Committee are asked to note the contents of report on Equalities and diversity activity in CFE and KCT. A further report on progress will be provided at the end of next year.

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#### *Background Documents:*

- CFE Equalities Action Plan (2008-10)

#### *Other Useful Information*

None

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By: Grahame Ward, Director of Resources  
Mark Dance, Cabinet Member for Operations, Resources & Skills

To: Children Families and Education Policy Overview Committee  
January 16th 2009

Subject: The Building Schools for the Future and Academies Programmes

Classification: Unrestricted

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Summary: To update the Committee on the current position with regard to both of these programmes.

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## **Introduction**

1. (1) The Committee asked at its last meeting for an update on these two programmes. As the report was requested from the author of this report it has been assumed that the focus of the request was on the property position and has been written from this perspective.

(2) The report has been split into two sections, with each covering the position of the two programmes.

## **Building Schools for the Future**

2. (1) The BSF Programme put simply is a government programme aimed at improving both the fabric of the countries secondary age estate by way of either re-provision or refurbishment (including refresh) and the schools technology infrastructure and use of computers to improve the quality of teaching and learning.

(2) As you will recall Kent entered the programme in Wave 3, which included secondary schools in the Thanet and Gravesham areas and was subsequently approved for entry into the further Waves 4, 5 and 6.

(3) Since being included in the above Waves, of which Kent originally had nine, the DCSF have consulted on changing the basis and size of the Waves – with the aim of reducing the size of each Wave and hence hopefully to attract additional providers into the market.

3. (1) In December 2007 Kent appointed Land Securities Trillium as its “preferred bidder” for its first Local Education Partnership (LEP) that was going to deliver Waves 3, 4 and 6.

(2) The contract, after some challenging negotiations, was eventually signed on the 24 October 2008 and Kent LEP1 Ltd (a joint venture company in which the Authority has a 10% share) was established.

(3) The four building sub-contractors are now on site at the 10 schools being re-provided or refurbished as part of Wave 3 and are making good progress. Feedback from the schools is good so far and we have already had handed over the first part of one of the schools (albeit a relatively small element).

(4) Of the ten schools in Wave 3, three schools are being re-provided as PFI schools, with the other seven being design and build schools that are conventionally funded through capital grant.

(5) The three PFI schools, which are all new build, are scheduled for completion in July 2010. The seven Design and Build schools, which are a mixture of new build and refurbishment, will be handed over in stages, as each phase is completed. Handover of the final phase at the last school is scheduled for September 2011.

(6) In addition to the 10 schools referred to above, Wave 3 also includes Ifield Special School, which was re-provided initially as part of the Special School Review. It was subsequently agreed that this School would be included in the BSF programme and the capital construction costs incurred by the Authority have already been reimbursed by PFS.

(7) All 11 schools, including Ifield Special School, have been allocated BSF capital funding for ICT infrastructure and equipment. In addition, these schools will also be party to the BSF ICT Managed Service which is to be provided by Northgate Information Solutions Ltd (Northgate) in accordance with the ICT Contract.

(8) Northgate is currently providing an interim ICT Service at 10 of the 11 schools in Wave 3 prior to the start of the full ICT Managed Service. The full ICT Service will commence at each school as each phase of the building is handed over (or in the case of 100% new build when the new school is handed over).

4. (1) Alongside Wave 3, work has been progressing on the development of the 15 schools that are to be included within Wave 4. This will complete the investment in the Gravesham and Thanet areas and includes the Portal Special School that was slipped from Wave 3 as a result of objections from Thanet DC about the proposed location of the school.

(2) Wave 4 also includes the adaptations/extension required to the Ellington School for Girls to accommodate the Hereson School under the proposed merger. Although funded through the BSF programme, the adaptations/extension will be dealt with as a variation to the existing Six School PFI Contract (which was responsible for the re-build of the current Ellington school as a PFI school).

(3) It is intended that a report be presented to Cabinet in early 2009 authorising us to release the proposed schools to LST for development. Appendix 1 sets out the process which needs to be followed.

5. (1) We are also developing our proposals in respect of securing the second of our Local Education Partnerships (LEP2). It is anticipated that LEP2 will cover the rest of the county with a view, subject to the necessary authorisation, to going out to the market during the first quarter of 2009.

## **Academies**

6. (1) In 2007 national responsibility for managing the development and delivery of Academy schemes was transferred from the DCSF to Partnerships for Schools (PfS). This was to better align the delivery of Academies with the BSF programme. The main consequence of this move was a consequent transfer of responsibility for the development and procurement of Academy buildings away from the DCSF directly to Local Authorities.

KCC currently has two batches of Academies. The first has already been tendered and includes:

- New Line Learning Academy (formerly Oldborough Manor School)
- Cornwallis Academy (formerly Cornwallis School)
- The Longfield Academy (formerly Axton Chase school)
- The Marsh Academy (formerly Southlands School) and
- The Spires Academy (formerly Montgomery School).

All five schools were tendered as a single batch through the PfS National Framework: a supplier agreement established and managed by Central Government that allows local authorities to purchase design and construction services for Academies projects at pre-agreed construction rates, terms and conditions.

The tender was awarded to Carillion PLC following an open competition that also included Balfour Beatty. KCC's Corporate Projects Approvals Group (PAG) endorsed the Officer recommendation to appoint Carillion as the Preferred Bidder on 17 June 2008. This endorsement was subsequently followed by a formal Cabinet Member Decision on 17 July 2008. The scheme is due to complete contractually on 17 December 2008, with construction on the first scheme (New Line Learning) commencing as soon as is practically possible thereafter. The subsequent schemes will be developed and delivered by separate contracts on a rolling basis over 2009/10.

All Academies projects follow a rigorous local and national approvals process to ensure good governance and decision making around the following issues:

- public consultation
- closure of the predecessor school
- establishment of the Academy Trust and Academy
- affordability of the construction programme; and
- permission to procure a construction partner via the PfS National Framework.

All necessary approvals have been secured for the five schemes in batch one.

Kent also has one Academy which is due to be delivered via its BSF LEP1 Programme. This is the Sheppey Academy. This is being delivered via BSF because it sits within the LEP1 geographical area (Gravesham, Thanet and Swale).

There are also a further four Academy projects that are currently in either feasibility by KCC or the subject of negotiation with DCSF. These are:

- Tonbridge Wells High (currently in development with KCC)
- Bradbourne & Wilderness Schools (currently in negotiation with DCSF)
- Astor of Hever (currently in negotiation with DCSF) and
- Christ Church School, Ashford (currently in negotiation with DCSF).

Assuming that these projects pass through the feasibility stage, it is likely that they would be tendered as a new batch through the PfS National Framework in late 2009.

### **Recommendations**

Members of the Children Families and Education Policy Overview Committee are asked to note the contents of this report.

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*Background Documents:*

None

*Other Useful Information:*

None

<b>LEP New Projects Development And Approvals Process</b>		
<b>Stage</b>	<b>Outcomes / Deliverables</b>	<b>Proposed Timetable</b>
<b>Stage 0 – Invitation to Submit Outline Proposals</b>	<p>KCC issues formal “Invitation to Submit Outline Proposals” for all projects in the wave.</p> <p>KCC invitation proposes budget, financing route and other basic parameters, e.g. site.</p> <p>LEP has 20 business days to confirm that they can undertake the project within the parameters provided.</p>	<b>Jan 2009</b>
<b>Stage 1 – Outline Business Case (OBC)</b>	<p>LEP develops designs for all projects in wave to RIBA stage C.</p> <p>LEP develops costing for all designs.</p> <p>KCC + Governing Bodies approve designs and costs.</p> <p>OBC is submitted to PfS / DCSF for approval.</p>	<b>Feb – June 2009</b>
<b>Stage 2A – Detailed Design and Planning</b>	<p>LEP continues to develop designs for all projects up to stage D/E with a view to submitting formal detailed planning application.</p> <p>LEP continues to develop costs for all designs.</p> <p>KCC + Governing Bodies approve designs and costs.</p> <p>LEP submits applications for detailed planning.</p>	<b>July - Nov 2009</b>
<b>Stage 2B – Final Business Case and Contract Close</b>	<p>LEP continues to develop designs for all projects.</p> <p>Planning Consent obtained.</p> <p>KCC &amp; Governing Bodies enter into Governing Body Agreement.</p> <p>KCC enters into D&amp;B / PFI contracts with the LEP to deliver W4 schemes.</p>	<b>Dec - July 2010 (Financial Close 2010)</b>

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By: Mr L Ridings, Cabinet Member for Children, Families and Educational Achievement  
Head of Democratic Services and Local Leadership

To: Children, Families and Education Policy Overview Committee  
16 January 2008

Subject: Local Children's Services Partnerships (LCSPs) Sub-Committee – Update

Classification: Unrestricted

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Summary: This report updates the Committee on the establishment of the LCSP Sub-Committee.

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1. (1) At the meeting on 19 September 2008 the Committee considered a report which proposed the establishment of a Sub-Committee to have an overview of the Local Children's Services Partnerships.

(2) The County Council at its meeting on 11 December 2008 agreed to the establishment of the LCSP Sub-Committee on a permanent basis and to include in its membership a Church and Teacher Advisory representative. A copy of the terms of reference of the Sub Committee are attached at Appendix 1

(3) The inaugural meeting of the Sub-Committee is due to be held on 20 February 2009. Meetings will be programmed so that the Minutes can be submitted to each meeting of the POC. The County Council Membership of the LCSP will be Mrs A Allen, Mr J Curwood, Mr G Horne, Mr M Northey, Mr I Jones , Mr M Vye ( plus 1 Labour Member).

(4) Prior to the formal establishment of the Sub-Committee the Members who will sit on it have met on an informal basis on 14 October 2008 and copies of the notes of the meeting are attached at Appendix 2 for Member information.

### **Recommendation**

2. That the establishment of the LCSP Sub-Committee and the feedback from the informal meeting be noted.

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Background Documents: None



## **Local Children's Services Partnerships**

### *Terms of Reference:-*

(1) To oversee the operation of the Local Children's Services Partnerships (LCSPs) and make recommendations to the Children, Families and Education Policy Overview Committee

### *Work Programme*

(2) Meeting would provide an opportunity to review 3 - 4 LCSPs at a time making recommendations to the next meeting of the POC. There would be 2/3 study days a year spread around the county, which would consist of visiting localities in the morning and a meeting of the Sub-Committee in the afternoon.

### *Size of Sub-Committee*

(3) The Membership of the Committee is based on the proportion 4:2:1 – which is the same size as Select Committees – with the Membership drawn from across the county. In addition there will be one Church and one Teacher Advisory representative

### *Meetings*

(4) The Sub-Committee would meet 6 – 8 times a year. The meetings will be programmed so that there is timely reporting of the outcomes to the five meetings of POC in the year.



CFE POC Informal Members Group - LCSPs

14 October 2009, 10:00 - 13:00, Medway Suite, Sessions House

<b>Present:</b>	From 10am - Ann Allen (Chair), Jeffery Curwood, Godfrey Horne, Martin Vye, Joy Ackroyd, Sally Morris, Chris Cummins, Karen Darwell From 11am - Beth Macildowie, Jane Grogan , Fiona Mumford, Hilary Macdonald, Ian Park , Maxine Havis, Val Walton	
<b>Apologies:</b>	Ivor Jones, Micahel Northey, Dr Ian Craig, Stephen Smith	
<b>In Attendance:</b>	Matthew Redmond (Note Taker) Samantha Hardie (Observer)	
<b>1.</b>	<b>WELCOME AND INTRODUCTIONS</b>	<b>Action</b>
	<p>AA introduced the group explaining that it would report to the Children Families and Education Policy Overview Committee (CFE POC) providing an opportunity for evaluation and feedback to CFE POC on Local Children’s Services Partnerships. The group would have a limited life and it was intended it would last for one year.</p> <p>(Post Meeting note - it was subsequently agreed by the County Council on 11 December 2008 that this Sub-Committee would not be time limited.)</p> <p>It was noted that formal approval of the group’s status would be carried out at a future County Council meeting. Members were in agreement that it would be of benefit for the meeting to be a formal Sub-Committee of CFE POC.</p>	
<b>2</b>	<b>OVERVIEW OF KENT CHILDREN’S TRUST ARRANGEMENTS &amp; TERMS OF REFERENCE</b>	
	<p>JA provided a presentation on the development of children’s trust arrangements both nationally and in Kent explaining the status in terms of national requirements on local authorities, and how Kent is in line already with a number of national initiatives.</p> <p>It was explained that the Kent Children’s Trust Board and sub-group structure was central to the children’s trust arrangements in Kent and that the latest and previous papers/minutes of the Trust Board are available publicly through:  <a href="http://www.kenttrustweb.org.uk/Children/kct_latestmeeting.cfm">http://www.kenttrustweb.org.uk/Children/kct_latestmeeting.cfm</a>  <a href="http://www.kenttrustweb.org.uk/Children/kct_meetings.cfm">http://www.kenttrustweb.org.uk/Children/kct_meetings.cfm</a></p> <p>The introduction of Local Children’s services Partnerships was detailed explaining how these built on the previous school Clusters, bringing together all children’s services to help support children in local areas. It was recommended that attendees read the LCSP Partnership Agreement (included in Member packs and at <a href="http://www.kenttrustweb.org.uk/Children/lcsp_partnership_agreement.cfm">http://www.kenttrustweb.org.uk/Children/lcsp_partnership_agreement.cfm</a> ) to give them a broad understanding of the role of the partnerships and links with the Kent Children’s Trust Board.</p> <p>It was agreed that the structure and members of a LCSP team should be considered at a future meeting.</p>	<p>ALL</p> <p>MR</p>

