



AGENDA

CHILDREN, FAMILIES AND EDUCATION POLICY OVERVIEW COMMITTEE

Friday, 28 September 2007 at 10.00 am
Darent Room, Sessions House, County
Hall, Maidstone

Ask for: Denise Fitch
Telephone: 01622 694269

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 C Hibberd, Mr G A Horne MBE, Mr C J Law, Mr M J Northey, Ms B J Simpson and Mr R Tolputt
Labour (4):	Mrs C Angell (Vice-Chairman), Mr C Hart, Mr I T N Jones, DL and Mr W V Newman, DL
Liberal Democrat (1):	Mr M J Vye
Church Representatives:	The Reverend Canon J L Smith and Dr D Wadman
Parent Governor:	
Teacher Advisers:	Mr T Desmoyers-Davies, Mrs J Huckstep, Ms R Olivier, 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

A. Committee Business

- A1 Membership - to note that Mr J Walder has replaced Mr P Vokes as a Teacher Advisor to this Committee
- A2 Substitutes
- A3 Declaration of Interests by Members in items on the Agenda for this meeting
- A4 Minutes of the Meeting held on 5 July 2007 (Pages 1 - 8)

B. ITEMS FOR CONSIDERATION

- B1 "Towards 2010" (Pages 9 - 36)

B2 Joint Area Review (Pages 37 - 42)

B3 Response to the Questionnaire on Overview Committees (Pages
43 - 54)

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)

Stuart Ballard
Head of Democratic Services and Local Leadership
(01622) 694002

Thursday, 20 September 2007

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

KENT COUNTY COUNCIL

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

MINUTES of a meeting of the Children, Families and Education Policy Overview Committee held in the Council Chamber on Thursday, 5 July 2007

PRESENT: Mr W Hayton (Chairman), Miss S Carey (substitute for Mr R Burgess), Mr A Crowther, Mr J Curwood. Mr M Dance, Mrs T Dean (substitute for Mr M Vye), Mr G Horne, Mr J Law, Mr W Newman, Mr M Northey, Mr E Rowbotham (substitute for Mr I Jones) and Mr R Tolputt

CHURCH REPRESENTATIVES: Mr R Bristow, Mr S Parr (substitute for Dr D Wadman) and The Rev Canon J L Smith

TEACHER ADVISERS: Mr T Desmoyers-Davis, Mrs J Huckstep and Mr P Vokes.

APOLOGIES:

OBSERVERS: Dr T R Robinson (Cabinet Member for Children and Family Services), Mr J Simmonds (Cabinet Member for Education and School Improvement), Mrs A Allen (Lead Member for Education and School Improvement and Chairman of the Children's Champions Board).

IN ATTENDANCE: Mr G Badman, Managing Director, Children, Families and Education; Mrs M Hodges, Director Strategic Policy and Performance, Mrs L Miller, Policy Development Officer and Ms D Fitch, Assistant Democratic Services Manager (Policy Overview).

UNRESTRICTED ITEMS

45. Membership
(Item A1)

It was noted that Mr Vokes, NUT representative, would be retiring and would no longer be a member of this Committee. The Chairman thanked him for his service to this Committee and wished him well.

46. Election of Vice-Chairman
(Item A3)

Mr C Hart proposed and Mr W Newman seconded that Mrs C Angell be elected Vice Chairman.

Carried without a vote

47. Minutes
(Item A4)

Mr Badman announced that the Marlowe Academy was one of the RIBA (Royal Institute of British Architecture) National Award Winners for 2007.

RESOLVED that the Minutes of the meeting held on 19 April 2007 are correctly recorded and that they be signed by the Chairman.

48. Matters arising from the Minutes

RESOLVED that there would be an item at a future POC meeting on Child Poverty and Deprivation, with an opportunity for Members to discuss the issues

49. Minutes of the Meeting of the Children's Champions Board
(Item A6)

RESOLVED that the Minutes of the Children's Champions Board held on 23 May 2007 are correctly recorded and be signed by the Chairman.

50. Director's Update
(Item B1)

Mr Badman gave a presentation which included, an update on "Care Matters" and Services for Unaccompanied Asylum Seeking Children (UASC). A copy of the slides was circulated to Members.

During the question and answer session the following was noted:-

- A copy of the LAC Pledge would be send to Members of this Committee.
- Arrangement would be made for Members to meet with LAC.
- Members were reassured that the good practise established by the Cluster Boards would not be lost when the Children's Trust was established.
- It was important that whenever KCC invited young people to attend a Member meeting, Members were supported so that they could engage with the young people appropriately.
- Cluster Chairmen and LEO's should be invited to attend their Local Board Meetings

Mr Badman emphasised that Members we able to ask him to include specific issues in his update via the agenda setting meeting.

RESOLVED That the oral update be noted.

51. KCC Annual Plan 2007/08

(Item B2 –Mr Chris Carter (Head of Planning And Performance) was present for this item)

(1) Mr Carter presented a report in relation to the KCC Annual Plan 2007/08 and in particular the performance indicators for this Committee's area of work. This was also an opportunity to seek Members' views on any changes that may be incorporated into the next Annual Plan.

(2) RESOLVED That the Annual Plan 2007-08 as it relates to the C, F & E POC be noted.

52. Children, Families and Education Annual Review 2006-07

(Item B3 –Mr Chris Carter (Head of Planning And Performance) was present for this item)

(1) Mr Carter introduced this report which invited the Policy Overview Committee to consider the draft of a CFE Annual Review Document circulated with the papers for the meeting. This was a new publication which reviews the achievements of the Children, Families and Education Directorate during 2006-07.

(2) Mr Badman and Mr Carter answered questions from Members on the document

(3) RESOLVED That

(1) the following comments made be noted:-

- Officers were congratulated on the result of the Annual Performance Assessment.
- It was noted that there were 610 "Healthy Schools" in Kent and that KCC were now ahead of a lot of other LA's.
- Where possible the media should be encouraged to try to make young people feel safe in their communities.
- It was confirmed that the draft Early Years Strategy would be coming to POC for comment.
- It was confirmed that the 4 pilot Children's Trusts were Shepway 1 & 2, one of the Maidstone Clusters and Tunbridge Wells.
- Page - B3:18 - it was confirmed that in relation to the interface between parents and the Children's Trust it was intended to secure parents views in considering the work of the Trust.
- Mr Bristow stated that he did not think that this document placed enough emphasis on the work done by SACRE in relation to eg RE and the Curriculum. The document should try to reflect what is being done in Kent regarding spiritual health and to look at outcomes as well as symptoms.

- There is no reference in the document to issue of young people and alcohol - the current select committee had heard evidence that young people received more information on the effects of drugs than on the effects of alcohol.
- Welcomed the new target for young people with mental health services and the increase in family liaison officers.
- The inclusion of quotes from the young people survey was commended and it was suggested that more of these should be used if possible.
- There is an issue re building resilience of young people and the issue of parents' focus on children's safety.

2) it be noted that the Committee would receive further information on the 14 – 19 Learner strategy and funding later in the year.

53. CPA Corporate Assessment

(Item B4 - –Mr Chris Carter (Head of Planning and Performance) was present for this item)

(1) Mr Carter presented a corporately produced report on KCC's corporate assessment inspection which was due in early 2008. This report sets out details of the corporate assessment process, work undertaken so far and actions that need to be taken to prepare KCC for this major element of the CPA framework.

(2) RESOLVED That:-

1) the report be noted.

2) there would be feedback on the Annual Performance Assessment at the November meeting of the POC.