3.	<p><b>HEADLINES FROM THE PATHFINDER EXPERINECE</b></p>	
	<p><b><u>TUNBRIDGE WELLS</u></b></p> <p>An overview of the experience of Tunbridge Wells as Local Children’s Services Partnership pathfinder was presented by BM, the Tunbridge Wells Local Children’s Services Partnership Manager (LCSPM). The 5 priorities of the Tunbridge Wells Local Children and Young People’s Plan (LCYPP), and their background, was explained to the group.</p> <p>An explanation was given of the Acorn Project, which formed part of the Pathfinder work carried out by Tunbridge Wells LCSP. It was noted that the detail of the Acorn Project and case study was available in the Pathfinder Final Evaluation Report. This was circulated to members and is available on Trustweb at <a href="http://www.kenttrustweb.org.uk//UserFiles/CW/File/Childrens_Services/Kent_Childrens_Trust/pathfinder_evaluation_report_0608.pdf">http://www.kenttrustweb.org.uk//UserFiles/CW/File/Childrens_Services/Kent_Childrens_Trust/pathfinder_evaluation_report_0608.pdf</a></p> <p>A key challenge that faced the LCSP in their Pathfinder experience was noted as being sustainability and funding - with enough funding having only been available to run the Acorn Project for a year. It was noted that national pathfinders for children’s trust arrangements had also found sustainability to be a key issue.</p> <p><b><u>SHEPWAY</u></b></p> <p>VW, Shepway 1 LCSPM presented an overview of the experience of Shepway as a Pathfinder. Work with the Roma community was identified as a specific example of integrated work from the Pathfinder experience. A full explanation was given on the work with the Folkestone Migrant Support Group (FMSG) and Roma children and families; further detail of which can be found in the Pathfinder Final Evaluation Report.</p> <p>Another success identified was the Single Point of Access, which had been operating for nearly a year, this had seen a group of partners bring together 15 separate referral points under a single point of access for children with multiple needs.</p> <p>The main challenge that had been faced by Shepway in their work was the issue of sustainability. Despite a sense that the programmes were wanted in the community, it had been difficult to confidently plan ahead without knowing if funding would be in place.</p> <p>A summary of the priorities from the Shepway LCYPP was circulated to the group.</p> <p><b><u>MAIDSTONE 2</u></b></p> <p>Key priorities of the Maidstone LCYPP were circulated to the group.</p> <p>One of the challenges identified in the pathfinder experience was finding a balance between setting a vision and managing expectation. To help manage this there was an evaluation of gaps and duplication in services carried out in order to identify potential resources to support new work. Another identified challenge was the move from the independence of partners to interdependence through the LCSP.</p> <p>Maidstone 2 identified a success of the move to an LCSP as being the production of a single overarching plan for Maidstone, this had enabled partners to maintain their plans, but within the framework of a single multi-agency plan, the LCYPP.</p>	

	<p>(Maidstone 2) Another success had been engaging partners, not through requesting funding from them, but through requesting time from their staff to contribute to projects.</p> <p>Other successes identified by the LCSP were:</p> <ul style="list-style-type: none"> <li>• International Student Voice</li> <li>• Families First</li> </ul> <p>A full explanation was provided on the Families First programme. detail of which is available in the Pathfinder Final Evaluation Report.</p>	
4.	<p><b>REPORT TO CFE POC - 13/11/08</b></p>	
	<p>A number of issues were identified to be discussed at future meetings.</p> <ul style="list-style-type: none"> <li>• Integrated Processes</li> <li>• CAF</li> <li>• Integrated Commissioning</li> <li>• Detailed look at integrated teams and services</li> <li>• Providing and acting on data and outcomes</li> <li>• Finance in terms of sustainability of funding and funding for work.</li> </ul> <p>Sustainability was identified as the key issue that the LCSPs would like Members to consider throughout the life of the group.</p>	
5.	<p><b>AOB</b></p>	
	<p>Evaluation forms were circulated to both Members and LCSP Representatives. Overall feedback on the meeting was positive including the following comments:</p> <p><b>What aspect or part of today’s meeting did you find most helpful?</b> “Meeting members and others from LCSPs. How we fitted into the whole picture.”</p> <p>“Hearing a broader perspective on LCSPs.”</p> <p>“The very genuine level of interest demonstrated.”</p> <p><b>What else would you like to be discussed at future meetings in relation to LCSPs?</b> “Finance, Sustainability, Ways and Means.”</p> <p>“Perhaps, all agencies involved and how to suggest information, without being asked.”</p> <p><i>Any Further Comments?</i> “Would be good as a practitioner on the ground to attend more of the meetings.”</p>	

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By: Ian Craig, Interim Managing Director, Children, Families & Education Directorate

Amy Morrish, Policy Development Officer, Policy & Performance Unit

Leyland Ridings, Cabinet Member for Children, Families & Educational Achievement

To: Children Families and Education Policy Overview Committee

16 January 2009

Subject: The Kent Secondary Strategy

Classification: Unrestricted

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Summary: This paper sets out progress to date on the Kent Secondary Strategy, reports on the production of the Secondary Strategy DVDs, and outlines plans to facilitate further debate around secondary reform in Kent.

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## Introduction

1. (1) The Secondary Strategy was first published in 2005 as part of an on-going review of secondary provision by the local authority in partnership with schools. A series of priorities were outlined in the document, aiming to establish schools at the heart of their communities, enhance capacity and structures, and transform delivery of the curriculum so as to raise achievement across a broader majority of pupils.

Unlike the Primary Strategy, the Secondary Strategy is not focussed on the implications of falling school rolls. Instead it explores how secondary education can best be designed and delivered to release the full potential of every pupil, and equip them with the skills for autonomous learning either in the workplace or through further study.

(2) A subgroup of the Secondary Forum, chaired by Graham Badman and consisting of key officers and head teachers, revisited the strategy to assess progress against the implementation plan and consider the need to update the strategy. This exercise re-affirmed the relevance of the central vision and priorities in the existing strategy. Activities outlined in the action plan are ongoing. However, a need was identified to improve dissemination of best practice findings from the schools and settings which adopted the strategy's principles early on. For this reason, a DVD has been developed to showcase the innovative practice that has been developed in secondary settings across Kent.

(3) A series of three discussion papers have been prepared to accompany the DVD, to gather feedback around specific areas of the strategy and provoke discussion about what the next phase of development should look like. These 'strategic thinking' papers focus on co-production, ICT, and Extended Services. Individuals are invited to respond using an online blog set up to facilitate the debate by visiting:

<http://apps.clusterweb.org.uk/forum/messages/17112/17112.html?1182417481>

### Progress to date:

2. (1) The priorities of the Secondary Strategy have been delivered in two phases to date (see 2.2 and 2.3), against an action plan which is monitored by the Secondary Transformation Team within the Advisory Service. The launch of the Secondary Strategy DVD aims to initiate discussion around our aspirations for the third phase.

(2) The main elements of the first developmental phase included:

- Development of local collaborative structures for schools (cluster arrangements)
- Development of extended services to position schools at the heart of their communities. Services have included on-site childcare, family education, access to wider children's services etc.
- Introduction of Kent's 'specialist school' badging scheme
- Widening the curriculum choice, in collaboration with the 14-19 Learner Strategy which is currently being updated
- Initiatives to improve teacher recruitment and retention
- Initiatives to improve attendance and reduce exclusions

(3) Phase 2 of development has built on early progress by focussing on the following key elements:

- **Transforming the organisation of learning** to create independent, autonomous learners: delivering a curriculum that is relevant to young people and the challenges they will face in modern society, and that is personalised to their aptitudes, abilities, and needs.
- **Developing Capacity and Structures:** extending collaborative partnerships between schools through federations and School Improvement Partners.
- **Placing schools at the heart of their community:** Supporting economic and community regeneration, ensuring extended services reach out to families, and providing for the educational, social, emotional and health needs of young people.
- **Designing and developing the learning infrastructure:** through programmes of modernisation to update both the physical and virtual learning environment in schools and settings; supporting the development of an innovative workforce; and nurturing talent to secure dynamic leadership.

### 3. Next Steps

(1) There is still progress to be made in terms of developing a curriculum which is relevant to modern society, and delivers a personalised programme that releases the

skills and potential of young people. The 'strategic thinking' papers produced alongside the Secondary Strategy DVD aim to continue the debate on future reform, and initiate discussion about the next phase of innovation.

(2) It is envisaged that future development of the Secondary Strategy will occur in line with both the strategic thinking papers and the progress made to date in developing practical learning initiatives (such as the Active Learning programme). One potential opportunity to build on this work may be through the Studio Schools learning model, a concept of curriculum delivery which has been designed by the Young Foundation to enable 14-19 year olds to acquire business-orientated and entrepreneurial skills that will prepare them for the world of work. These and other opportunities will be explored throughout 2009.

#### **4. Recommendations**

Members of the Children Families and Education Policy Overview Committee are asked to note this progress report.

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*Background Documents:*  
*'Nurturing Autonomous and Creative Learners: The Kent Secondary Strategy' (2005)*

*Other Useful Information:*  
None

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By: Ian Craig, Interim Managing Director, Children Families & Education Directorate  
 Leyland Ridings, Cabinet Member for Children, Families & Educational Achievement

To: Children Families and Education Policy Overview Committee

Date: 16<sup>th</sup> January 2009

Subject: Information, Advice and Guidance, Careers Education and 14 – 19 Diplomas

Classification: Unrestricted

Summary: This report provides an update on the current developments relating to 14-19 provision. The focus of this report is to give details of on-going work that involves information, advice, guidance, careers education and 14-19 Diploma implementation across the county.

## 1. Introduction

(1) Schools have the statutory responsibility for the delivery of Careers Education and Guidance 11-19. This should be a planned programme which from April 2008 should meet the National Quality Standards for information, advice and guidance. The DCSF has devised a non-statutory 11-19 framework that recommends learning outcomes and programme content.

(2) The role of Connexions within a School is governed by Partnership Agreements with each individual School identifying the key areas of support that should be provided. Areas for joint work can be a Careers Library, for which Connexions provide funding, or a Connexions Resource Centre within the School. Connexions through the Partnership Agreements provide targeted support for those students in danger of becoming NEETs (Not in Education or Training).

(3) The role of Kent Works is by agreement with individual Schools to provide support for Employer Engagement. This can involve the arrangement of Work Placements for students, Teacher Placements, Visits to Industry and other relevant activities. This work offers many opportunities for careers education guidance for students through both formal and informal contact with employers.

(4) The 14-24 Innovation Unit and Connexions are working together to further develop the provision for information advice and guidance and careers education in

response to the developments of the 14-19 agenda. This work is being developed through the Kent Strategic Forum and the 14-24 Innovation Unit Steering Group, where representatives of Kent LA, Connexions and Kent Works regularly meet. Through these delivery groups the following projects are underway:

## **2. Current Developments**

**(1) CEG Project:** The 14-24 Innovation Unit is working with Connexions to establish information, advice and guidance Networks for each of the 9 Local Planning Forums. These will be led by 9 Leading Careers Co-ordinators funded by the 14-24 Innovation unit, and 5 INSET Champions funded by Connexions. They will develop a Kent Curriculum Framework with resources and then disseminate amongst their local Networks. The aim is to provide support for all Schools, Colleges and Work Based Learning Providers to offer Learners the right information, advice and guidance to ensure that students make the right decisions to ensure progression through their learning.

**(2) Vocational Centres:** Connexions have allocated Connexions Personal Advisors to the Vocational Centres developed by the 14-24 Innovation Unit. The PAs work very closely with learners, through the recruitment process for courses, and subsequently provide through the course in preparation for Progression. At Community College Whitstable this pioneering programme was recognised with a National Careers Award.

**(3) Area Prospectus:** The 14-24 Innovation Unit are leading developments with Connexions in producing an Area Prospectus for all Learners 14-19. At present the Kent Area Prospectus has information on all 16+ courses available in Kent and is the most successful Area Prospectus in England, measured by the use made of it by learners to view all courses and subsequently to make applications in those areas running pilots of the electronic Common Application Process. The Government in its recent update of the 14-19 Implementation Plan has set a target for all Year 11 students in 2010 to use the Common Application Process for applying for Post 16 Courses. Kent is in a very strong position to deliver on this target. At present in the 2008/09 Programme, 19,000 hits have been recorded on the site and 60% of the county are using it for applications.

The vision for the Area Prospectus is for it to be the focus for information, advice, guidance and careers education. Learners will be able to access the Area Prospectus and will then be directed to a range of information, advice, guidance and careers education resources, to support learners making their Option Choices and investigating potential Career routes. These resources could be Individual Learning Plans, multi-media career guides, access to University and Apprenticeship web-based guides, and links to Connexions PAs and school-based tutors. With these resources accessible in one place it would offer learners, with the support of appropriate adults, the opportunity to raise their aspirations.

**(4) Individual Learning Plans:** To support students through the 11-19 information, advice, guidance and careers education programme, 14-24 Innovation Unit and Connexions are working together to pilot electronic Individual Learning Plans. These Plans are designed to be web-based so that a learner can access them in whatever setting they are, or at times outside of the normal school day. As they are web-based they are also accessible to a range of adults working with the learner. This means that a learner can be given a more personal service and higher quality guidance as all adults will have access to the key data relating to the learner. At present pilots are starting in Gravesham

and Canterbury with Yr 7 students and in Maidstone a small pilot with Yr 5 & 6 students as part of a Transition project into Secondary Education.

**(5) IAG Health Check:** Connexions are working on a Quality Control programme to audit every School / College for its provision for information, advice, guidance and careers education by July 09. So far over 50 Schools have been audited. They are graded as Green / Amber / Red in terms of provision. Each school then develops an Action Plan in response to the findings. The vision is to carry out a Health Check on each Local Planning Forum to judge the provision of information, advice, guidance and careers education in the context of the new 14-19 agenda for developing the Diploma provision. Connexions also audit every School Careers Library on an annual basis to monitor the provision.

All these elements are the keystone to the successful implementation of the 14-19 Agenda. The proposed Curriculum in Kent by 2013 will have four main pathways:

1. GCSEs / A Levels
2. Diplomas
3. Apprenticeships
4. Vocational Qualifications

These will be at Levels 1, 2 & 3. Underpinning these will be the Foundation Learning Tier. Linking all Qualifications will be the Functional Skills of Numeracy, Literacy and IT. The Diploma route alone will offer 119 separate qualifications, thus for students making decisions about their Option Choices and Career Choices, the role of information, advice, guidance and careers education will be central.

### **3. 14-19 Diplomas**

(1) Diplomas are applied learning qualifications offered in 17 lines of learning, each relating to an industry sector. They are designed to equip learners with a knowledge of the sector and of the roles and job opportunities available in it and to develop the functional and personal skills that employers look for in young people.

Diplomas are one of the 4 core pathways in the 14-19 Qualifications Framework and as such provide progression from and to GCSEs / A-levels, Apprenticeships and Vocational qualifications. Diploma learning can be combined with these other pathways.

(2) From 2013 all learners aged 14-19 will be entitled to choose to follow a course of study which could lead to a Diploma in 17 lines of learning. There is a duty on Local Authorities, Governing Bodies and Head Teachers to ensure that these courses of study are made available, although this does not apply if the LA determines that its provision would lead to disproportionate expenditure (Education and Inspections Act 2006, Clause 67).

(3) To achieve this entitlement, schools and Colleges are encouraged to develop collaborative arrangements to deliver the Diploma subjects. The 9 Local 14-19 Planning forums across Kent which bring all secondary schools and FE colleges into partnership arrangements working with Connexions, work-based learning providers and universities. At present these partnerships must apply for permission to deliver the Diplomas through an annual 'Gateway' process managed by DCSF. There have been 3 rounds of Gateway

to date (the most recent completed in November 2008) and there will be at least 1 more in 2009.