54. Kent Children's Trust Parent Support Strategy

(Item B5 - Mrs Marisa White (Head of Extended Services) was present for this item)

(1) Mrs White presented a report which provided an update on the development of Kent Children's Trust Parent Support Strategy and set out the draft core principles for Members comments and views.

(2) Concern was expressed about the timing of the consultation with parents ie June – September. Mrs White acknowledged that this timescale was not ideal but explained that it was necessary in order to have a robust strategy in place by the end of the year.

(2) RESOLVED that :-

1) the process for consultation with parents be noted

2) the following comments on the strategy be noted :

- 15 principles especially numbers 6 & 7 were welcomed.
- Point 6 – rather than “does not prohibit access to services” more positive wording eg “open access to all services”.
- It was important that the strategy was in plain English.
- Consultation with church groups – it was agreed that this would be done more widely.
- There was little about spiritual and moral values and the important elements of personal relationships, Mrs White agreed that representatives of religious groups would be consulted to try to find a spiritual/moral principle wording that all endorse.

3) the strategy be submitted to the Committee in the autumn for comments

55. Publication of Information on Meeting Special Educational Needs (SEN) at all Stages of the SEN Code of Practice

(Item B6 - Mr Colin Feltham (Head Of Aen & Resources) - was present for this item)

(1) Mr Feltham introduced a report on the publication of information on meeting special education needs at all stages of the SEN code of practice. In the SEN code of practise Authority set out its plans and arrangements for meeting special educational needs. The Authority was required to do this in accordance with Statutory Instrument No 2218, 2001. He sought the Committees endorsement of the content of this document.

(2) RESOLVED that

1) the following comments on the document “Information on meeting special educational needs at all stages of the SEN Code of Practice” be noted :-

- Page 6:28 paragraph 4.4 – could there be an easy to understand explanation around “there is no low prior attainment funding for sixth form pupils”.
- Page 6:30 – paragraph 4:11 reassurance was sought that the Local Authority would continue to support an un-statemented child when they transferred from primary to secondary school – it was confirmed that support would not be taken away just because a child had transferred to a new school.
- B6:37 – paragraph 5.17 – pleased to see flexible placements.
- B6:120 – concern that if the school is responsible for determining which is the primary need this would be too prescriptive – reassurance was given that although Headteachers were responsible for determining the primary need for the termly census - the statement would set out all needs and how the school would meet them.
- It needed to be emphasised in the document that for any child with a statement, funding did not end until the academic year in which their 19 birthday occurred.

2) the document "Information on meeting special educational needs at all stages of the SEN Code of Practice" be endorsed for publication.

56. Equality Strategy

(Item B7 - Jacqui Ruddock (Policy And Statutory Compliance Officer) - was present for this item)

(1) Ms Ruddock presented a report on Kent County Council's Equality Strategy, which had been approved by Cabinet on 16 April 2007. The Strategy set out how the Council would promote equality and community cohesion and tackle unfair discrimination in Kent. Work would be ongoing over the next six months to undertake further engagement work on the Strategy with Members (through Policy Overview Committees), service users and employees, to explore issues highlighted through consultation, identify appropriate responses and take forward key actions. This work would inform a review of the Equality Strategy at the end of the year.

(4) RESOLVED That the Equality Strategy be noted.

57. Department for Education and Skills 14-19 Gateway Process

(Item B8 - Mr Don Garman (Joint Head of Schools Advisory Service) - was present for this item)

(1) Mr Garman introduced a report on the national 14-19 programme, which would culminate in an entitlement for all students from 2013. The programme would begin to be implemented in summer 2006 with the announcement of an opportunity for partnerships to apply to pilot the first five diploma lines in early December. All ten Kent local 14-19 forums had made applications for between two and four diploma lines, a total of thirty five. The Department for Education and Skills (DfES) had promised a rigorous assessment and eighteen Kent applications had been given the opportunity to pilot in either 2008 or 2009 providing conditions are met. The forums piloting from 2008 have received additional funding and are expected to participate in a wealth of training during 2007-2008.

(2) RESOLVED That the report be noted .

58. Report to Policy Overview Committee Regarding Consultation

(Item B9 - Mr Anthony Mort (Policy Manager) was present for this item)

(1) Mr Mort presented a report which informed Members of the consultations undertaken by the Children Families and Education Directorate in 2006/07. It also provided information on consultations planned for 2007/08.

(2) RESOLVED that the report be noted.

59. CFE Annual Complaints and Representation Report 2007

(Item B10 - - Mr Anthony Mort (Policy Manager) was present for this item)

(1) The Committee considered a report introduced by Mr Mort which gave information about the operation of the CFE complaints procedures for 2006/07.

(2) RESOLVED that the report be noted.

60. Children, Families and Education Directorate Risk Register

(Item B11 - Mr Chris Carter (Head of Planning and Performance) was present for this item)

(1) Mr Cater presented a report on the current Risk Register for Children Families and Education Directorate which was agreed by the Governance & Audit Committee on 7 March 2007.

(2) RESOLVED that the report be noted.

61. Select Committees - Update

(Item C1 –Dr I Craig (Director Operations) was present for this item))

(1) The Committee received a report which updated Members on the meeting of the Select Committee on Home to School Transport on progress with their recommendations one year after the report was considered at Cabinet. An update on the Select Committee Topic Review Work Programme was also submitted.

(1) RESOLVED that:-

(a) the Minutes from the meeting of the Select Committee on Home to School Transport held on 27 April 2007 and the continuing work being carried out by officers be noted.

(b) it be noted that an action plan from officers setting out how they proposed to take the recommendations from the Select Committee on PSHE/Children's Health forward will be submitted to the November meeting of the Policy Overview Committee and that, as normal practice, the Select Committee will be re-convened in April 2008 to receive a report detailing progress on each of the recommendations.

(c) the update on the new Select Committee Topic Review Programme be noted.

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By: Graham Badman, Managing Director, Children, Families and Education
To: Children Families and Education Policy Overview Committee -
28 September 2007

Subject: TOWARDS 2010 - FIRST ANNUAL REPORT

Classification: Unrestricted

File Ref:

Summary: This report sets out the process for finalising the Towards 2010 Annual Report prior to approval by County Council on 18 October and attaches an early draft of the report for targets where the Children Families and Education Directorate is the lead (see appendix).

Introduction

1. *Towards 2010* was formally launched in September 2006. Annual reports on progress will be discussed and approved by County Council each autumn.

Approval Process

2. (1) The draft Annual Report will be discussed at Cabinet on 15 October prior to approval at County Council on 18 October.

(2) A special meeting of all Policy Overview Committees has been arranged to enable Members to comment on the early draft prior to Cabinet and County Council.

Performance Indicators

3. The Annual Report includes outcome-based PIs where needed, which are underpinned by data quality procedures.

Recommendations

4. Members are asked to note the report and comment on the attached drafts

Officer Name: Karen Mills
Title: Policy Manager
Contact telephone number: 01622 694811
E-mail address: karen.mills@kent.gov.uk

Background Documents:

None

Target 10: Improve the quality of early years education by strengthening the links between pre-schools/nurseries and primary schools, thereby improving children's ability to learn when they enter primary school		
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Lead Cabinet Members: Mark Dance/Chris Wells	Lead Managing Director: Graham Badman	Lead Officer: Carol Parsons
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Progress to date:

Kent recognises that good quality early years provision is a critical factor in developing a child's receptiveness to learn from an early age, building essential social skills and encouraging good behaviour. In the last four years, Kent has doubled the number of maintained nurseries linked to primary schools to 70, created over 12,000 new childcare places, with 89.6% of 3 year olds and 95% of 4 year olds receiving schooling. The KA target has been achieved a year early and establishing 20 children's centres with a further 52 planned, in areas of deprivation, aimed at reaching over 42,000 children under 5.

KCC has established a team of early years advisory teachers and recruited 25 special educational needs co-ordinators (SENCOs) who have been deployed to work in pre-school settings. These teams are supported by a team of 75 Leading Early Years Practitioners which includes teachers and practitioners from a range of settings. They are quality assured by the Early Years (EY) team, receive training and provide additional capacity at 'cluster' level. Some deliver specific and targeted support to settings where there is a clear need to improve quality. There has been a gradual improvement in OfSTED judgements for settings, reducing the number judged 'inadequate'. OfSTED data for the period June 2006 to June 2007 shows that 'inadequate' provision in education has reduced to 6%.

The work of these teams is augmented by childcare development officers who have responsibility to develop new provision in response to identified needs as well as support current provision when there are sustainability issues.

Kent continues to work with internationally renowned experts to develop new ways to improve the quality, well being and engagement of young children and has extended the 'Leuven Project' to schools in the Swale, Dover and Gravesham areas. These schools receive training and support and work with feeder settings in their area already engaged in the project. The training will enable schools to use the Leuven approach and provide improved continuity for children.

The percentage of settings with working links to schools is targeted to reach 15% this year. Closer links between schools and settings have been established as a result of the work with schools identifying further ways that they can link to the settings in their community. The Kent Record of Transfer document is used by schools and settings and is crucial tool for effective transition. It is promoted by the EY SENCO team in supporting children with needs on transition, and parents are encouraged to contribute.

Work is underway to develop new ways of working to share good practice and expertise in partnerships with private, voluntary and independent pre-school providers to improve the quality of early years provision. Work is also in hand to produce and implement a strategy for the development of the early years workforce to ensure that there are sufficient and appropriately trained staff. KCC will expand the LEYT programme to provide practical advice on teaching very young children.

KCC introduced a new system of assessing the quality of education and care in nurseries from September 2006 (ECERS). The Quality Mark that builds and incorporates the ECERS audit work will be trialled in settings from September 2008.

Measurable Indicator(s)	2006	2007 Target
Percentage of early years settings with working links to schools*	5%	15%

There are 744 settings in total

What are the next steps

- Further improve take up of free early education by vulnerable and minority groups.
- Increase multi agency engagement to help secure rapid and sustained improvement and narrow the variation between clusters.
- Begin to set cluster specific targets for improving quality in early years setting
- Develop a single comprehensive data set for every setting which includes OfSTED outcomes / LA alert system / records of visits which will be expanded to include ECERS data.
- Reduce the number of inadequate OfSTED settings
- Continue to expand the Leuven project Support practitioners in settings and schools to implement the Early Years Foundation Stage for implementation in 2008.

Target 11: Help and inspire all our children to do well, with a particular focus on ensuring that the results our seven and 11 year-olds achieve at Key Stage 1 and Key Stage 2 improve faster than the national rate

Lead Cabinet Member:
Chris Wells

Lead Managing Director:
Graham Badman

Lead Officer:
Carol Parsons

Progress to date:

A good quality early years experience is an excellent foundation for building success at Key Stage 1 and 2.

An analysis of the 2006 performance data identified areas of under-performance by subject and specific pupil group e.g. looked after children, boys etc. This informed the targeting of support in line with the Kent Improvement Strategy, with schools targeted to receive intensive, substantial or general support. School Improvement Partners (SIPs) commissioned bespoke packages of support for schools. Seventy-two schools have been identified with the capacity to provide outreach.

Principal Advisers visited more than 30 schools and met with headteachers and representatives of governing bodies to provide challenge in order to accelerate the rate of pupil progress. The SIPs identified positive actions being implemented to raise standards following these visits. Officers and headteachers meet on a termly basis to track pupil progress and evaluate the impact of intensive support programmes and support has been re-aligned where necessary by adapting commissioning plans.

Very experienced SIPs were allocated to schools receiving intensive and substantial packages of support. SIP training has included a focus on how to challenge schools' expectations. SIPs are monitoring the progress of each school towards the end of Key Stage 2 targets on a seasonal basis.

The Communication, Language and Literacy Development pilot scheme, launched in 10 schools, has raised achievement in reading. Teachers from 24 schools are training as Reading Recovery Teachers as part of the 'Every Child a Reader Programme'. A cross directorate Primary Challenge Board has been established to consider the range of issues related to under-performance.

Nearly 450 schools participated in training programmes to implement the New National Framework for both literacy and mathematics. A number of other support programmes have been implemented in target schools.

The Primary Excellence Team and National Primary Strategy Team provided additional training for teachers of children in Year 6 to further develop strategies to raise attainment. Information from individual pupil tracking data is being collated on a termly basis to track progress towards end of year results and to inform further deployment of support. 65 schools identified for 'Booster Support' have implemented intervention programmes for named children to accelerate their progress. Termly meetings of headteachers and SIPs evaluate the impact of support provided to accelerate the rate of pupil progress in schools receiving intensive support. Termly SIP visits to all schools provide challenge and support and Commissioning Plans are in place for targeted schools. The impact of support provided is a focus for SIP discussions with headteachers at their termly meetings.

Measurable Indicator(s)	2006	2007 Prov'l	2007 Target
Percentage of pupils achieving Level 4 and above in Key stage 2:			
English test	77%	77%*	80%
Maths test	72%	72%*	81%
Percentage of achieving Level 2 and above at Kent Stage 1:			
Reading	83%	82%**	85%
Writing	78%	79%**	83%
Maths	90%	90%**	92%

* Provisional figures from DfES. National results improved by 1%

** Provisional figures from DfES. National results were static for reading, down 1% for writing and static for maths

What are the next steps

- Use contextual value added - the progress children make from level 2c at Key Stage 1 to level 4+ at Key Stage 2 in English and mathematics to identify further action.
- Consider the progress of Year 1 and 5 pupils with schools to inform Autumn term target setting visits.
- Increased involvement of children's social care and health in the school improvement process.
- Engage good and outstanding schools in school improvement strategies and work with clusters more closely to raise standards.
- Improve the tracking of progress by schools towards 2008 targets and use information strategically to adjust interventions and secure greater impact.
- Implementation programme of targeted support through Primary National Strategy Initiatives – this will include the Intensive Support Programme for 'hard-to-shift' schools and a programme to develop the role of the Lead teacher for Interventions.
- Extend the number of schools engaged in *Communication, Language and Literacy Programme* and the *Reading Recovery Programme* and provide universal access to all schools.
- Support schools to develop new curriculum models to provide personalised learning for all children.
- Further develop multi agency engagement to secure the best progress possible for Gypsy/Roma by considering the oral culture and bilingual needs of Roma.
- Disseminate the Primary National Strategy approaches for advanced learners of English as an additional language strand.

Target 12: Work with headteachers to encourage a zero tolerance approach towards disruptive behaviour, bullying and vandalism in our schools

Lead Cabinet Member: Chris Wells	Lead Managing Director: Graham Badman	Lead Officer: Joanna Wainwright
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Progress to date:

Children need to feel safe and secure and emotionally healthy in an environment where they can learn. The poor behaviour of the few can have a major impact on the education and achievements of others and this sort of behaviour is a concern to both parents and children. Kent recognises that C&YP are individuals and some young people do not respond to traditional teaching approaches. Disaffection and disengagement at school can lead to disruptive/anti social behaviour. Kent, through its 14-24 unit will provide additional support and alternative approaches needed to assist Headteachers in achieving a reduction in the number of incidents of inappropriate behaviour.