(4) Kent 14-19 partnerships have been active in applying for Diplomas and have had considerable success in their submissions. Table 1 shows the applications made and authorisation to deliver secured by each partnership area.

(5) **Recruitment to the Diploma programme:** The picture in 2008/9 in Kent broadly mirrors the national position. 155 learners are currently enrolled on to the 4 Diploma pilots. This is significantly lower than the numbers predicted in the original applications (made in 2007) and reflects the fact that in the development phase leading up to delivery, local partnerships reviewed their plans and reduced their recruitment targets to ensure a more management pilot phase.

Feedback from learners, teachers and Head Teachers indicates that in the 2008 pilots:

- Students are finding the learning very stimulating and enjoyable
- The pace is fast and can be challenging for teachers and students
- Teaching staff have found the opportunities to collaborate with colleagues from different subjects and from different institutions rewarding
- There is concern among some Head Teachers about the potential of their learners to achieve the necessary levels in the Functional skills component (which are required in order to achieve the full Diploma qualification). In other cases however there has been excellent practice in delivery FS and good outcomes for learners.

(6) **Functional Skills:** From 2010 Functional Skills in Mathematics, IT and English will be a requirement for all learners, who will need to achieve a Level 2 in the relevant function skills exam in order to receive an A\*-C GCSE grade. Functional Skills have been a requirement of Diplomas from 2008 and students will not receive the full Diploma qualification unless they pass the fundamental skills element. The Diploma pilot phase is a vehicle for developing awareness and skills in teaching of FS and for disseminating best practice; training is being offered to all Kent schools, led by the Secondary Strategy team and supported by the 14-24 Innovation Unit.

(7) **Progress to Entitlement:** Kent's strategy for Diploma development is integrated within our plans for offering learners access to a broad, inclusive curriculum from which they can choose appropriate qualifications and progression routes. Our strategy has been to ensure that at least 1 consortia is delivering all of the available 14 Diplomas by 2011; this will enable us to secure experience and practice examples to share with other consortia through our networks.

All local partnerships have undertaken a mapping of all Diplomas, identifying which partners will take a lead role on each and the dates by which they need to introduce each line of learning to ensure entitlement by 2013. This local mapping shows that Manufacturing and Product Design and Environmental and Land-based Studies are likely to require county-wide planning to ensure access.

The 14-24 Innovation Unit is building capacity for the Manufacturing and Product Design and Environmental programme through its capital planning and stimulating interest in key geographical areas. Training has been offered and following Gateway 3 a particular focus will be given to supporting Ashford and Thanet in the development of this Diploma and to sharing this learning and developing capacity in the central and west of the county.

Environmental and Land-based Studies will be delivered in Ashford and Canterbury from 2009 and 2 further applications have been made for 2010 (Swale, Kent Thameside). Hadlow College are leading the work of a land-based Network to develop best practice across the county.

**Table 1: Proposed rollout of diplomas in Kent**

	Ashford	Canterbury	Dover, Deal and Sandwich	Gravesham	Kent Thameside	Maldstone and Malling	Shepway	Swale	Thanet	Wilmington, Hextable and Swanley	West Kent
Creative and Media	2009	2009	2009	2009		2009	2009	2010	2009	2009	2009
Construction and The Built Environment	2009	2010*	2010*	2008			2010	2010		2008	2009
IT	2010*	2010*	2009	2010*		2010*	2010*	2010*	2009	2009	2010*
Business Administration and Finance	2010*	2010*	2010*	2009		2009		2010	2009	2009	2010*
Engineering		2010*	2010*	2009		2009	2010*	2010*	2009	2009	2010*
Hospitality	2010*	2010			2009				2009		
Environmental and Land-Based Studies	2009	2009			2010*			2010*			
Hair and Beauty	2009	2010*			2009		2010*				2010*
Society, Health and Development	2009	2010*	2008	2009			2010*	2010	2008		2009
Manufacturing and Product Design	2010*								2010*		
Retail Business	2010*			2010*				2010*			
Travel and Tourism					2010*			2010*	2010*		
Public Services		2010*	2010*	2010*		2010*		2010*	2010*		
Sport and Active Leisure	2010*	2010*	2010*	2010*		2010*		2010*	2010*		2010*

2010\* - Earliest possible delivery. Subject to outcomes of Gateway 3  
Kent Thameside includes Gravesham and Wilmington, Hextable and Swanley.

#### 4. Conclusion

(1) Kent learners are well placed to access a wide range of courses of their choice. The programme offered at 14-19 continues to expand and increasingly all learners will be receiving high quality impartial advice to enable them to make the right choice. Kent County Council has gained national recognition for the work.

#### 5. Recommendations:

Members of the Children Families and Education Policy Overview Committee are asked to note the content of this progress report.

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*Background Documents:*  
None

*Other Useful Information:*  
None

By: Ian Craig, Interim Managing Director, Children, Families and Education Directorate

Mark Dance, Cabinet Member for Operations, Resources & Skills, CFE

Leyland Ridings, Cabinet Member for Children, Families & Educational Achievement, CFE

To: Children, Families & Education Policy Overview Committee

16 January 2009

Subject: PROPOSAL FOR KENT'S CORPORATE PARENTING FRAMEWORK

Classification: Unrestricted

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Summary: The report outlines a proposal for Kent's Corporate Parenting framework as a means for ensuring that Kent is effective in orchestrating the delivery of services that lead to better outcomes for children and young people in and leaving care.

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## Introduction

1. The report is divided into a number of sections, beginning with a summary of the key issues with respect to Corporate Parenting and its implications for Local Authorities (2.1 to 2.3). This is then followed by proposals for the development of a Corporate Parenting Group/Forum (3.1 to 3.3) and a 'Children in Care Council' (4.1 to 4.16). The Corporate Parenting Group/Forum and the Children in Care Council are areas identified, as needing to be strengthened in order to ensure that Kent is able to demonstrate that the Corporate Parenting framework meets the requirements considered necessary. With respect to the latter point, the proposal has been influenced by guidance produced by the National Children's Bureau on behalf of the DCSF as part of the Care Matters initiative.

## Corporate Parenting – background information

2. (1) Corporate Parenting is a term that describes public agencies' accountability for discharging parental responsibilities towards children and young people in and leaving care. An effective Corporate Parent does what any good parent would do for their child to help them fulfil their potential throughout life. In addition to the specific responsibilities of Local Authorities as the Corporate Parent, Care Matters has clarified the key role that partner agencies, such as Local Health PCTs and District Councils have in delivering Corporate Parenting along with Social Workers, Foster Carers, Designated Teachers, Connexions PAs and other front-line staff who work with children and young people in and leaving care.

- (2) Kent's definition of Corporate Parenting (at Appendix 1) is based upon the definition of Corporate Parenting provided in new guidance commissioned as part of the Care Matters initiative (D.Hart and A. Williams. Putting Corporate Parenting into Practice. NCB 2008). The NCB guidance defines three levels of corporate parenting, which are summarised below. An indication of the County Councillors and Senior Officers within the authority who would be expected to take on these differing roles and responsibilities is provided against each level of responsibility:
- i) Universal responsibility (level 1) – *all County Councillors and Members, members of CFE SMT and section SMTs and Kent Children's Trust*
  - ii) Targeted responsibility (level 2) – *County Councillors who are members of a corporate parenting group (e.g. Children's Champion Board) and/or who undertake visits to Children's Homes (regulation 33 visits), and members of any sub-structure of KCT covering LAC.*
  - iii) Specialist responsibility (level 3) – *this level is represented by individuals in the authority where Corporate Parenting is at the heart of their role. In Kent this includes the Managing Director for Children, Families and Education, the Cabinet Member for Children, Families and Educational Achievement, the Chair of the Children's Champion Board and the Chair of any sub-structure of KCT covering LAC. It could also be argued that this role comes within the remit of the Chief Executive and the Leader of the County Council.*
- (3) A copy of the NCB guidance has already been provided to all elected Members in conjunction with a Corporate Parenting workshop, held in June 2008, for elected Members in relation to helping them understand their Universal (level 1) Corporate Parenting responsibilities. An awayday event was held for members of the Children's Champion Board in July 2008, which focussed on their Targeted (level 2) roles and responsibilities. The awayday provided an opportunity for the CCB to identify key actions that they will need to undertake to ensure that the CCB is demonstrating their corporate parenting responsibilities at this level.

## **The Corporate Parenting Framework**

3. (1) A flowchart outlining a model of effective corporate parenting is presented at Appendix 2 (taken from the NCB 2008 guidance, page 11). The model provides an account of the key components necessary to deliver effective corporate parenting. The three key components of the model are:
- I) A Corporate Parenting Group/Forum
  - II) The provision of management information - both quantitative and qualitative
  - III) A Children in Care Council – the means by which children and young people are consulted
- (2) While all of the components of the model exist there remains a need to clarify more clearly the working arrangements for (i) and (iii).
- (3) Systems already exist for the provision of management information (issue ii) and it is envisaged that MIU in partnership with the policy and performance

team and other sections of CFE will provide these groups/forums with necessary information they require. This is likely to come from a range of sources, including ICS, IRO Tracking and Pledge Tracking Systems. Qualitative information will be provided through local audit findings, the Children in Care Council (page 4) and other mechanisms for ascertaining the views of children and young people and their families.

## **The Corporate Parenting Group/Forum**

4. (1) The Corporate Parenting Group/Forum carries the responsibility for overseeing the delivery of Corporate Parenting within the Local Authority. Leadership and governance of the group/forum needs to be set at a level sufficient to enable the group to carry out their roles and responsibilities. Membership of the group will therefore involve senior officers with commissioning powers – particularly in relation to staffing, skills, placements and other support services. Elected Members involved in any Corporate Parenting group should ideally have the authority of Cabinet/POC to undertake the Targeted (level 2) corporate parenting responsibilities on behalf of the County Council.
- (2) Within Kent there are two strategic groups which, it can be argued, collectively demonstrate the roles and functions required of a Corporate Parenting Group/Forum. These are:
  - i) A sub-structure of KCT focussing on LAC strategy (which is still being debated), and
  - ii) The Children’s Champion Board
- (3) An example of the possible requirements required of any sub-structure of KCT is presented in the draft Terms of Reference at Appendix 3, which is based on the work undertaken in the multi-agency review of Kent’s LAC services (chaired by Marilyn Hodges). The expectation is that such a group will be part of the sub-structure of KCT, although this is yet to be confirmed.
- (4) The purpose and multi-agency nature of such a group would make it well suited to take on the role of a Corporate Parenting Group/Forum in partnership with the Children’s Champion Board. The Terms of Reference (TOR) of the CCB (appendix 4) has recently been updated, in part to ensure that the CCB are able to demonstrate their targeted (level 2) Corporate Parenting role and responsibilities. The CCB TOR are to be approved by the Selection and Member Services Committee on 26 November 2008 and then to the County Council for formal adoption on 11 December 2008.
- (5) Linkages between the groups could be achieved through:
  - i) Sharing of minutes
  - ii) Regular meetings between the Chairs of the two groups (in their role as specialist (level 3) corporate parents), and
  - iii) Through the Policy and Performance Manager – Looked After Children/Leaving Care, whose role to both groups would be expected to provide advice and support.

## **The Children in Care Council**

5. (1) Care Matters has introduced a number of proposals to improve the delivery of Corporate Parenting. One of these is the expectation that every Local Authority will put in place (from April 2009) a 'Children in Care Council', with direct links to the Director of Children's Services and Lead Member (Care Matters, White Paper, page 22). The Children in Care Council is highlighted as one of the key components for delivering effective Corporate Parenting in the NCB model at Appendix 2.
- (2) Not all LAC will see the Children in Care Council as being the preferred way to express their views. The development of the Children in Care Council must therefore work alongside other mechanisms already available for children and young people to express their views, such as Student Voice and Viewpoint.
- (3) The design and delivery of the Children in Care Council should ideally meet the following requirements:
- i) Inclusiveness (to all LAC in Kent)
  - ii) An opportunity for meaningful participation of children/young people
  - iii) Effectiveness – the ability to influence practice and services and for children/young people to feel confident that their voices are being heard
- (4) Achieving these goals presents Kent with greater challenges than most other authorities, whose LAC populations are smaller and less diverse. A fully formed 'Children in Care Council' in Kent will therefore take time to develop. Council meetings may initially involve a relatively small number of children and young people and increase in scope as the framework fits into place and evolves.

### ***Proposed framework for the Children in Care Council***

- 6 (1) It is proposed that the Children in Care Council is built around a centripetal framework, beginning with the development of a central council and enabling at a later stage the development of district/area councils and sector councils (representing the needs of particular LAC groups such as UASC, LAC with a disability, KCC LAC placed out of Kent and OLA LAC) over a 2 to 3 year timescale.
- (2) The children/young people attending council meetings will be aged 11 years plus. It will be the responsibility of the CIC members to ensure that the views of younger children are represented and considered in council meetings on all issues where this is relevant. The Children in Care Council will also be expected to look at how they consult with and keep younger children informed of what is discussed at CIC meetings.
- (3) It is proposed that the Children in Care Council Chair (a young person elected by the CIC) will be supported by a young person with experience of the care system, employed through KCC's apprenticeship scheme. A job description and person specification for this post will be developed for this role. This will include the following responsibilities:
- (i) To support the Chair of the Children in Care Council

- (ii) Along with the Chair, to maintain a link with the DCS and Specialist (level 3) Corporate Parents (i.e. Cabinet Member for Children, Families and Educational Achievement; Chair of the Children's Champion Board; Chair of the LAC Strategy Group).
  - (ii) Chair Central Children in Care Council meetings when no Chair is available
  - (iv) Attend Area/District and Sector Council meetings (once in place), where applicable
  - (v) To produce an annual report/account of the work of the Children in Care Council
  - (vii) To act as a voice for children and young people in relation to promoting participation and involvement
- (4) Members of the Children in Care Council will initially be identified through Upfront and 16plus, with the aim that each district/local partnership should have a young person representative on the central council, including asylum and disability. In the longer term, each area/sector council will select a representative to sit on their behalf on the central council.
- (5) It is proposed that the Children in Care Council should be encouraged to develop strong links with Kent's Youth Council, including enabling a place on the Youth Council to be reserved for a CIC representative.

### ***Links to DCS and Lead Member***

7. The Director of Children's Services (Managing Director CFE) and Cabinet Member for Children, Families and Educational Achievement would not be expected to attend every 'Children in Care Council' meeting – although the Children in Care Council may want to invite them to particular meetings (or parts of a meeting). In order to ensure a regular dialogue between the Children in Care Council and DCS and Cabinet Member for Children, Families and Educational Achievement it is proposed that 3 specific meetings a year take place between the CIC chair and other members of the CIC to meet with and feedback issues to the DCS and Cabinet Member for Children, families and Educational Achievement.