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 on 'Clusterweb' to support implementation. A conference on 'Effectively Managing School-Based Incidents', through techniques such as restorative justice, took place in October 2007 coinciding with issuing a joint protocol regarding effective joint working between Kent Police and Kent schools.

The anti-bullying policy and on-line survey were launched for consultation at a conference resulting in over 6,000 responses. New guidance has been issued on cyber bullying (text/e-mail/phone) and a monitoring system is now in place. An anti-bullying co-ordinator is in post to support school staff, parents and children to develop strategies to tackle bullying. The Kent anti-bullying guidance will be released shortly.

A 'Safe Cluster' accreditation scheme has been launched and pilot 'clusters' identified. There are now 160 schools using SEAL (Social and Emotional Aspects of Learning) and initial evaluations suggest that this programme helps to improve self-esteem and reduce disruptive behaviour.

Schools were given control of the resources for meeting the needs of disruptive pupils from September 2007. They continue to develop more varied and stimulating curricula with vocational opportunities expanding in both range and volume.

Kent safe schools has worked with over 6500 children and young people and evaluations by Greenwich University have found that 88.7% of school respondents felt that the service had improved self esteem and confidence and 79.2% felt that the relationships of children and young people in schools had improved. There was a reduction of 19% in permanent exclusions in 2006/07 compared with a similar period in 2005/06 and Ofsted found 82,7 % of Kent schools 'good' or 'outstanding' in ensuring its pupils are protected from bullying, racism or other forms of harassment.

Measurable Indicator(s)	2007*
Percentage of pupils aged 11 to 16 who find other pupils being disruptive a barrier to learning	54%
Percentage of pupils aged 11 to 16 who have been bullied in the last year	31%
Percentage of pupils aged 7 to 11 who have been picked on or bullied at school	38%

Taken from a sample survey of 31,000 Kent primary and 10,000 Kent secondary school children

What are the next steps

- Expand the work of safe schools
- Use the NFER survey to inform decision making and continue to seek the views of C&YP
- Look at the use of alternative curricula to improve the engagement of C&YP
- Engage with local communities, police and interested groups, individuals to look at reducing vandalism
- Improve methods to gather and record information re bullying and disruptive behaviour

Target 13: Continue to offer and develop further multi-agency support to parents by helping them with the problems they and their children face in everyday life

Lead Cabinet Member:
Chris Wells

Lead Managing Director:
Graham Badman

Lead Officers:
Ian Craig/Marisa White/Des Crilley

Progress to date:

Parents play the most important part in their children's development and education. When families face difficulties they may need to access support services to provide help and advice. Kent recognised that if its ambitious 2010 challenge to improve the lives of all C&YP is to succeed it needs to engage and support parents to, in turn, support their children.

Kent Children's Trust commissioned the development of a Parent Support Strategy and a parent's charter, which is in its final stages of development. Multi-agency partners have contributed to the draft and parents widely consulted.

Excellent progress has been made on the development of parent forums linked to 'cluster' boundaries. Dover, Ashford, Maidstone and Malling have all held events, with plans in place for Shepway and Tunbridge Wells to meet shortly, and all districts will have a forum in place by the end of the year.

The number of FLOs directly supporting children and families through schools has increased to over 200 and Kent, as part of the national pilot has appointed 41 Parent Support Advisers (PSA) who are working across schools and clusters, linking closely with FLOs. This project includes working with 95 schools to tackle issues of attendance and behaviour.

Significant progress has been made in implementing the Children's centre programme, 20 established with a further 52 planned, offering a wide range of services including family support and links with JobCentre.

The Extended Schools Team is actively supporting schools to deliver the full range of services under the DCFS 'Core Offer'. All schools have to provide access to Parent Support and some schools have also tested the use of a National Family and Parenting Institute tool, Parent Information Point (PIP). This work will be extended throughout 2007/08 to test out and develop capacity to deliver the new Transition Information Sessions that have been developed by FPI and the DCFS. This programme builds on the good multi-agency practice developed under PIP, but provides the opportunity to support parents with topic based information that will enable them to confidently support their child/children.

Joint Commissioning Officers have been involved in the Swale Kids early intervention project, which is jointly funded through the urban Swale cluster and the multi-agency consortium. It also offers family support, including parenting programmes, and works with children who are showing early signs of emotional difficulty and who may in the longer term be vulnerable to exclusion, targeting KS1 and KS2 children. Work of this nature is underway across Kent and focuses on multi-agency interventions to support children, families and individual parents.

Joint Commissioning Officers are also playing an integral part in the development of locality-based Children's Trust Arrangements, many of whom are using parent support as a key theme to drive forward multi-agency working. The Extended Services Unit is working to ensure local development activity is reflected in the overall strategic framework for the Trust.

KCC libraries provide a range of resources and support programmes for parents including supporting the launch of the BBC Radio Kent storytelling season, part of KCC's support for the BBC's RAW (Reading and Writing) campaign. The season continued with visits by the Arts Bus for storytelling events in parts of the county. Stories from the web-facilitated sessions took place in Margate library to enable parents recruited from SureStart to explore the RAW website and to develop their story sharing and reading skills.

Measurable Indicator(s)	2006/07
Number of parents supported through children's centres and family liaison officers	New PI – base being established

What are the next steps

- Launch of the parenting strategy in the Autumn 2007
- Continue to develop the role of FLOs
- Establish parents fora in all clusters by the end of 2007
- Expand family group conferencing
- Continue to engage with parents, carers, partners and other agencies to develop services and extend the role of schools as the centres of their communities
- Continue to work with the voluntary and Community sector to assist in the provision of services
- Appoint a number of school nurses

Target 15: Raise the expectations and aspirations of our young people by giving all 13-19 year-olds the very best careers guidance and by providing master classes presented by businessmen, entrepreneurs and professionals

Lead Cabinet Member: Mark Dance	Lead Managing Director: Graham Badman	Lead Officers: Sue Dunn/Pauline Smith
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Progress to date:

Although Kent exceeds the national average for GCSE and A level results, there are still too many young people dropping out from post-16 learning or who are not in education, employment or training.

Specific action is being taken now the new 14-24 unit is fully established to ensure a raft of support mechanisms exists through innovative approaches to vocational training, business links and careers guidance. Kent Works has previously undertaken events aimed at the health service and construction industry and has now prepared a series of master classes across the county that are being delivered from October 2007. These are whole days aimed at students in years 9 and 10 in a given area of the county. A key element of the day is to look at the employability skills required for an industry and the different progression routes available to young people to enter various sectors. These events are based at inspirational locations including Charlton Football Club, Bedgebury Pinetum, Howletts, Droight House, Eurotunnel, Shorne Country Park, Bewl Water and Brands Hatch.

Whilst a broad range of employer sectors are involved, there is a focus upon the industries that have been identified as skills priorities for Kent (local conditions permitting). This means an emphasis is placed on areas such as sustainable construction and advanced technical careers, finance and business, science and manufacturing-bioscience renewables, aviation, logistics and ports.

The events are based on a normal working day of 9am-5pm and there are two distinct halves. The first centres on students attending workshops in the morning based around employability skills, whilst the second part in the afternoon is spent touring a local business. Employers who have engaged in the Industry Champions programme, facilitated by Kent Works for the LSC, organise many of these business visits.

The morning workshops are delivered by motivational speakers and kept fairly short and give the chance for students to visit the local businesses and learn about career opportunities in their area. Fair representation of the local industry is maintained.