### ***Financial Implications***

8. (1) It is assumed that the cost of funding the Children in Care Council would come out of Kent's allocation of the Care Matters grant. It is recognised that the pressure on this grant from other Care Matters initiatives (e.g. Pledge, Personal Education Allowances) is significant. Work has been undertaken with Finance (Anthony Kamps and Simon Pleace) to identify areas in the pledge where savings are feasible.
- (2) The Children in Care Council will require:
- i) Administration officer support (e.g. arranging meetings, typing letters/memos, recording meeting outcomes/decisions)
  - ii) Youth Worker support, Connexions PA and/or IRO support re help and advise the chair of the Children in Care Council and support meetings and other CIC events
  - iii) Assistance with transport for CIC members – to attend meetings, events etc

- iv) Subsistence costs
  - v) A small annual budget (£15k) to enable the CIC to put on events and support young people's initiatives
- (3) The key additional resource pressures on the Care Matters grant from developing the Children in Care Council are iii, iv, and v. Issues i and ii could be provided through existing resources in the relevant services/agencies.

***Consultation with and ongoing involvement of children and young people***

9. (1) A consultation exercise will be undertaken through the central Children in Care Council (once in place) in order to ascertain the views of children and young people in and leaving care regarding what they want from a Children in Care Council and how this should be delivered. The findings of the consultation will be used to inform the future development of the Children in Care Council.
- (2) The Corporate Parenting website (children's page) [*in development*] will include issues covered by the Children in Care Council and outline how children/young people can share their views and attend council meetings. Viewpoint, for example, could be adapted to enable children/young people to vote on key issues being discussed at CIC meetings – alternatives, such as phone texts will also be explored.
- (3) Upfront and 16plus will be expected to support the KCC LAC on the CIC. Schools (designated teachers) and ILSS could be used to ensure that OLA LAC are aware of and involved in the work of the council – including helping to establish an OLA LAC Sector Council.

**Recommendations**

10. Members of the Cabinet are requested to:

- i) Note the revised Terms Of Reference (TOR) for LAC Strategy (at Appendix 3)
- ii) Note the revised TOR for the Children's Champion Board (Appendix 4),
- iii) To agree that Kent's Corporate Parenting Group/Forum be represented by the Children's Champion Board and a sub-structure of KCT (see section 3), and
- iv) To agree the proposed framework and implementation plan for Kent's Children in Care Council (section 4)

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*Background Documents:* None  
*Other Useful Information:* None

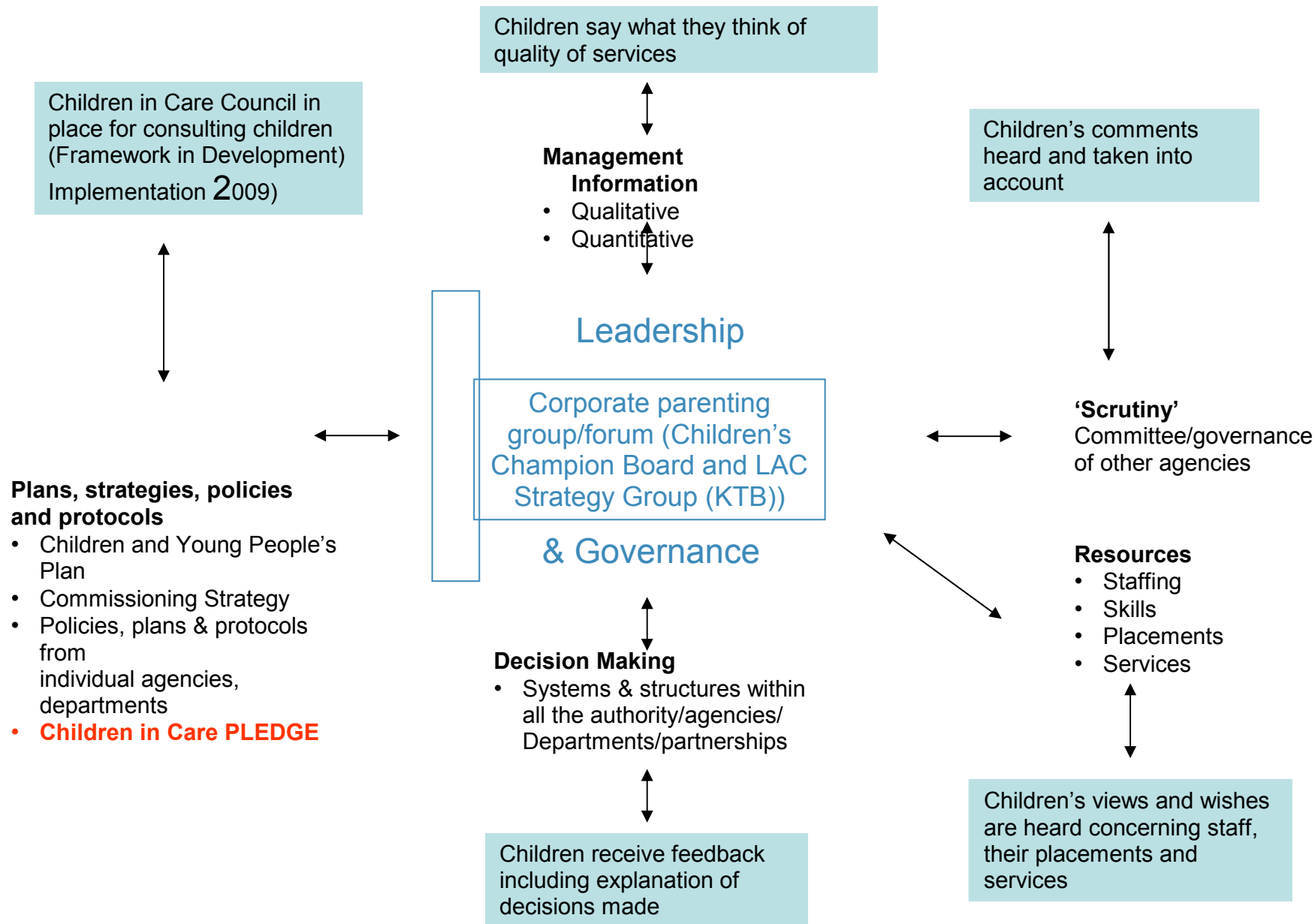
## KCC's definition of Corporate Parenting

*“Corporate parenting cannot replace or replicate the selfless character of parental love; but it does imply a warmth and personal concern which goes beyond the traditional expectations of institutions.”* (Utting, 1991)

- Corporate Parenting is a term which recognises public agencies' accountability for discharging parental responsibilities and that good results depend on children/young people receiving a range of inputs so as to help them fulfil their potential throughout life. Effective corporate parenting requires co-operative working across agency boundaries.
- A distinction can be made between the terms 'Corporate Parent' and 'Corporate Parenting'.
- The **Corporate Parent** is represented by the Director of Children's Services and elected members of the local authority.
- **Corporate Parenting** describes the functions required of a local authority to promote the welfare and safety of children Looked After by them, which are undertaken by officers of the local authority with the support of partner agencies/professionals.
- The National Children's Bureau have distinguished three levels of corporate parenting:
  - .Universal responsibility – all elected members and officers
  - .Targeted responsibility – Corporate Parenting Groups/staff working with looked after children
  - .Specialist responsibility – Cabinet Member for Children, Families and educational Achievement/Director of Children's Services

*“Corporate Parenting is not 'good enough' on its own. Every child and young person needs at least one individual to whom s/he is 'special', who retains responsibility over time, who is involved in plans and decisions and who has ambitions for the child's achievement and full development.”* (Jane Rowe, 1990)

# Effective Corporate Parenting



Draft 3**Draft Terms of Reference outlining key areas of focus for a LAC Corporate Parenting Group****Scope**

The LAC Corporate Parenting Group will ensure better outcomes are promoted for the following groups of children and young people in and leaving care:

- Kent County Councils' Looked After Children and Care Leavers – placed both in and outside of Kent (this includes Citizen Children and Unaccompanied Asylum Seeking Children)
- Looked After Children placed in Kent by another local authority (OLA LAC)
- Children and young people receiving short break (respite care) from Kent County Council

**Accountability**

The LAC Corporate Parenting Group is expected to be a sub-structure of KCT, although this is still being debated. KCT Executive Board will specify the expectations of the Trust Board in terms of outcomes that any LAC Corporate Parenting Group will be expected to deliver upon.

The LAC Corporate Parenting Group will provide a minimum of an annual report to KTB on progress on issues relating to the delivery of effective services to LAC and Care Leavers with recommendations for future action by the board.

From 2009, the LAC Corporate Parenting Group will also provide an annual report to the Children in Care Council.

**Aims and objectives**

To monitor the implementation of actions/tasks outlined in the multi-agency LAC Action Plan Matrix (developed from the findings of the Review of LAC Services)

To monitor the implementation of Kent's pledges for Looked After Children and Care Leavers (KCC LAC Pledge and Other Local Authority LAC Pledge) and the contribution of the pledge to promoting better outcomes for children in care.

To ensure that Looked After Children and Care Leavers, and their parents/families, are provided with opportunities to participate in decision making and the development of services.

To provide strategic direction for the development of services for Looked After Children and Care Leavers.

Alongside ECM, to promote the implementation of the Healthy Care initiative.

Alongside the Children's Champion Board, oversee the development and implementation of KCC's framework for delivering effective corporate parenting.

To monitor agency performance against agreed activity – including the National Indicator Set (NIS) and Vital Signs.

## **Sub-groups**

The LAC Corporate Parenting Group may set up time-limited sub-groups to undertake specified work on its behalf but must keep the proliferation and the work of the sub-groups under review.

## **Membership**

Chair – the Children’s Trust Board will identify a suitable chair from the group’s membership.

Members will be of sufficient seniority to represent their agency:

- A representative from each of the Children, Families, Health and Education Directorate’s sections senior management teams
- The Head of CSS Provider Unit Services (Fostering and Adoption)
- A senior representative from the East Kent PCTs
- A senior representative from the West Kent PCTs
- The County Manager of 16plus
- The Connexions lead for Looked After Children/Care Leavers
- The Manager of Upfront (KCC’s Rights Service for Looked After Children)
- The LCSP’s manager with responsibility for the Integrated LAC Service
- A senior representative from KCC Youth Service
- A senior representative from KCC Youth Offending Service

The LAC Corporate Parenting Group will also be supported/advised by the CFE Policy and Performance Manager for LAC/Leaving Care (including the role of supporting the Chair develop the agenda for LAC Strategy Group meetings and the production of annual reports to KTB and the Children in Care Council).

## **Appointment of members and substitutes**

Each of the agencies listed above will nominate their representative together with a named alternative representative.

The terms of reference requires a consistency in representation to enhance the effectiveness of the LAC Strategy Group. Therefore, only the nominated representative or the named alternative representative may attend the LAC Corporate Parenting Group, unless prior consent of the Chair has been given.

## **Co-option of members**

Other members can be co-opted into the LAC Corporate Parenting Group for a period of time to fill in a knowledge gap under the direction of the Chair and with the agreement of standing members.

## **Meetings**

The LAC Corporate Parenting Group will meet at least quarterly and more frequently in the first six months to ensure it forms properly:

No business shall be transacted at any meeting unless a quorum (at least six members, which must include a representative from each of CFHE's CSS, SPP and CDMT sections and at least two other agencies) is present.

Voluntary agency members must declare an interest to the Chair if they or their agency stands to gain from a decision to be taken. In such cases the Chair must decide whether that member should withdraw from that discussion.

3 October 2008

By: Overview, Scrutiny and Localism Manager  
To: Children's Champions Board – 24 September 2008  
Subject: **REVIEW OF THE BOARD'S TERMS OF REFERENCE**  
Classification: Unrestricted

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Summary: This report sets out the development of, and forward process for, reviewing the Board's Terms of Reference and securing approval for the revised draft Terms of Reference, which are appended.

## FOR INFORMATION

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### **Reason for Review**

1. The Board wished to review its Terms of Reference to reflect the changed and enhanced responsibilities of Board Members as Corporate Parents. Although all elected County Council Members have Corporate Parenting responsibilities, Board Members of the Children's Champions Board have, in addition, 'Level 2 (Targeted)' responsibilities, and the Chairman also shares 'Level 3 (Specialist)' responsibilities with the Cabinet Member for Children, Families and Educational Achievement and key senior officers.

### **The Process So far**

2. (1) To address the need for more detailed wording, the officer team drafted some additions to the existing Terms of Reference. These were considered by the Board at an informal meeting on 8 July, at which Members arrived at an agreed new version. The revised wording takes account of all the enhanced Corporate Parenting responsibilities set out above, as well as the new National Indicator Set, which was coming into use while the review was underway. The revised draft Terms of Reference are appended to this report.

(2) The revised draft Terms of Reference were presented by the Board Chairman, Ann Allen, with the support of the new Cabinet Member for Children, Families and Educational Achievement, Leyland Ridings, to an informal discussion of Cabinet Members on 8 September. At this meeting, the document received the support of Cabinet Members.

### **Next steps**

3 The revised draft Terms of Reference will be formally submitted to the Selection and Member Services Committee and the County Council for formal adoption in the autumn.

## **Recommendation**

4. Members are asked to note the process which has been followed so far and the next steps to be taken to secure approval for the revised draft Terms Of Reference by the Selection and Member Services Committee and the County Council.

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*Background Information:* None  
*Other Useful Information:* None

## **CHILDREN'S CHAMPIONS BOARD**

### **REVISED DRAFT OF TERMS OF REFERENCE, July 2008**

1. To develop expertise that enables Members to act as Champions for Kent children who are looked after, or are in need, with a particular focus on those in need of protection;
2. To consider statistical information that includes staffing levels, relevant indicators from the National Indicator Set (NIS) and national Looked After Children returns.
3. To consider reports from the Kent Safeguarding Children Board (KSCB), Kent Children's Trust Board, and in relation to Looked After Children, and any changes to relevant legislation and guidance;
4. To develop a framework for gaining feedback from staff involved in Child Protection or Safeguarding work and Looked after Children work, Foster Carers and users of services;
5. To lead on ensuring that the targeted Corporate Parenting roles and responsibilities of the Local Authority are being met, including:-
  - a) To be aware of national expectations regarding the service to Looked After Children and Care Leavers, including those contained in Every Child Matters, the Healthy Care Initiative and the Care Matters agenda;
  - b) To have access to qualitative as well as quantitative information on the service, and to ensure that Children's Champions Board Members have enough background knowledge to understand and evaluate this information;
  - c) To consider ways in which the Children's Champions Board will hear and respond to the views of Looked After Children, their parents and carers;
  - d) To have an understanding of the arrangements that need to be in place in order to be an effective Corporate Parent;
  - e) To undertake an in-depth analysis of the needs of the County Council's care population and all aspects of the service required to meet those needs, so there is clear evidence to inform future action.
  - f) To take action continually, in conjunction with officers and partner agencies, to improve the service and ensure it responds to changing needs;
  - g) To report in a timely manner to the relevant local Member(s) as and when such may be required;
6. To support the Chairman of the Children's Champions Board in undertaking their specialist Level 3 Corporate Parenting responsibilities.