Students are tasked to find out what the progression routes are for careers in that industry with preparation time during the morning's workshops. Students have a chance to feedback and discuss their visits at the end of the day. A unique element of this programme is the use of a business mentor.

A bid has been made to the LSC to provide funding for additional master classes which would be held on a localised level and be shorter events that seek to reinforce the message of the main events. Kent Works is awaiting the outcome of this bid.

Measurable Indicator(s)	2007
Percentage of children who think their school gives them good careers advice	43%

What are the next steps

- Continue to build on partnerships to improve our careers advice service
- Continue to engage with young people to improve services and delivery
- Investigate and share good practice

Target 16: Expand our pioneering vocational 14–16 programme to more than 4,000 students, offering real choice in a diverse and stimulating curriculum tailored to the needs of students and relevant to the real world

Lead Cabinet Member: Mark Dance	Lead Managing Director: Graham Badman	Lead Officers: Sue Dunn/Pauline Smith
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Progress to date:

Preparing young people for employment is such an important priority for Kent that 5 of the 2010 targets have been developed to ensure that school leavers have the right skills to access jobs and opportunities. The creation of the 14-24 unit with responsibility for Educational Business Partnerships, careers guidance and vocational programmes will ensure that our young people become the workforce of tomorrow bringing economic success to Kent

Vocational courses, including engineering, construction, electrical, motor vehicle maintenance, media studies and hair and beauty, partly funded by government and the LSC, are helping young people in their future career and supporting industries in Kent. 19 vocational centres are now in operation with 2400 14-16 year olds on courses, Kent intends to expand these programmes to more than 4000 students. The development of these new facilities enables secondary schools to access specialist facilities for the delivery of specialised diplomas.

Employer engagement has been very successful with professions from industry directly involved in curriculum delivery of the 14-16 programme. This includes Ringway plc and Bluestone plc, with negotiations taking place with B&Q and Travis Perkins. Bluestone plc has agreed to develop a trainee CSCS card (construction safety card scheme), which will be recognised by industry. The pilot project will be funded for all the construction learners currently at the new flagship vocational centre, the Thanet Skills Studio, to enable students to access work experience placements on construction sites approximately £60 per learner. Ringway plc wish to develop an Advanced Apprenticeship scheme for approximately 8 to 10 placements per year. £1.4million is available from government to develop sustainable construction training in NW Kent in mobile training facilities actually based on construction sites, with sponsorship for equipment being negotiated. In addition to Thanet, two brand new vocational centres are based at a school in both Whitstable and Herne Bay.

BAE Systems has agreed to work with schools delivering engineering by providing the opportunity for selected learners to work at the BAE Systems facility for a one week placement. KCC is supporting BAE Systems to identify young people with appropriate level of engineering skills to join the company's Advanced Apprenticeship scheme. The University of Kent will be reviewing the engineering curriculum, providing master classes and curriculum developments that relate to innovative practise in engineering. Foundation degree programmes are currently being discussed.

Canterbury Christchurch University (CCU) is delivering a retail foundation degree. In partnership with CCU all the training managers for the top retail outlets, including Debenhams and Marks & Spencer, met to help develop a 14-19 retail programme.

Specialist network meetings for tutors delivering the vocational programme and employers are established for construction and engineering, including motor vehicle maintenance. Creative media and retail networks are in the process of being established and existing networks in health and social care and ICT will be developed.

A mapping exercise, which shows all the curriculum areas and levels for the 14-16 programme and the Increased Flexibility Programme now makes it possible to identify the progression routes required for vocational learners from September 2008 onwards. This will include the need to bid for additional apprenticeship placements from the LSC. This information is being shared with the LSC, schools and colleges, during the summer term, so that learners will have the information on potential progression routes from September 2007 onwards.

A selection and recruitment protocol has been developed for learners considering the 14-16 vocational programme which has been sent to all schools involved in the pilot programme.

Measurable Indicator(s)	2006/07	2007/08 Target
Number of students on vocational 14 – 16 programmes	2,200	4,000
Percentage of children and young people on vocational programmes that enjoy or find helpful the vocational training they are getting	90%	95%

What are the next steps

- Continue to engage employers in the expansion of the 14-16 vocational curriculum
- Produce high quality information and guidance materials to support young peoples choices
- Work with FE colleges and work based trainers to assist in the development of progression routes
- Work with grammar schools to deliver level 2 courses

Target 17: Double the number of participants on Skills Force-type programmes		
Lead Cabinet Member: Mark Dance	Lead Managing Director: Graham Badman	Lead Officers: Joanna Wainwright

Progress to date:

Some young people feel disengaged and uninspired by the traditional school curriculum and need motivation to stretch themselves academically or vocationally. Kent is providing this wider curriculum choice through its 14-24 unit and supporting 2010 targets. Innovative courses, such as those offered by Skill Force, enable young people to develop team building, problem solving and communication skills, discipline, motivation and respect.

The agreement with Skill Force to deliver this programme was signed in May and the contract commenced in September. Following discussions with schools and Skill Force it was agreed to phase the increase in places with an additional 100 participants starting the 2 year programme in September 2007 and another 100 September 2008.

Four additional schools, Hartsdown Technology College, Swanley School, Archers Court and Swan Valley, have been recruited to add to the original four schools, Whitstable Community College, Minster College, Sittingbourne Community College and New Line Learning, Senacre.

Measurable Indicator(s)	2006/07	2007/08 Target
Number of participants enrolled on Skill Force-type programmes (as at September)	200	400

What next

- Consider the expansion of further skillforce type programmes
- Review criteria for the selection of participating children and their schools and funding contributions to be made by schools
- Continue to monitor and evaluate impact of courses on young people

Target 18: Introduce a Kent Apprenticeship scheme, offering at least 1,000 apprenticeship opportunities across the private and public sectors

Lead Cabinet Member:
Mark Dance

Lead Managing Director:
Graham Badman

Lead Officer:
Pauline Smith

Progress To Date:

Kent Success, the KCC Apprenticeship Programme, began in October 2006 following on from a pilot project that had been running within Kent County Council. The Programme is aimed at 16 to 19 year olds who would like to start their career within KCC; the target is to provide at least 250 Apprenticeship opportunities within KCC itself and 750 in other public and private sector organisations. As part of this target, the Young Apprenticeship Programme will also be developed through the 14-19 Innovation Unit.

Within the County Council, placements are being offered across all Directorates in departments including Legal & Democratic Services, Waste Management, the Youth Service, Adult Services as well as placements within KCC schools and nurseries. The young people are undertaking Apprenticeships in childcare, health and social care, customer service and business and administration. KEY Training Services is currently delivering the Kent Success Programme within KCC.

There are currently 63 Apprentices on the Kent Success Programme and they are from a variety of backgrounds, some have just finished school and come straight onto the Programme, others have worked in a different job for a while but decided that this is a more positive route for them. 20 young people have left the Programme, of those who completed their Apprenticeship, 79% have moved in to longer term employment either within KCC or other organisations.

The Apprentices are provided with structured training in confidence building, assertiveness, CV writing, KCC application forms and interview techniques. The Peer Group Meetings take place once a quarter and providing personal development opportunities. Placement Managers are also provided with support and receive a Manager's Guidance booklet when they take on an Apprentice that outlines the roles and responsibilities within the Programme.

To move the Apprenticeship Programme forward a cohesive strategy is being developed within KCC linking in with Personnel and all aspects of the 14-24 Innovation Unit to ensure buy in to the programme from all business managers across KCC and that the apprentices who come in to the organisation are meeting business needs. The young people who come on to the programme are from a diverse range of educational and social backgrounds and this balance will be maintained to ensure that all those who come into KCC are able to add value to the departments they are placed in and also reach their personal potential.