By: Ian Craig, Interim Managing Director, Children Families & Education Directorate  
Peggy Harris, Head of Service – Advisory Service Kent  
Leyland Ridings, Cabinet Member Children Families & Educational Achievement

To: Children Families and Education Policy Overview Committee  
16<sup>th</sup> January 2009

Subject: Kent SACRE Annual Report

Classification: Unrestricted

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Summary: This paper presents the Annual Report (2007-2008) on the work of Kent's Standing Advisory Council for Religious Education and informs on key developments in the field of religious education and collective worship.

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## **Introduction**

1. (1) Each Local Authority is required to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE) to advise the Local Authority on matters concerned with the provision of religious education (RE) and collective worship. This body is required to submit, and publish, an annual report on its work to the Qualifications and Curriculum Agency (QCA) at the end of each calendar year. The report is based on work taking place in the proceeding academic year.

## **The Annual Report for 2006-2007 on the work of Kent SACRE**

2. The annual report on the work of Kent SACRE is appended to this report (at appendix A) and is in line with the new report framework required by the QCA. The report covers:

- Standards and quality of RE provision
- Managing the SACRE and partnership with the Local Authority & stakeholders
- Effectiveness of the locally agreed syllabus
- Collective worship
- Contribution to community cohesion.

## **Key Developments in relation to RE and Collective Worship in 2008-09**

3. (1) The Kent SACRE sets out priority areas to take forward in its Development Plan (2008-09). The implementation of this plan is led by the SACRE's steering group. The Development Plan can be found at Appendix 5.

(2) The implementation of Kent's Agreed Syllabus (KAS) for Religious Education, which was formally adopted by the County Council in December 2006, continues to be a key area of work for the Kent SACRE and the Advisory Service Kent (ASK). Section three of the annual report sets out in more detail the work taking place to implement the KAS.

(3) Kent SACRE and ASK are in the process of developing guidance on Shaping the Spirit with a view to circulating revised guidance to schools in 2009. This guidance aims to support schools in meeting their statutory requirements with regard to providing opportunities for children and young people's spiritual (moral, social and cultural) development within the educational context. It replaces earlier guidance drawn up in 1999.

### **Resources**

4. Kent County Council provides support to the work of the Kent SACRE through:
- Dedicated resources of £7,000 per annum to service its formal meetings and associated running costs for the delivery of its functions.
  - Specialist curriculum advisory support provided through the Kent Advisory Service.
  - The provision of a dedicated Clerk.

### **Conclusion**

5. The work of Kent SACRE with associated curriculum advisory support from ASK plays an important contribution in relation to the delivery of the Every Child Matters outcomes as well as contributing to community cohesion.

### **Recommendations**

6. Members of the Children Families and Education Policy Overview Committee are asked to:

- (i) Note the Kent SACRE's annual report 2007-08 and the key developments being taken forward by the them.
- (ii) Endorse the work of the Kent SACRE.

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*Background Documents: Kent SACRE Annual Report 2008*

None

*Other Useful Information: None*

**Kent Standing Advisory Council on  
Religious Education (SACRE)  
Annual Report 2007-08**

### **Opening remarks from the Chair of SACRE**

Kent SACRE has had a busy and successful year. The previous year's launch of the Kent Agreed Syllabus, 'React; A Creative Vision for Religious Education' was followed by a series of training sessions for teachers and the publication of supporting resource material. The Sikhism Key Stage 2-3 Transition Unit proved especially successful and has been well-received by Year 6 teachers across the county and by many secondary schools as they 'pick up' the theme started in the primary schools. All members of SACRE are proud to have been associated with such a successful and popular syllabus.

We have developed increasingly effective ways of working with a steering group that meets to manage the SACRE development plan and reports back to SACRE. Working parties are then convened for individual pieces of work. This system is serving us well by ensuring that initiatives are started, followed up and achieved. Our meeting pattern continues to include training through member presentations, an annual visiting speaker of note and visiting places of worship

A particularly satisfying initiative achieved over the year was 'Gathering Together – policy and practice for Collective Worship'. This extensive guidance has been welcomed by schools of all phases and types throughout the authority.

In celebrating all we have achieved over the year I wish to pay tribute to Pamela Draycott, Kent's Curriculum Adviser for RE and Citizenship who, in addition to her advisory duties, has provided first rate and highly effective support for SACRE and to whom we look for wise counsel.

I am grateful to Kent County Council for their continued support of SACRE, both financially and in the excellent officer support provided by Carol Wade, our Clerk, whose quiet efficiency underpins our work and keeps us all on track. SACRE is also ably supported by Lynne Miller, Policy Officer.

SACRE continues to benefit from its partnership with the different faith groups and with Canterbury Christ Church University. These partnerships are a strength that we continue to build on.

In particular I wish to pay tribute to my predecessor, Rupert Bristow, whose steady guiding hand has steered SACRE through the year with tact, diplomacy and charm. His retirement leaves a gap that will be impossible to fill.

I also wish to thank Nicky Younosi, my Vice Chair, who served with Rupert and therefore brings an important degree of continuity at this time of change. I join my fellow SACRE members in looking forward to the next year with a real sense of anticipation and continued working together for the spiritual development of Kent's young people.

John Viner

Chair,

Kent SACRE

October 2008

## 1. Standards and quality of RE provision

### Overview

#### Introduction

1.1 Kent is a large local authority, with nearly 100 secondary schools and over 500 primary schools. In the 2001 Census just over 3% of people classified themselves as 'non-white'. 75.13% identified themselves as being Christian. The next largest religious group is Sikh (at 0.6%). 14.9% identified themselves as having no religion. The Kent Agreed Syllabus provides a good balance of opportunities for pupils/students to study Christianity and other faith traditions. The statutory transition unit has an explicit focus on Sikhism as the second largest religion after Christianity. This unit has been received well by our primary schools and from September 2008 secondary schools are now beginning to work with the transition unit.

#### Key area 1a: Compliance and time allocation for RE

1.a.1 'REact: a creative vision for religious education' is the Kent Agreed Syllabus (KAS) for religious education (RE). It is drawn up on the expectation that schools will provide approximately 5% of curriculum time for its delivery and a minimum of 15 hours per year in the sixth form. This is happening in the majority of our schools. Some choose to have RE as a separate subject on the timetable whilst others are incorporating it into programmes like the creative curriculum in primary and project based learning in secondary. Some schools, both primary and secondary, are also holding RE days or half days to enable pupils/students to have their entitlement to an RE programme delivered in line with the KAS. Some schools in the sixth form although they have sixth form RE conferences do not reach the minimum time allocation.

There is a challenge, particularly in some of our secondary schools, where RE is part of project based learning and the theme or project chosen does not enable either the Sikhism transition unit to be adequately developed or the theme or project chosen has only tangential links with the KAS. The Curriculum Adviser for RE has liaised with colleagues supporting schools in project based learning and has produced an appendix to some of their material focusing on RE in line with the Kent Agreed Syllabus (see Appendix 1).

SACRE is aware of the need to ensure that RE is adequately taken into account in curriculum developments in line with the new secondary curriculum and the new primary curriculum as it develops. We will continue to provide advice to the Authority about this and the Curriculum Adviser for RE will continue to provide support on developing the RE curriculum in the light of other developments across the school.

1.a.2 There have been no formal complaints about RE over the past year.

#### Key area 1b: Public examination entries in RE

1.b.1 A summary of the GCSE full and short course and of the AS/A2 results for 2008 (with comparisons with previous years is in Appendix 2. The number of entries has remained static and A\*-C grades have also 'held up'.

**Key area 1c: Standards and achievement**

- 1.c.1 Primary school standards. There have been no Ofsted inspection reports during the year that make reference to primary schools not complying with legal requirements as far as RE is concerned and very few specific examples to RE in terms of standards attained. Through the work of the Curriculum Adviser for RE and Citizenship and the school based ASTS SACRE has been informed that standards in RE across the primary schools in Kent in the schools they have visited has been at least satisfactory and often good. The implementation of the Kent Agreed Syllabus has led schools to reassess their provision and practice in RE and this has impacted on the quality of what pupils have been receiving as their entitlement to RE.
- 1.c.2 Key Stage 3 standards. There have been no Ofsted inspection reports during the year that make reference to schools not complying in Key Stage Three with legal requirements as far as RE is concerned and no examples of RE being referred to in terms of standards attained. Through the work of the Curriculum Adviser for RE and Citizenship and the school based ASTS SACRE has been informed that where RE is being taught by specialist teachers or where teachers with other specialisms are being adequately supported then attainment is at least satisfactory and often good. Where RE is being taught as part of project based learning unless the RE learning objectives are clearly laid out (for both staff and students) the quality of learning and standards attained is less rigorous.
- 1.c.3 Refer to Appendix 2 for examinations results.

**Key area 1d: Quality of teaching**

- 1.d.1 The continuing professional development courses over this year have focused very much on improving teaching and learning in RE based on the requirements of the KAS. Primary school subject leaders support the KAS and say that its implementation year has enabled them to focus colleagues' attention on raising expectations of what pupils should know, understand and be able to do in RE based on the statutory level descriptors. This has improved the quality of task setting many of our schools.
- 1.d.2 Raising teacher knowledge and confidence in RE is also something that the implementation of the KAS has focused on. We have, for example, provided a number of twilight visits to two of the mosques in Kent. 150 teachers and teaching assistants have attended and for many of them it was their first visit to a mosque. This programme is continuing in the next academic year with visits to others places of worship.
- 1.d.3 There is anecdotal evidence that a number of primary schools are using teaching assistants (TAs) and higher level teaching assistants (HLTAs) to cover RE lessons as part of planning preparation and assessment (PPA) time. In some schools this appears to be working well with the teacher directing the work but in others there is less oversight from teachers. This is an area that SACRE is planning to consider further during the coming year.
- 1.d.4 The quality of teaching in secondary schools is variable. Where there is a specialist teacher or where teachers with other specialisms are being adequately supported

## **Kent SACRE Annual Report to QCA and other stakeholders**

in teaching the curriculum in accordance with the KAS the quality of teaching is at least satisfactory and often good.

- 1.d.5 SACRE has little evidence of how RE teaching is experienced and evaluated by pupils/students. To rectify this during the autumn terms 2008 there is an on-line survey about RE the responses to which will be analysed and fed into the SACRE development plan – this will be reported on in the next annual report.

### **Key area 1e: Quality of leadership and management**

- 1.e.1 There were at least 26 new RE subject leaders in the primary schools over the academic year 2007-08. Many of these had contact with the RE curriculum adviser, either through the course programme or through commissioned support to schools. The main areas for development were to do with understanding the requirements of the KAS and its impact on school planning and schemes of work, assessment issues and subject knowledge, particularly of Hinduism for Key Stage One teachers and Islam and Sikhism in Key Stage 2. Subject leaders were generally more confident in their subject knowledge of Christianity (KS1 and 2) and of Judaism (KS1 and 2).
- 1.e.2 Subject leadership in the secondary school was stable over the academic year 2007-08. The areas they requested support in were assessment and the implications of project based learning for RE. A number of RE subject leaders in the secondary school also needed more help in understanding and applying the requirements of the KAS.

### **Key area 1f: Teacher recruitment and retention, level of specialist provision**

- 1.f.1 Primary – very few subject leaders with RE as a specialism but many committed RE subject leaders who are working hard to support the delivery of the KAS across their school.
- 1.f.2 Secondary – SACRE does not have current information about the specialist background of RE subject leaders. This is an area that we need to explore further.
- 1.f.3 Advanced Skills Teachers (ASTs). There are three secondary school-based Advanced Skills Teachers for RE each of whom have one day per week to help support schools. One of the secondary school-based ASTs is also a Regional Subject Adviser for RE as part of the roll-out of the new secondary curriculum. There is one primary school-based AST whose specialisms are identified as Early Years and RE – this means she shares her AST time between these two specialisms and consequently is available for around one day per fortnight to offer RE support. There is another primary school-based AST who now works part-time which means that her AST time is pro-rata which means that she is available for approximately two days per term to support RE.

### **Key area 1g: Resources**

- 1.g.1 SACRE does not have this information.

(See Appendix 4 for a summary of a survey asking about implementing the Kent Agreed Syllabus)

## **2. Managing the SACRE and partnership with the LA and other key stakeholders**

2.a.1 The full SACRE has met on three occasions over the academic year:

2<sup>nd</sup> November 2007 – County Hall, Maidstone

11<sup>th</sup> March 2008 – County Hall, Maidstone

10<sup>th</sup> July 2008 – County Hall, Maidstone

Group pre-meetings are held from 9:15a.m. with the full meeting beginning at 9:45a.m. Meetings end at 12:30p.m.

2.a.2 Nearly one third of members attend all meetings and most attend 2 out of 3 meetings. Only a small minority have not attended a meeting. All meetings were quorate.

2.a.3 In addition to the full SACRE meetings a steering group met 3 times during the year to guide developments, there was a SACRE working party dealing with the SACRE award that was offered to schools during the year which met 3 times and a working party of SACRE members which met 3 times to help the Curriculum Adviser for RE and Citizenship to review the SACRE guidance on collective worship which was published in March 2008.

### **Key area 2b: Membership and training**

2.b.1 SACRE has a wide ranging membership (see Appendix 3) in line with legal requirements.

2.b.2 In addition to the membership the Curriculum Adviser for RE and Citizenship and 2 other officers from KCC are also in attendance.

2.b.3 Induction – all new members are sent the SACRE handbook which is a free publication from the Free Church Federal Council as well as a copy of the KAS and other SACRE guidance material, e.g. Gathering Together: policy and practice for collective worship.

2.b.4 On-going - in at least one meeting during the year a member of SACRE gives a short presentation about their faith or their understanding of Religious Education or a related issue. During this academic year a Sikh member of SACRE spoke about his faith and explored some of the basic teachings of Sikhism. SACRE also has an annual lecture for members. Mark Chater of the QCA delivered this year's annual lecture at our March meeting. The Curriculum Adviser updates members of SACRE at each meeting on national and local developments in RE and the wider curriculum as applicable. Usually one meeting is held at a local place of worship during which SACRE members have the opportunity to ask questions and find out more about the particular community in Kent. During the academic year 2007-08 for logistical reasons this did not occur but plans are in place for this to happen during the next academic year.

**Key area 2c: SACRE development**

- 2.c.1 The SACRE development plan has been the tool used to guide the work of SACRE during the year. It is focused on and updated by the steering group at each of its meetings and discussed at each SACRE meeting. See Appendix 5. During the next academic year the plan is to refocus the development plan in line with the new suggested reporting outline.
- 2.c.2 SACRE has updated its guidance on collective worship: Gathering Together: policy and practice for collective worship and has begun the process of updating its guidance on spiritual development: Shaping the Spirit: policy and practice for spiritual development.
- 2.c.3 SACRE has close links with Christ Church Canterbury University – the head of primary education is a co-opted member of SACRE and also a member of the steering group.

**Key area 2d: Financial support**

- 2.d.1 The Local Authority provides support in the following ways:
  - a dedicated clerk to support the Committee.
  - dedicated support and advice from the Curriculum Adviser for RE and Citizenship
  - an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions.
  - during the academic year 2007-08 additional funding to pay for the development of the collective worship guidance.

**Key area 2e: Information and advice**

- 2.e.1 SACRE receives advice from the Curriculum Adviser for RE and Citizenship at each meeting and in the steering group. SACRE is considering ways in which it can sample schools within the local authority on matters pertaining to RE and worship to gather more statistical information.
- 2.e.2 SACRE has also had other officers working for the local authority coming to speak to it about developments in Local Children Services Partnerships for example.

**Key area 2f: Partnerships with other key stakeholders**

- 2.f.1 SACRE has an annual lecture for its members to which other local SACREs are invited to send representatives. SACRE usually has one meeting in a place of worship locally annually.

**3. The effectiveness of the local agreed syllabus**

**Key area 3a: Review of the agreed syllabus**

- 3.a.1 Cycle of Agreed Syllabus implementation:

## **Kent SACRE Annual Report to QCA and other stakeholders**

January 2007-July 2007	Introduction of new KAS – syllabus into schools and series of half day sessions held around the county for headteachers and governors (Introducing the KAS) and for subject leaders (Implementing the KAS)
Sept 2007-July 2008	Implementation year of new KAS – over the year schools to ensure meeting requirements in full. CPD programme to help subject leaders and production of ‘Learning about... Learning from... Sikhism’, a county resource to support the Sikhism Transition Unit.
Sept 2008-July 2010	Embedding phase of KAS – two year programme of CPD, monitoring and evaluation based on KAS requirements.
Sept 2010-July 2012	Sustaining phase of KAS – two year programme of CPD, monitoring and evaluation based on KAS requirements to ensure continued use of KAS in run up to the new syllabus.

### **Key area 3b: Using the non-statutory national framework**

- 3.b.1 The non-statutory national framework was taken into account in the review of the KAS which led to the publication of this syllabus. For example, the levels of the non-statutory framework were adopted into the statutory part of the KAS and much of the wording of the aims and balance of religions owes its origin to the non-statutory national framework. The RE section of the new secondary curriculum has been used by the Curriculum Adviser who has considered how this impacts on the KAS and has made reference to the new section as applicable on secondary training. It is known that one school in Kent was using this instead of the KAS through a misunderstanding of its statutory nature – this has now been rectified.

### **Key area 3c: Developing the revised agreed syllabus**

- 3.c.1 The revision of the KAS will begin in Sept 2010 with the aim of having the revised syllabus ready to go into schools in January 2012 in order to begin the cycle again. The review will take into account developments in curriculum design and delivery in the light of the introduction of the new secondary curriculum and also the implications of the primary curriculum review taking place currently. It will look at models of development and delivery that will support schools in meeting the academic and personal development of all pupils/students and will consider how it supports their well-being. Consideration will also be given as to how RE in line with the syllabus does and can more effectively support schools in their statutory duty to promote community cohesion.
- 3.c.2 The Curriculum Adviser leads the review drawing on members of SACRE (at least one from each group) plus a representative group of teachers, including ASTs for RE, to review and rewrite the syllabus. A questionnaire is used to ask teachers

## **Kent SACRE Annual Report to QCA and other stakeholders**

across the county their views on the strengths and areas for development of the syllabus and these are taken into account in the review.

### **Key area 3d: Consultation/launch/implementation of the agreed syllabus**

- 3.d.1 Programme as outlined in 3.a.1
- 3.d.2 The Curriculum Adviser reports annually to the Policy Overview Committee of the local authority which includes reference to the implementation of the KAS.

### **Key area 3e: Additional guidance, monitoring and evaluation of the agreed syllabus**

- 3.e.1 The Curriculum Adviser has produced some additional material to help schools deliver the statutory transition unit on Sikhism. SACRE is aware of the need to gather more detailed information from schools on how they are implementing the Agreed Syllabus. Plans are in place to produce some similar support for teaching Hinduism across Key Stage One.
- 3.e.2 A small sample of subject leaders completed a questionnaire about how they have implemented the KAS and this will be reported on to the SACRE during the early part of the coming academic year.

## **4. Collective worship**

### **Key area 4a: Practice and provision for collective worship**

- 4.a.1 The main focus for support for the provision of collective worship over the academic year has been the production of the Kent SACRE guidance: Gathering Together: policy and practice for collective worship. This was drawn up by the Curriculum Adviser for RE and Citizenship in collaboration with a working party from SACRE and went free into all Kent schools in April 2008. Its introduction was supported by the Curriculum Adviser for RE and Citizenship attending 6 headteacher briefing sessions to talk about the guidance as well as attending a briefing session for the Primary Excellence Project headteachers within the Authority. In addition two full day courses were run with another two planned for the next academic year.

### **Key area 4b: Monitoring the provision of collective worship**

- 4.b.1 Anecdotal evidence from the Curriculum Adviser for RE and Citizenship, the school based ASTs and SACRE members indicates that the pattern of strengths and areas for further development as far as collective worship is concerned tends to mirror national trends. There have been no Ofsted inspections over the academic year indicating that any school in Kent is not meeting statutory requirements. However, it is known that a number of secondary schools do not, particularly in relation to the daily requirement – the quality of what they do may be good but they do not have a gathering daily for all students (especially for those in the sixth form). SACRE is aware of the need to ascertain more hard data with regards to collective worship – both provision and quality.
- 4.b.2 There have been no applications for determinations for collective worship over the past year.

4.b.3 There have been no formal complaints about collective worship over the past year.

## **5. Contribution of the SACRE to the community cohesion agenda**

### **Key area 5a: representative nature of the SACRE**

5.a.1 SACRE reflects the religious diversity of Kent well. Its membership, particularly of the Christian and other world faiths group, includes one representative from Sikhism, Islam, Judaism, Hinduism and Buddhism with a Bah'ai representative co-opted to the group. A range of Christian denominations are represented on that group (there is one vacancy for a Salvation Army representative). The Church of England group is fully represented and within the teachers and local authority group there are some who have religious faith backgrounds.

See Appendix 3 for a list of SACRE membership and terms of service.

5.a.2 To ensure that SACRE membership reflects the religious and ethnic diversity of Kent SACRE vigorously pursues vacancies as they arise and tries to ensure that as any member is coming up to the end of their term if they are not going to stand again then they suggest someone from their community who might be willing to take their place. As a result of this we have only one vacancy at the moment.

### **Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority**

5.b.1 Many SACRE members (particularly in the Church of England and the Christian and other religious denominations groups) are also members of local interfaith groups and networks around the county. They are proactive in raising awareness of SACRE and in bringing issues to SACRE from the local interfaith groups as necessary. The Vice Chair of SACRE is employed in the Minorities Achievement Service of Kent County Council and brings her insights to the meetings. The Curriculum Adviser for RE and Citizenship has worked closely over the year with this service to produce some guidance for schools in Kent around community cohesion issues. Over the next year SACRE will be made more aware of this work.

### **Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion**

5.c.1 Currently SACRE engages with RE's contribution to social, racial and religious harmony and to community cohesion in Kent through for example ensuring that the balance between religions focused on in the KAS reflects the religious makeup of Kent whilst taking into account national trends also. The Curriculum Adviser for RE and Citizenship is building further links between the faith groups represented in Kent through for example arranging visits to places of worship for SACRE members and for teachers. SACRE is also invited to attend events for example like those around Black History Month. SACRE has issued guidance about Ramadan and Eid and Muslim pupils in schools which schools are reminded of annually prior to Ramadan beginning when it is made available on the RE pages of the Kent website.

## Key area 5d: Links to local authority initiatives promoting diversity

5.d.1 SACRE works closely with the Ethnic Minority Achievement Service and has also had some conversation about the Local Children's Services Partnerships and been invited to be involved in supporting them through ensuring that the religious diversity of Kent is taken fully into account in plans etc.

### Summary

#### 1 Good practice – distinctive features

- The way our steering group has worked to ensure that the SACRE meetings are focused on the key elements from our development plan has improved the efficiency and effectiveness of the meetings.
- Positive working relationship between the Authority and the SACRE – provision of officer time, reporting to the Policy Overview Committee, links with the Cabinet member for Education.

#### 2 Sense of community - ethos

- Meetings are well attended and purposeful.
- Usually one meeting per year at a place of worship.
- Member presentations on their faith – well received by other members.
- Annual lecture for SACRE members to which other SACREs in the area are invited to send representatives.

#### 3 Advice on RE and CW to DCSF

- Local determination of RE through the Agreed Syllabus is a major and driving force of the work of SACRE and provides a real focus for enhancing community cohesion as well as providing a relevant and helpful Syllabus which reflects local needs within the national and indeed international context.
- SACRE is a real example of 'community cohesion in action' and the DCSF should highlight its role and work as such.
- Since the changes to Ofsted inspection processes and the move towards self-evaluation (welcomed) SACREs have had more of a problem in monitoring the quality of RE and collective worship in their Authority. Each SACRE should receive some designated funding each year from central government in order to support them in gathering evidence to support the advice they offer to their authority on matters pertaining to RE and collective worship. This could be done on a proportional basis (based on the number of schools) so that a SACRE could for example be funded to conduct a survey of its schools, or pay for visits to a proportion of schools each year.
- Collective worship remains an issue for many schools, particularly secondary schools. It is the daily requirement that is often a cause of concern. Whilst not suggesting that legislation should be changed we are suggesting that DCSF should be proactive in supporting collective worship and its importance for

## **Kent SACRE Annual Report to QCA and other stakeholders**

schools in promoting the spiritual, moral, social and cultural development, enhancing community cohesion, contributing to personal development and well-being.

### **4. Other**

- DCSF should be proactive in highlighting to all partners (e.g. Ofsted, QCA, TDA etc) that relevant consultations include adequate reference to spiritual, moral, social and cultural development. For example, current Ofsted guidance on well-being is wholly inadequate in this regard.

## Appendix 1

### RE and Project Based Learning

Religious Education (RE) is an entitlement for all pupils/students from Reception through to the end of the Sixth Form. In community and voluntary controlled schools it is delivered in line with the Locally Agreed Syllabus. In voluntary aided schools it is delivered in line with the school's trust deeds (articles of government). Academies need to develop a broad and balanced curriculum that includes RE but they do not have to follow the requirements of the Locally Agreed Syllabus through many choose to do so.

### Kent's Locally Agreed Syllabus for Religious Education

*'REact! A creative vision for Religious Education'* is Kent's Agreed Syllabus (KAS). It provides the educational and statutory entitlement for schools to develop their RE curriculum. Each school has been sent a copy (January 2007 for implementation during the academic year 2007-08) and further copies are available for purchase from ASK, Oxford Road, Maidstone, ME15 8AW, 01622 203800. It is drawn up on the expectation that school's will allocate approximately 5% of curriculum time to RE. A school needs to decide how best to meet this expectation. For example RE could always be taught as a discrete lesson or it could be incorporated into project-based learning or some of it could be taught as a discrete lesson and some as part of project-based learning.

The KAS lays out the range of content that needs to be covered but allows schools to decide on how best to do that to meet the needs of their pupils/students.

Key Stage 3: Christianity throughout the key stage and two other principal religions – Sikhism (as part of the transition unit) and Buddhism. In addition to revisit either Islam or Hinduism studied in the primary school. If there is another religious community with a significant presence locally then that also may form part of the scheme of work as may a secular world view, where appropriate.

Key Stage 4: Pupils should follow an externally accredited course focusing on Christianity and at least one other principal religion. For the majority of schools this means following either a GCSE Short or Full course specification.

Post 16: All students have an entitlement to a minimum of 15 hours study or religious, ethical and philosophical topics. Many schools choose to address this through day conferences.

There are essentially three approaches to structuring the RE scheme of work – a systematic approach (religion by religion), a thematic approach (which emphasizes concepts/themes across religions and can be incorporated into cross-curricular approaches) and an issues-based approach (emphasis on fundamental/key questions e.g. Is there a God?). A scheme of work may take just one of these approaches or may incorporate two or all of them in the planning across a key stage.

There are two attainment targets for RE – *'learning about religion'* (knowledge and understanding) and *'learning from religion'* (application and reflection). The RE experiences and opportunities that pupils/students have need to address both dimensions appropriately. The KAS puts emphasis on skill development (e.g. investigation, interpretation, questioning, reflection) throughout the RE curriculum.

### Sikhism Transition Unit

The KAS has a statutory transition unit with a focus on Sikhism. Work on the transition unit should begin in Year 6 (the equivalent of two terms) and be completed in Key Stage 3 (the equivalent of three terms). Secondary schools are free to choose when they complete the work on Sikhism but it is recommended that at least some of the work takes place early during Year 7. A copy of '*Sikhism Transition Unit*' produced by the Advisory Service Kent was sent to all Kent schools (September 2007) and further copies are available for purchase from ASK, Oxford Road, Maidstone, ME15 8AW, 01622 203800.

### **Key Issues for RE and project-based learning**

- ◆ If a school decides to incorporate RE into project-based learning it needs to be able to ensure that the requirements of the KAS are met – in terms of both content and concepts as well as through skill development.
- ◆ The school needs to ensure that clear RE learning objectives/outcomes are planned for. These need to be at an appropriate level for those involved – to provide sufficient support and challenge. The statutory level descriptors (page 58-9 of the KAS) can help teachers here. Appropriate tasks that enthuse and engage pupils in their learning need to be set in order to allow for the learning objectives/outcomes to be met.
- ◆ Progress in RE delivered through project-based learning needs to be assessed, monitored and tracked.
- ◆ Some themes used in project-based learning will be more appropriate to develop high quality RE than others. For this reason planning needs to ensure that over the key stage the requirements of the KAS will be met. This may well mean that there are some themes where RE takes a lead, others where RE contributes and others where it is not appropriate to include RE.