In order to develop Apprenticeship Programme across Kent, a model of best practice will be developed to showcase the programme and what has worked within KCC so that it is straightforward for employers to implement the programme within their organisation. Work will be done with both local and national training providers to develop their existing post 16 Apprenticeship provision to ensure that the young people of Kent have a diverse range of Apprenticeship opportunities to move in to. Through the 14-24 Innovation Unit employer engagement will take place to promote the programme and also to involve the employers in the development of the programme to ensure that it will meet the needs of the young people as well as address any skill shortages in Kent. Corporately sponsored apprenticeship programmes will be developed and piloted with employers such as Ringway and it is hoped that through Construction Skills that a National Skills Academy will be established in Kent providing work experience and apprenticeship opportunities across the County.

In June 2008 there will be a high profile event to launch the Kent Apprenticeship programme to employers across Kent ensuring that they fully understand the programme and the benefits that apprentices can bring to their organisation. Promotion will take place with schools, parents and young people in the lead up to the event through the 14-24 Innovation Unit, the 14-19 Planning Forums and Connexions ensuring that all are receiving the most up to date information and that apprenticeships are

seen as a positive route for young people. Particular links will be made with the Vocational Education Programme making sure that those undertaking Young Apprenticeships and vocational courses have access to appropriate post 16 apprenticeships.

Measurable Indicator(s)	Base (state which year)	2007/08 Target
Kent Success Apprentices taken on within Kent County Council	60 (06/07)	126 (Cumulative)
Kent Success Apprentices taken on by other public and private organisations	0	175

Date: 14th September 2007

Completed by: Lucy-Ann Bett. Supporting Independence Programme

Target 19: Introduce the Kent Community Programme, building teams of apprentices to participate in community projects

Lead Cabinet Member: Mark Dance	Lead Managing Director: Peter Gilroy	Lead Officer: Pauline Smith/ Sue Dunn
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Progress To Date:

The Kent Community Programme (KCP) is aimed at young people aged 16-19 who are Not in Education, Employment or Training (NEET), it is a programme that not only equips young people with the practical skills that they need to continue along a positive path of engagement but also address their individual needs, providing support to enable them to make the next step in their lives whether that be employment, further education or an Apprenticeship. A lot of work is done with the young people to re-engage and re-motivate them before they start on the KCP to ensure that they get the skills and tool they need to succeed further. The KCP is being championed by Kent's Supporting Independence Programme because a focus of its work is ensuring that young people with low educational attainment and aspiration or NEET young people are given support and opportunities so that they are able to reach their potential.

By developing this programme locally, KCC has been able to match the needs of the community, the young people within that community and the needs of employers locally who may wish to take on the young people in the future. Groups of around 8 young people are being taken on full time for a 3 month period and for 3 days a week they will be working on community focused project learning practical, hands on skills whilst developing their numeracy and literacy skills. For the other 2 days a week the young people are completing an accredited qualification and learning life and employability skills that have been tailored to their individual needs.

Through the Kent Safe Schools project officers co-ordinating and delivering the KCP, KCC is providing a high level of support throughout each project and this support continues once the young people have completed the project and taken their next positive step in to further education, training or employment. As the programme is developed locally across Kent, relationships are being built with employers and training providers to ensure that the young people are continually supported and are able to move forward positively and achieve.

In the first 4 months of the Kent Community Programme in the projects in Maidstone and Thanet, 73% of the young people who have attended projects have moved in to a positive route or progression ranging from extended work placements, College courses and employment.

Partnerships have been established with Connexions and YOS and strong links have been made to the 16+ Teams to further develop the KCP. Through the 14-24 Innovation Unit, links have also been made to the Apprenticeship programme and these will be developed further to ensure that the young people can access the most appropriate opportunities for them. Further projects are planned for Maidstone and Dover in the autumn and projects in Swale and Shepway will be developed for the new year.

Measurable Indicator(s)	Base (state which year)	2007/08 Target
Number of young people completing the Kent Community Programme	0	40

Date: 18th September 2007

Completed by: Lucy-Ann Bett, Supporting Independence Programme

Target 20: Build strong business-education partnerships that benefit both employers and schools		
Lead Cabinet Member: Alex King	Lead Managing Director: Graham Badman	Lead Officer: Trevor Minter

Progress to date:

Employers need a skilled workforce and young people need an understanding of the skills required in the workplace and the opportunities that are available to help fulfil their potential. The need to engage with employers to inform decision making and the development of Kent's future work force is recognised and is an integral part of the work of the new 14-24 unit and a number of supporting 2010 targets .An introduction into the world of work can also help students chose their future paths, support careers decisions and influence what vocational or academic training they might want to do. An excellent start has been made on this target with 3,726 Key Stage 4 (GCSE) students in individual work placements and 448 teachers in work development placements, far exceeding expectations. In addition, 2,542 new school/employer links have been brokered.

Kent Works was established in April. A Specialised Diploma Construction Dinner was held for nearly 70 employers at the end of 2006 and many links subsequently been made with Kent Works. The Learning and Skills Council (LSC) has put funding towards a scheme that will engage 100 employers to act as champions for the county in promoting education business links.

Industry Champions are being actively recruited to this programme and Kent Works held a business breakfast that brought them together to discuss their roles. Each Champion has been tasked to commit some time to connecting with schools and recruiting other employers who can also champion a sector with schools. They will be used as a focus for issues within a sector to understand how education business links can be continuously improved. Further business breakfasts will be held across the county as they have proved popular with employers and provide a very focussed event that Kent Works can use to improve its ties with employers.

The Kent Construction Skills Strategy has made a tentative start in strengthening the use of KCC's client power. The LSC, South Kent College and Kent Works have jointly developed a 'Work Ready Award' which has been piloted in schools, vocational centres and colleges within Kent. This is a rigorous, employer-approved award that demonstrates that a young person aged 14-18 has shown the positive attitudes towards work. It is being rolled out across the county and there have been enquiries about the award from other areas of the country. If successful, it is therefore hoped that the scheme could be rolled out nationally.

The contract with the LSC for delivery in 2007/08 has been outlined, although specific targets are not yet in place. The financial value is expected to remain the same as in 2006/07, but the funding has only been guaranteed to the end of March 2008.

Health and Safety has been a major area of concern to Kent Works. The LSC has awarded the contract to a separate company, whilst the liability remains with KCC. Kent Works has no control over the time frame and quality of the checks being undertaken and are therefore suffering in terms of delivery. It also places a detrimental risk on the reputation of both Kent Works and KCC, who both have no power over this element of the contract. Representations from KCC have been made to the LSC and Kent Works has written to seek taking over the health and safety element of the contract so that it can control the checks and also reduce costs. This has not been accepted by LSC, who have opted to retain their chosen private provider. It is therefore likely that the problems will continue into 2007/08 and could continue to damage the operational flow and reputations of both Kent Works and KCC.

Measurable Indicator(s)	2005/2006	2006/07
Number of businesses participating in the programme	4,775	Awaited
Percentage satisfaction rates of the participants	New indicator	Awaited
Percentage satisfaction rates of the businesses involved	New indicator	Awaited

What are the next steps

- Continue to enhance young peoples career prospects by providing knowledge of skills needed and local opportunities available
- Offer enterprise training linking with organisations such as the Princes Trust and Young Enterprise
- Ensure that vocational courses reflect need and is relevance
- Promote confidence and self esteem in young people
- Improve links with employers and schools

Target 22: Establish a biennial Kent Youth Games and support Kent sports men and women to compete in the 2012 London Olympics and Paralympics		
Lead Cabinet Members: Mike Hill/Mark Dance	Lead Managing Directors: Amanda Honey/Graham Badman	Lead Officers: Chris Hesse/Danny O'Donovan/Ian Craig

Progress to date:

Capitalising on the incredible opportunities available to Kent children, sportsmen and women is vital with the 2012 Olympics being held right on the doorstep.