Pamela Draycott

Curriculum Adviser RE and Citizenship

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**Kent SACRE Annual Report to QCA and other stakeholders**

**Appendix 2**

Year	Subject Name	Exam Type	Boys Entries	Girls Entries	Total Entries	Kent % A*-C	National % A* - C
2005	Religious Studies	GCSE Full Course	1296	1818	3114	74.4	65.7
2006	Religious Studies	GCSE Full Course	1381	1923	3304	70.6	67.3
<b>2007</b>	<b>Religious Studies</b>	<b>GCSE Full Course</b>	<b>1392</b>	<b>1991</b>	<b>3383</b>	<b>80.3</b>	<b>71.1</b>
<b>2008</b>	<b>Religious Studies</b>	<b>GCSE Full Course</b>	<b>1355</b>	<b>1863</b>	<b>3218</b>	<b>81.8</b>	<b>76.6</b>
2005	Religious Studies	GCSE Short Course	3527	4001	7528	55.2	49.6
2006	Religious Studies	GCSE Short Course	3328	3553	6881	53.3	49.9
<b>2007</b>	<b>Religious Studies</b>	<b>GCSE Short Course</b>	<b>2358</b>	<b>3452</b>	<b>6765</b>	<b>55.6</b>	<b>52.9</b>
<b>2008</b>	<b>Religious Studies</b>	<b>GCSE Short Course</b>	<b>3189</b>	<b>3512</b>	<b>6701</b>	<b>53.5</b>	<b>53.9</b>
						Kent % A-B	National % A-B
2005	Religious Studies	GCE AS	188	330	518	41.5	37.3
2006	Religious Studies	GCE AS	222	360	582	40.4	39.8
<b>2007</b>	<b>Religious Studies</b>	<b>GCE AS</b>	<b>210</b>	<b>367</b>	<b>577</b>	<b>41.4</b>	<b>40.1</b>
<b>2008</b>	<b>Religious Studies</b>	<b>GCE AS</b>	<b>210</b>	<b>471</b>	<b>681</b>	<b>70.2</b>	<b>69.1</b>
2005	Religious Studies	GCE A (A2)	158	292	450	56.1	52.0
2006	Religious Studies	GCE A (A2)	161	312	473	53.5	52.0
<b>2007</b>	<b>Religious Studies</b>	<b>GCE A (A2)</b>	<b>156</b>	<b>301</b>	<b>457</b>	<b>53.9</b>	<b>53.4</b>
<b>2008</b>	<b>Religious Studies</b>	<b>GCE A (A2)</b>	<b>195</b>	<b>297</b>	<b>561</b>	<b>81.8</b>	<b>64.4</b>

**Appendix 3**

MEMBERSHIP OF SACRE

GROUP 1 : CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)

1.1 Free Church (4)

**Miss J Webb – (Baptist) – serves until 31 August 2010**

**Mr T Setchell (Methodist) – serves until 31 August 2010**

**Mrs S Clark – (United Reformed Church) – serves until 31 August 2011**

**Vacancy – (Salvation Army)**

1.2 Roman Catholic (3)

**Father Gus Kinnane – serves until 31 August 2011**

**Vacancy - serves until 31 August 2009**

**Miss S Malone - serves until 31 August 2010**

1.3 Buddhism (1)

**Mrs C Elapatha - serves until 31 August 2010**

1.4 The Greek Orthodox Church (1)

**Mr M Papadopoulos - serves until 31 August 2011**

1.5 Hinduism (1)

**Mrs U Williams – serves until 31 August 2010**

1.6 Islam (1)

**Mrs N Younosi (*Group Convenor/SACRE Vice-Chair*) - serves until 31 August 2009**

1.7 Judaism (1)

**Rabbi C Cohen - serves until 31 August 2010**

1.8 Sikhism (1)

**Mr G Rajvinder Singh - serves until 31 August 2010**

1.9 Co-opted Members

**Mr A M Weinberg (Baha'i)**

GROUP 2 : CHURCH OF ENGLAND (6)

2.1 Rochester Diocesan Board of Education (3)

**Mr J Viner (SACRE Chair) - serves until 31 August 2011**

**Mrs J Watts – serves until 31 August 2010**

**Rev Canon J L Smith - serves until 31 August 2009**

2.2 Canterbury Diocesan Board of Education (3)

**Rev. N. Genders - serves until 31 August 2011**

**Ms S Kendall-Seatter – (Group convenor) serves until 31 August 2011**

**Mrs V Corbyn - serves until 31 August 2009**

2.3 Co-opted Members

**Miss S Shaw**

GROUP 3 : TEACHER ASSOCIATIONS (6)

*(Having regard to local circumstances)*

3.1 National Union of Teachers (1)

**Mr S Platnauer - serves until 31 August 2010**

3.2 National Association of Schoolmasters/Union of Women Teachers (1)

**Ms K Burke (Group Convenor) - serves until 31 August 2010**

3.3 Association of Teachers and Lecturers (1)

**Mrs P Fairchild - serves until 31 August 2010**

3.4 Professional Association of Teachers (1)

**Vacancy**

3.5 Association of School and College Lecturers (1)

**Vacancy**

3.6 National Association of Head Teachers Kent Branch (1)

**Miss S Lacon**

3.7 Co-opted Members

**Miss T Kelvie**

**Miss E Pope**

**Mrs V Thornewell**

GROUP 4 : LOCAL EDUCATION AUTHORITY (4)

4.1 Nominees of Conservative Group (3)

**Mr A R Bassam (*Group Convenor*) - serves until 31 August 2009**

**Mr G A Horne - serves until 31 August 2009**

**Mr M J Northey - serves until 31 August 2009**

4.2 Nominee of the Labour Group (1)

**Mr I T N Jones - serves until 31 August 2009**

At this point in time, efforts are being made to fill vacancies through contact with national and local bodies to seek suitable representatives.

**Appendix 4**

Sent out to schools on Curriculum Adviser's e-mail contact list in Term 6 – July 2007. Around 200 on the primary, special and secondary lists – 23 (11% response rate). Thanks to those who responded – findings will be presented to SACRE in November meeting, used as evidence for the SACRE annual report and also to inform future planning.

<b>Implementing the Kent Agreed Syllabus for RE</b>	
Summary – 23 schools responded – 2 special, 3 secondary and rest primary 5 primary Church of England schools	
1. As a school we have made outstanding/good/satisfactory/inadequate progress in implementing the requirements of the KAS?	
	<i>Comment: Most schools said satisfactory – 9 said good. One school said satisfactory but then went on to talk about not changing anything and not implementing the KAS. Another said satisfactory but was not sure whether or not they were implementing the KAS. Some non-diocesan schools made reference to using and adapting the Canterbury schemes of work which they have found useful.</i>
2. We have made no/hardly any/ a significant number of changes to our scheme of work in the light of the new KAS?	
	<i>Comment: 12 schools have made quite a lot of change, 4 schools a significant number of changes - balance between Hinduism and Judaism in KS1 for example and of course implementing the Sikhism Transition unit. Of these 3 schools said they had changed their scheme completely (1 because they didn't have a scheme previously). 2 schools had changed nothing and 5 schools hardly any changes. Some have moved around some of the topics they were doing previously to fit the new syllabus.</i>
3. Members of staff at school have been on some ASK CPD for RE over the past year.	
	<i>Comment: 12 had (either subject leader and/or teachers). Some commented that the training on Hinduism and Sikhism had been particularly useful – others that the subject leader course was. Some valued the assessment courses. Reference was regularly made to the usefulness of the visit to the Margate and Tunbridge Wells mosques.</i>
4. The Curriculum Adviser or an AST have been into school to support us over the past year. Yes/No	
	<i>Comment: Most said no. 2 made reference to AST going into school. 6 to RE Adviser. 3 made comment which said 'no' but felt supported through the regular e-mail contact with the Adviser.</i>
5. A significant development/improvement that we have made this year is... some examples of responses:	
	<i>The adoption of child friendly success criteria/assessment statements in planning. Purchase of new resources adopting and using the Diocesan units for our scheme of work. The SOW is now interesting and teachers have enjoyed teaching the subject. They have, in turn, passed on their enthusiasm to the children, who have enjoyed the topics. Several outings to religious buildings have been planned across both KS which brings RE to life. Nearly all year groups now have RE once a week! KS1 have been particularly enthusiastic. Teaching a more creative RE curriculum, it's not all writing in books!</i>
6. One thing we still need to do next year is to...	
	<i>Over half mentioned assessment and differentiation in one form or another. 4 mentioned need for more resources. 6 mentioned needing to encourage staff to be more creative in teaching RE and about engaging and involving pupils/students more.</i>

**Kent SACRE Annual Report to QCA and other stakeholders**

<p>Sikhism Transition Unit Delete and comment as appropriate</p>
<p>7. One good thing about the transition unit has been... <i>Overwhelming positive responses to transition unit. One negative comment from a secondary school – resented change and time spent on it – expressing the feeling that Sikhism was irrelevant to the students as there are no Sikhs in that region of Kent and that they would not be covering it at GCSE or A level either. Suggested a more sensible decision would have been to choose Christianity as the transition unit as that has to be taught by all schools in all areas.</i> <i>4 primary schools made a comment about the summer term being a very busy term and so not easy to cover all the content although they seem to be managing it.</i> <i>The support booklet is easy to use and very helpful – makes it easy to implement the KAS requirements.</i></p>
<p>8. One thing we still need to work on with the transition unit is... a selection of comments... <i>The achievement of an appropriate level and balance between AT1 &amp; AT2.</i> <i>Creating time within the term to cover all aspects of the topic.</i> <i>Making the activities more stimulating for pupils buying more resources for this topic.</i></p>
<p>9. The guidance and activities in the Learning about... and Learning from... Sikhism transition booklet are extremely useful/useful/not useful.</p>
<p>Comment: <i>Only one comment about the guidance and activities being not useful – from a secondary school – specialist teacher with 30 years teaching experience.</i> <i>Rest of comments said useful with 16 saying extremely useful.</i> <i>Most comments focused around it being a mixture of background information and practical ideas – a good starting point. Some also commented on how helpful it was for non-specialists with lots of ideas that allowed children to explore and become independent thinkers and learners.</i></p>
<p>Suggestions for CPD and other support</p>
<p>10. Areas it would be good to get some support on are... <i>Overwhelmingly assessment, monitoring and evaluation.</i> <i>Resources.</i> <i>More visits to places of worship.</i> <i>Planning and scheme of work.</i> <i>Once comment about a more social event to allow sharing of ideas and experiences.</i></p>
<p>Secondary schools only:</p>
<p>11 Implementing Sikhism Transition unit: <i>3 all in Year 7 and 1 – 1 term in Year 7 and rest in year 8</i></p>
<p>12. We meet the RE entitlement for sixth form students by... <i>conference programme – one joint with another school..</i></p>



**Kent SACRE Development Plan**

**Year: 2008-9**

**Version: 5.1**

**Last update: October 2008**





### Kent SACRE Development Plan 2007-8

1. Standards and Quality of Provision of R.E.	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. Compliance	To provide effective guidance to ensure that all Kent schools meet statutory requirements for RE. <b>ECM3, 4</b>	<ul style="list-style-type: none"> <li>All Kent schools comply with statutory requirements for RE</li> <li>High quality guidance is available</li> </ul>	Identify non compliance through SIP monitoring Write to non compliant schools to offer support	RE Adviser Chairman	Ongoing	<b>Developing</b> Adviser has produced questions for SIPs to ask. To be on Summer agenda
2. Standards and Achievement Page 153	To ensure that all Kent pupils are achieving appropriately in line with standards laid out in LAS. <b>ECM 3,4</b>	Pupils achieving AA levels	Linked to implementation of LAS, providing a support programme focused on standards and achievement	RE Adviser working with Dioceses and CCCU	Ongoing	<b>Developing</b> LAS cycle – introduction (now); implementation (2 years); embedding (2 years); sustaining (1 year linked to review of LAS)
3. Quality of teaching / leadership & management	To ensure that quality of teaching, leadership and management of RE Kent schools is high <b>ECM3, 4</b>	RE established as recognised subject, not an add-on; Planning of RE takes into account requirements of LAS and national development	Supported subject leaders in primary and secondary schools through training & development	RE Adviser, working with ASK consultants and ASTs for RE. Diocesan Officers CCCU	Ongoing	<b>Developing</b> Much RE training has taken place including Headteachers, Governors and Coordinators.

1. Standards and Quality of Provision of R.E.	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
4. Recruitment & retention of teachers	To encourage the appointment and retention of specialist teachers for RE in Kent schools <b>ECM 3,4</b>	Most recently appointed new RE teachers are willing and able to remain within the county  The profile of RE is raised in Kent	Provide CPD programme for new and recently appointed RE teachers in Partnership with CCCU Liaison with CCCU and other providers of RE teachers	Officers RE Adviser	Ongoing	<b>Emerging</b> Dioceses, CCCU and ASK RE Adviser beginning to work in partnership with other providers

1. Standards and Quality of Provision of R.E.	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
<p>5. Resources</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 155</p>	<p>.1 Provide effective advice for schools to resource the new LAS <b>ECM3,4</b></p>	<p>Schools have received appropriate advice and the LAS</p>	<p>RE Adviser and ASK work in partnership with the other providers.</p>	<p>RE Adviser</p>	<p>Ongoing</p>	<p><b>Established</b></p>
	<p>.2 To publish, as appropriate, resource material to enable effective implementation of LAS and spiritual development <b>ECM 1,3, 4</b></p>	<p>Publication of additional resources.</p>	<p>Revision of "Shaping the Spirit"</p>	<p>RE Adviser and SACRE Working Group</p>	<p>2008-2009</p>	<p><b>Developing</b> SACRE working group about spirituality across the curriculum. Teaching Hinduism @ KS1 in preparation</p>
	<p>.3 The Kent SACRE Biennial Awards 2007-8 – Creative Ways of implementing the KAS <b>ECM 1, 3, 4</b> to alternate with...</p>	<p>The quality and quantity of nominations are high. Awards made.</p>	<p>Award Brief prepared; Working Group to finalise arrangements. Schools have received information Link with NATRE competition</p>	<p>Chairman RE Adviser SACRE Working Group</p> <p>SACRE Working Group</p>	<p>Planning Grp meet T 1; Invitation T 2; Deadline T4; Judging T5; <i>Best to NATRE T6?</i></p>	<p><b>Developing</b> Funding of £1000 is secured from St Gabriels's Trust Future plans to link the Awards with national / local initiatives, consistent with SACRE Development Plan</p>
	<p>.4 Young Inter-faith projects – the NASACRE/Westhill Awards</p>	<p>SACRE is able to present appropriate project for award</p>	<p>Working Group to identify project. <b>Need to identify membership of Working Group</b></p>		<p>2008-2009</p>	<p><b>Emerging</b> Steering Group have agreed to alternate with Award</p>

Kent SACRE Annual Report to QCA and other stakeholders

2. Management of SACRE & partnership with L.A. & other key stakeholders	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. SACRE Meetings	To move beyond routine matters, to consider wider issues about the quality of RE and collective worship <b>ECM 1, 4</b>	Wide ranging discussions are a feature of regular SACRE meetings, being led by group members	Meetings held in variety of venues including faith centres; Effective pre-meetings, Coordinated group actions	Conveners; Development Steering Group; Officers	Embedded good practice by end 2007-8	<b>Established</b> Model developed 2006-7, now being embedded
2. Membership training Page 156	.1 Membership strongly reflects the diversity of Kent's religious and professional communities <b>ECM 4</b>	All groups are fully represented and members attend and actively participate in SACRE meetings	All groups fully represented A broad representation reflects membership from all phases of education. Review Constitution to enable necessary changes	Development Plan Steering Group	Will take three years to become embedded as good practice	<b>Developing</b> Expanding membership and raised interest of faith groups becoming evident.
	.2 Training for Group Conveners <b>ECM 4</b>	Group Conveners are more effective	Training programme to be devised and delivered	RE Adviser Chairman	By end AY 2008-9	<b>Emerging</b>
	.3 Training Opportunities for all SACRE members <b>ECM 4</b>	Training opportunities are available for SACRE members	Training needs identified and ways to met the needs are provided	Steering Group RE Adviser	During AY2008-9	<b>Emerging</b> Plans to give all members annual voucher for ASK training

**Kent SACRE Annual Report to QCA and other stakeholders**

3. Improvement / development plan	To showcase Kent SACRE good practice in wider contexts <b>ECM3, 4</b>	Kent SACRE is recognised nationally	Opportunities taken to promote and share Kent good practice	SACRE members RE Adviser	Ongoing as opportunities arise	<b>Emerging</b> This is a new priority
4. Professional & financial support	Sustainability of SACRE	SACRE is active and effective.	Ongoing training; Involvement of SACRE members in working parties;	Clerk; RE Adviser CFE support officers	Ongoing	<b>Advanced</b> Kent fully and strongly supports SACRE and its work in line with its statutory responsibilities.
5. Information & Advice (See also Resources above)	Advice to schools regarding similarities and differences between religion, ethnicity and culture. <b>ECM 1, 4</b>	Clear advice is available to schools as revised "Shaping the Spirit"	Shaping the advice	RE Adviser SACRE Working Party	Before the end of AY 2007-8	<b>Developing</b> New CW guidance will be expanded in StS re-write
6. Partnership with other key stakeholders	Sustain and improve existing partnerships and make new partnerships as they are identified <b>ECM 4</b>	SACRE is seen as a partner with its own identity	Ongoing identification and development of partnerships to secure support for RE	SACRE membership	Ongoing	<b>Developing</b> Currently effective partnerships with CCCU, Anglican Dioceses, some faith groups

Kent SACRE Annual Report to QCA and other stakeholders

3. Effectiveness of Locally Agreed Syllabus	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. Construction of Agreed Syllabus	Review and publication of Agreed Syllabus 2012 completed <b>ECM 3</b>	Syllabus 2012 well received by SACRE and teachers in schools and implemented within agreed time scale.	Steering Group to plan the process	LAS Working Group RE Advisor	Review April 2010 Publication September 2012	<b>Emerging</b>
2. Using National Guidance Page 158	To draw on other LAS and the non-statutory national framework 2004 to support the development of the LAS 2006 <b>ECM 3</b>	non-statutory national guidance adapted to meet the requirements of the Kent context.	Discussion through LAS Conference Working Party  SACRE Response to review of Circular 10/94	LAS working party RE Adviser  Steering Group	Ongoing  June 2009	<b>Developing</b> See above  <b>Emerging</b>
3. Consultation / Launch/ Implementation of Agreed Syllabus	.1 Established cycle for the sustained implementation and review of the KAS <b>ECM3</b>	Review cycle established	Cycle is: ➤ Introducing ➤ Implementing ➤ Embedding ➤ Sustaining ➤ Review	LAS Working Party SACRE RE Adviser	Implement 9/2007 Develop 2007-9 Sustain 09-11 Review 2012	<b>Advanced</b> 2006 KAS is complete. Link to review cycle of new LAS

Kent SACRE Annual Report to QCA and other stakeholders

	.2 Ensure that review of the LAS implementation is up to date with current initiatives <b>ECM3</b>	Publication of guidance and review notes	Using QCA framework, begin to review the effectiveness of the LAS	Initially Steering Group then appoint WG	From mid 2008	<b>Developing</b> CCCU ITT and all ASK training is aligned to new LAS
4. Additional Guidance / monitoring / evaluation of Agreed Syllabus	.1 Additional guidance to be produced <b>ECM 3</b>	Additional guidance is published electronically	RE Adviser produces guidance.	RE Adviser	Linked to national and local priorities	<b>Established</b> ASK has issued guidance for the Transition Unit and plans are in place for KS1 Hinduism guidance
	.2 Develop creative approaches to teaching RE through the LAS	Cross curriculum approaches to RE are identified and supported	RE Adviser and ASTs to plan and shape advice	RE Adviser SACRE WG	From Spring 2008	<b>Emerging</b>
	.3 Give pupils a voice to explore attitudes to RE and act on the information	Mechanism for sampling student and pupil views	Online survey available. e-Government team will pass data to SACRE	RE Adviser e-Government team	Autumn 2009	<b>Developing</b> E-Government actively pursuing the initiative.

4. Collective Worship	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. Practice & provision of Collective Worship	To ensure that quality of leadership and management of CAW in Kent schools is high <b>ECM 1,2,3,4</b>	Kent schools provide CAW which meet pupil needs for spiritual development and legal requirements	Supported CAW leaders in primary and secondary schools through training & development;  Identify a monitoring mechanism	RE Adviser, working with ASK consultants and ASTs for RE.	ongoing	<b>Emerging</b>
2. Monitoring provision and addressing non-compliance Page 160	To ensure that all Kent schools are able to meet statutory requirements for CAW <b>ECM 1,2,3,4</b>	All Kent schools able to comply with statutory requirements for CAW	Identify non compliance through Ofsted reports / SIP monitoring Write to non compliant schools to offer support  Identify further ways to identify levels of compliance	RE Adviser Chair SACRE members	System established during academic year 2006-7 And developed 2007-10	<b>Emerging</b> QCA review likely to begin term 4 2009

Kent SACRE Annual Report to QCA and other stakeholders

5. Contribution of SACRE to social and racial harmony agenda (including Community Cohesion)	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. Representative nature of SACRE	To ensure that SACRE represents established faith communities within Kent, and is representative of all phases of education <b>ECM 4</b>	SACRE membership meets representative needs for faith communities and education phases more effectively	Complete a full review of the constitution and membership of SACRE	Chairman RE Adviser	In response to the 1/94 consultation – from <b>20/4/09</b>	<b>Emerging</b>
2. Knowledge and understanding of local communities	Establish and further develop links with local community groups <b>ECM 4</b>	SACRE link with KCC Race Equality Forum.  Teachers feel more comfortable about linking with local faith communities	Establish initial links to Faith Forums and inter-faith networks.  Hosting meetings at different faith venues offers mutual learning experiences	Officers Steering Group Chairman RE Adviser	Ongoing	<b>Developing</b>  SACRE meeting in local places of worship and having input from faith members on aspects of their faith.
3. Contribution RE can make to Social Harmony agenda	Community cohesion advice to schools regarding similarities and differences between religion, ethnicity and culture. <b>ECM 4</b>	Clear advice is available to schools	Shaping the advice Preparation of appendix to (revised) Shaping the Spirit.	RE Adviser SACRE members	Before the end of AY 2008-9	<b>Developing</b> Identified need in response to the Race Relations Amendment Act and OFSTED's focus on Community Cohesion

Kent SACRE Annual Report to QCA and other stakeholders

4. Links to LA initiatives to promote community cohesion	.1 To ensure that SACRE is aware of, and participates in KCC activities that promote social and racial harmony across the county (eg working with EMAS to produce guidance). <b>ECM 1, 2, 3, 4, 5</b>	SACRE plays a full and active part in linking to LA initiatives to promote racial harmony	Regular updates to SACRE of LA activities in this area SACRE members take part in regular links with BME communities; RE Adviser to develop links with public service units	RE Adviser SACRE members	Ongoing	<b>Established</b> As a statutory body SACRE implements all general and statutory duties placed upon it.
	SACRE members engage at relevant levels with LA meetings <b>ECM 1, 2, 3, 4, 5</b>  <b>.2 SACRE to be pro-active in advising LCPBs</b>	Members develop what links they can (eg RE Advise with EMAS project, Chair with Thanet Diversity Forum) <b>Advice from SACRE given to LCPBs</b>	Some Members to carry out this work  <b>Working Group to be set up?</b>	Faith community representatives  RE Adviser also working with QCA  <b>Steering Group</b>	Ongoing  Ongoing	<b>Developing</b>  <b>Emerging</b>

Completed Actions – the successes of the Kent SACRE Development Plan

Area of Focus	Target	What was achieved	When?
Resources	To publish, as appropriate, resource material to enable effective implementation of LAS and spiritual development <b>ECM 1,3, 4</b>	Sikhism KS2-3 Transition Unit has been published and is used across the county. It has been well-received by Year 6 teachers	Fully in place by September 2007

**Kent SACRE Annual Report to QCA and other stakeholders**

	Promote the development of “mobile places of worship” for Judaism, Hinduism, Sikhism and Islam <b>ECM 2, 3, 4, 5</b>	West Kent pilot is in operation and is being loaned to schools in the area. There is available guidance on setting up similar resources elsewhere.	During AY 2006-7
Management of SACRE	Maintain an effective development plan to address issues raised through SACRE self-evaluation process. <b>ECM 4</b>	SACRE Development Plan is now in use as a strategic and operational planning tool	Developed over 2005-2008
LAS	Governor training to be provided <b>ECM 4</b>	RE Adviser has delivered training to Governors	During 2007-8
	Schemes of Work available to support LAS <b>ECM 3</b>	Resource is published and available	During 2007-8
Collective Worship	To provide guidance for headteachers and governors on developing effective CAW <b>ECM 1,2,3,4</b>	Guidance on Collective Worship has been prepared and published  RE Adviser is providing ongoing training to support CW (HTs, Teachers, Governors)	Term 5 2007/8
Community Cohesion	To ensure that SACRE represents established faith communities within Kent, and is representative of all phases of education <b>ECM 4</b>	SACRE is now more completely constituted than at any previous time	By 2008 but the work continues
	Establish and further develop links with local community groups <b>ECM 4</b>	Well-attended twilight sessions for teachers at the Margate and T Wells Mosques have established good relationships with Imams	During 2007-8

**Glossary**

AA	Above average (student)	NASUWT	National Assoc of Schoolmasters, Union of Women Teachers
AREIAC	Association of RE Inspectors & Consultants	NATRE	National Association of Teachers of Religious Education
ASCL	Association of School and College Leaders	NUT	National Association of Teachers
ASK	Advisory Service Kent	PAT	Professional Association of Teachers
AST	Advanced Skills Teacher	QCA	Qualification and Curriculum Authority
ATL	Association of Teachers & Lecturers	RC	Roman Catholic
AY	Academic Year	RE	Religious Education
BME	Black minority ethnic	REF	(KCC) Race Equality Forum
CAW	Collective Act of Worship	SACRE	Standing Advisory Council for Religious Education
CCCU	Canterbury Christ Church University	SIP	School Improvement Partner
CE	Church of England	SoW	Scheme of Work
CFE	Children Families and Education (Directorate)	T	Term (number...)
CPD	Continuing Professional Development	WG	Working Group
DCSF	Department for Children, Schools and Families		
ECM	Every Child Matters		
ECM2	Staying Safe		
ECM3	Enjoying and achieving		
ECM4	Making a positive contribution to society		
ECM5	Developing economic wellbeing		
EMAS	Ethnic Minorities Achievement Service		
KAS	Kent Agreed Syllabus		
KCC	Kent County Council		
LA	Local Authority		
LAS	Locally Agreed Syllabus		
LCPB	Local Children in Partnership Board		
NAHT	National Association of Headteachers		
NASACRE	National Association of SACREs		

By: Overview, Scrutiny and Localism Manager

To: Children, Families and Education Overview Committee –  
16 January 2008

Subject: **SELECT COMMITTEE - UPDATE**

Classification: Unrestricted

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Summary: This report updates Members on the work of the Select Committee on Provision of Activities for Young People and invites suggestions for future topic reviews.

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## **Introduction**

1. Although there are currently no Select Committees under the remit of this Committee at the last meeting of this Committee Members received an up date on the work of the Select Committee on Provision of Activities for Young People, as it may well be that some of the recommendations arising from this review will be wide ranging cross directorate recommendations.

## **Provision of Activities for Young People**

2. (1) As reported at the last meeting this Select Committee, under the chairmanship of Mr A Chell, have carried out hearing sessions and visits in October and November 2008. The Select Committee will be meeting on 14 January 2009 to consider possible areas of recommendation. Following this the report will then be drafted and will go through its approval and sign off process.

(2) The Select Committee report is due to be submitted to Cabinet on 30 March 2009. This Policy Overview Committee will continue to receive regularly updates on the progress of this review.

## **Suggestions for future Select Committee topic reviews**

2. (1) The current Select Committee topic review programme is coming to an end and there is not sufficient time to commence any more reviews prior to the Elections in June 2009. However, it is important that topics are available to be considered early in the new Council so that a work programme can be approved and reviews started as soon as possible.

(2) Members are therefore requested to consider whether there are any potential topics that fall within the remit of this Policy Overview Committee, which they would like to put forward for consideration by the Policy Overview Co-ordinating Committee (POCC) at their meeting on 28 April 2009. At this meeting the POCC will be asked to indicate which potential topics could be included in a future work programme and a priority order. Initial work will then be carried out to scope these potential reviews before a final decision is taken on the work programme at a meeting of the POCC in July 2009.

(3) The Committee are reminded of the recent decision of the County Council that once a Topic Review has been included in the Work Programme as agreed by the POCC the detailed terms of reference each review will be developed by a cross party Member Group (one from each Group) for approval by the Select Committee and endorsement by the relevant Policy Overview Committee.

(4) The POC will be kept informed of potential topics which are within its remit.

### **Recommendation**

3. The Committee are asked to :-

- (a) Note the update on the Select Committee on Provision of Activities for Young People ;and
- (b) Invite suggestions for potential Select Committee Topic reviews for consideration by the Policy Overview Co-Ordinating Committee at its meeting on 28 April 2009.

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Background Information: *Nil*