Plans to get the 'Kent School Games' up and running are well underway. The first Games will be in 2008 with heats starting in September 2007. A Kent Disability Schools Games will be held at the same time.

A steering group (comprising of representatives from KCC's Children, Families and Education directorate, KCC's Sports, Leisure and Olympics Service, School Sport Partnerships and Specialist Sports Colleges) has been established to focus on the development and delivery. The Kent Competitions Survey has helped identify current and future school competitions in the county in order to inform the planning of the Games.

School sport partnerships have agreed to organise local area heats, competitions and festivals that will lead up to the finals events in a wide range of sports. A co-ordinator, who is leading on delivering this target, is working with the schools, and national governing bodies. The logistics are shaping up. Fourteen sports have been identified and the finals events have been planned for the end of June 2008. All schools in the county have been invited to participate and an estimated 3,000 young people will be involved in up to 40 separate finals events, using 14 different facilities at seven venues.

KCC's Sports, Leisure and Olympics Service supports Kent's talented performers through a range of mechanisms, most notably via the FANS (Free Access for National Sportspeople) scheme, in partnership with districts and facilities across Kent. The scheme has been enhanced with discounts being offered to FANS members on clothing and equipment via Kent County Supplies and Maudesport. Links with the three universities in Kent are providing a countywide Sports Science Support Service for performers, their coaches and parents, and physiotherapists are already being signed up to provide discounts for FANS members.

Several potential paralympians have received funding via the Denne Group and KCC has agreed with Kent Reliance Building Society to provide small grants for talented performers through the Sportsaver funding scheme. KCC's Sports, Leisure and Olympics Service is currently auditing governing bodies of sport for past, present and potential future Olympic and paralympic performers, coaches and officials.

Work to attract major events to inspire future Olympians and paralympians continues and the Unit has been fully engaged in the Tour de France, World Archery Championships, World Handcycling event and the potential GB Visually Impaired Judo Championships.

Measurable Indicator(s)	2006/07	2007/08 Target
Number of schools participating in the Kent Schools Games	New indicator	150
Number of athletes supported to compete at a national level in the run-up to the 2012 Olympics and Paralympics	360	400

Target 30: Work towards introducing a Kent youth travel card entitling all 11-16 year olds to free public transport in the county, subject to the outcome of two district pilots		
Lead Cabinet Members: Keith Ferrin/Mark Dance	Lead Managing Directors: Adam Wilkinson/Graham Badman	Lead Officers: David Hall/Ian Craig

Pre-Games Training Camp submissions have been made on behalf of Kent by the Unit, involving 120 facilities across all districts. The Dartford Judo Centre has already attracted teams from Canada and USA to use its facilities for training for an international event, along with the GB Judo Squad already looking to use the Dartford Centre as a base.

Progress to date:

Peak hour congestion is an issue in Kent and, in addition, the cost of transport for young people and parents can affect the ability of young people to take part in events and activities across the county. KCC has decided to tackle this head on with the introduction of freedom passes.

Kent Freedom Card passes have been snapped up by 11 to 16 olds in the three pilot areas in Kent - Canterbury, Tonbridge and Tunbridge Wells. Passes cost £50, to cover administration charges and set up costs, and offer unlimited travel on buses. The pilots started in June 2007 and are expected to last two years.

The idea was originally suggested by Kent Youth County Council. A Local Government Chronicle article on 15 February 2007 said that “Kent’s plans form the most coherent response so far to last year’s Schools and Inspections Act which requires councils to do more to provide transport”.

Significant co-operation has been given by bus operators and all signed up to participating in the pilots. Early indications are that the pilots are proving to be highly successful.

The launch of the pass in June resulted in excellent positive print media coverage. Schools are very positive about the scheme and its benefits for encouraging greater use of public transport. A number have been keen to help identify where there is likely to be a need for increased capacity on the existing network, which has been very helpful. Additional capacity has been introduced on the routes expected to carry Kent Freedom Card pass holders and arrangements made which are flexible enough so services can be altered as required to address pressures on the network.

Early positive feedback from parents has been received demonstrating the positive impact that the pilot is having on young people’s lives. Publicity for the scheme is being arranged for the whole year to ensure that success stories are effectively communicated.

An evaluation of the impact of the pilots will take place by examining take-up, pass usage, impact on congestion and liaising with schools. This will enable early decisions to be made on a possible expansion to further pilot schemes prior to a full county roll out for all 11 to 16 year olds in 2009.

Measurable Indicator(s)	2007/08 Target
Number of 11 - 16 year olds issued with a Freedom Card (in pilot areas)	2,000*

* As of 20 July 2007, there were 3,235 Freedom Card pass holders in Kent

Target 31: Pilot staggered school hours to relieve rush-hour congestion		
Lead Cabinet Members: Mark Dance/Keith Ferrin	Lead Managing Directors: Graham Badman/Adam Wilkinson	Lead Officers: Ian Craig/Bjorn Simpole

Progress to date:

Tackling congestion is a priority to the people of Kent. This target is linked to the other major initiatives designed to reduce congestion in the county including the Freedom Card pilot in Canterbury, Tunbridge Wells and Tonbridge districts (See target 30).

Since September 2007, there has been a staggered hours pilot in at Hugh Christie Technology College, Tonbridge. This involves the sixth form students and a minority of year 11 students who are taking post-16 options early having a school day which starts later (10am – 11am) and finishes later (4.30pm – 5.30pm).

There have been certain complexities to overcome. The Hugh Christie college have been inventive in creating its own solutions to transporting pupils affected by the changes and entitled pupils are largely covered by the existing bus network – with year 11's able to benefit from the Kent Freedom Pass. Hugh Christie was a challenging school to pilot staggered hours given the wide geographical area it attracts pupils from and helpful lessons have been learnt from this experience when seeking to introduce staggered hours at other schools.

Discussions have taken place within each of the pilot areas to encourage schools to consider staggered hours. For secondary schools, post-16 and increasingly 14-19, collaboration is the major barrier which prevents schools from exploring the staggering of hours between schools. Feedback received indicates that the way forward should be based on the Hugh Christie model of staggering in an individual school between different year groups.

Work is ongoing to promote the concept of staggered hours to schools in the pilot areas for September 2008 implementation. At secondary level the success of staggered hours at Hugh Christie will be the driver for greater interest in such arrangements within the pilot areas and longer term across the whole county. It will be interesting to see the educational benefits of the scheme and how it has impacted upon pupils involved both educationally and in their personal lives.

Early indications were of a high degree of interest amongst primary schools of staggering their hours as a means of reducing the 'school run'. In the Canterbury area, particularly, a number of head teachers were keen on the idea of starting and finishing early and later in some cases. However, it has proved difficult to obtain agreement of their governing bodies to the proposed changes. There were a number of reasons for this; concern about parents choosing to move their child to a school with more conventional times, opposition from staff, impact on existing extended school arrangements such as breakfast clubs and that a degree of staggering of hours is already in place. In the context of current falling primary rolls there is a view that radically changing hours is a risk that is not worth taking. Further discussions will take place with schools in the pilot areas on a whole cluster approach to secure commitment to piloting staggered hours for September 2008. With time available for later implementation there will be opportunities to encourage school governing bodies to participate in the pilot.

Measurable Indicator(s)	Base 2007/08	2007/08 Target
Number of schools with staggered starting times	0	1

Target 47: Create and launch initiatives that facilitate more competitive sport in schools, support after-school sports clubs and sponsor more inter-school competitions and holiday sports programmes

Lead Cabinet Members: Mike Hill/Mark Dance	Lead Managing Directors: Amanda Honey/Graham Badman	Lead Officers: Chris Hesse/Danny O'Donovan
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Progress to date:

Young people benefit from taking regular physical exercise and the opportunity needs to be available for more of them to take part in sport and events. KCC Children and Families and Education (CFE) directorate, Communities Directorate's Sports, Leisure & Olympics Service, partnership development managers from School Sport Partnerships and directors of sport from the Specialist Sports Colleges meet to promote this target to schools and develop actions to support this target.

CFE has established a senior strategic officer post for school sport and physical education along with an administrator to support the work of schools and clusters in this key area of development.

A Kent sports college network has been formulated under the leadership of the strategic officer which consists of all sports colleges and school sports partnerships across the county. This network is providing a co-ordinated framework for school sport across all schools. A strategy for school sport and physical education is being developed in partnership with schools and ASK under the heading 'Every Child Active in Kent'.

To support competitive school sport through the Kent School Games, local organising committees are being established in each school sport partnership under the leadership of a Sports College Headteacher.

Four competition managers, funded through the Youth Sports Trust, are being appointed and will be working with schools from October 2007. Their role will be to establish a competitive school sport framework for all key stages across the county, which will have a direct impact in supporting their target area.

KCC's Sports, Leisure & Olympics Service has continued to administer the current round of PRG funding to support sports activities on school sites outside of school hours. 74 schemes have been supported with small grants since autumn 2006 and 13 playground developments at primary schools have been funded. Big Lottery Fund Projects, primarily on school sites, are progressing very well with 58 projects out of 64 completed by end of March 2007 and the remaining either commencing or being completed in the next year.

A survey of competitive school sport in Kent schools, carried out by KCC's Sports, Leisure and Olympics Service indicates that there is a significant level of competitive school sport happening already but much of it is either not promoted or is uncoordinated. An example of this is significant basketball activity within School Sport Partnerships which is developing inter school competition and festivals between local primary schools. This survey will also be helpful in the planning of the future Kent School Games in 2008 and 2010. (See target 22). New school competitions have been organised through various agencies in basketball, curling, lacrosse and athletics for disabled young people.

Measurable Indicator(s)	2006/07	2007/08 Target
Percentage of pupils taking part in at least 2 hours PE and school sport per week	76%	80%
Number of new out of school hours sports programmes	New indicator	60
Number of new school sports competitions organised	New indicator	10

Target 50: Introduce a hard-hitting public health campaign targeted at young people to increase their awareness and so reduce the damaging effects of smoking, alcohol, drugs and early or unprotected sex		
Lead Cabinet Members: Mark Dance/ Chris Wells/Graham Gibbens	Lead Managing Director: Graham Badman	Lead Officer: Marilyn Hodges

Progress to date:

Too many young people have their lives blighted by the effects of drugs, alcohol, unplanned pregnancy and sexually transmitted infections.

Kent aims to target the health and well being of all its C&YP through a number of complimentary 2010 targets which together will provide the support needed at all stages of their development to enable them to develop the emotional intelligence to make informed choices. The health campaign is one element of this wider agenda KCC has been liaising with key partners and has carried out an audit of existing work in order to ensure that the hard hitting campaign builds on rather than duplicates existing activity in this field. There is now a comprehensive picture of existing campaign activity by all partners in Kent and nationally.

In addition, research has been conducted into young people's needs, values and behaviour and finding out which campaigns actually result in behaviour change. The key focus for this campaign will be behaviour change so as to ensure impact.

The campaign will reinforce messages included in the new personal, social and health education (PSHE) strategy, which will be launched for consultation in 2008 and complement other activity aimed at improving young peoples lives

A small campaign steering-group has been formed to steer this and it is planned that the campaign will end in 2010 with a high-profile event where young people involved report back on how it has impacted upon their lives.

What are the next steps

- Design and deliver pilot interventions alongside focus groups of young people who are known to be vulnerable to risk-taking behaviour and then to roll-out the campaign based on the evaluations. The interventions will be evidence-based and aim to raise awareness, ensure young people can access appropriate services and emphasise responsibility and the skills needed to build positive relationships.
- Continue to work with and engage C&YP in the campaign and the future development of supporting materials and activity
- Build on existing strategies, projects and activities to provide young people with the tools they need to make informed decisions
- Ensure a focus on young men as research has shown that they are missed by campaigns and health services
- Provide parents and carers with effective information to help them

Target 51: Encourage healthy eating by providing nutritious lunches through the "Healthy Schools" programme and launch a range of community-based healthy eating pilots		
Lead Cabinet Member: Mark Dance	Lead Managing Director: Graham Badman	Lead Officers: Marisa White/Carol Healy/Mark Sleep/Janet Stein

Progress to date:

KCC wants to support Kent's children and young people to fulfil their potential. There is a great deal of evidence that links healthy eating to overall physical health and improved levels of concentration. This target will then support a number of other associated health 2010 targets to ensure a holistic approach to Kent's health agenda.

A review has taken place to consider the range of community based healthy eating interventions and associated evidence of effectiveness. A mapping exercise of healthy eating projects already taking place in Kent has also been undertaken and discussions with key health, education and community partners have led to the identification of eight community-based health eating pilots that could potentially be developed under the following themes:

1. The National Children's Bureau - Health Challenge for Schools
2. Community cooking skills
3. Community access to fruit and vegetables
4. Promoting healthy eating in partnership with supermarkets
5. Increasing school meal uptake
6. Reaching parents through workforce development
7. Focus on weaning.

As a result of this ground work a comprehensive document - 'Towards 2010 community-based healthy eating pilots scoping paper' - has been drafted which outlines the development, costs, timing, evaluation and key partners for delivering each of the eight pilots. Key partners and agencies have helped shape the final paper which outlines the roll-out of the pilots in the first, second and third year. Following further work the eight pilots may be streamlined depending on viability and potential reach and impact. KCC's partners have been supportive of the work and it will enable additional funding and resourcing to be accessed and boost the reach of the work. An external research team will evaluate the impact of the pilots on the healthy eating knowledge, attitudes, awareness and behaviour of communities across Kent. The 'increasing school meal uptake' pilot was the first to be launched alongside the 'National Children's Bureau' pilot. *Kent Cooks!*, part of the 'community cooking skills' pilot is being launched in schools from September 2007.

All contractors providing school meals within the KCC school meals contracts are providing nutritionally analysed meals. The menus have been reviewed to ensure they meet all the standards and are acceptable to the children. In addition, KCC's Client Services are developing menus, which are available to schools who undertake their own catering arrangements. Along with 'Healthy schools', Client Services provides a range of training in nutrition awareness, catering skills and food hygiene to all sectors of the school community.

97% of schools are now participating in the programme. A Healthy Eating post has been recruited based within KCC's Healthy Schools Programme Team and a second PCT based seconded post is also in place. Following discussions with relevant partners a Kent-wide Healthy Eating Group has been established which meets in east and west Kent on a quarterly basis. An extensive programme of training to support schools implementing the Healthy Eating core theme within Healthy Schools has now been rolled out successfully across Kent.

Measurable Indicator(s)	2006/07	2007/08 Target
Percentage of schools which have achieved 'Healthy schools' status as at December *	38%	55%
Number of parents and children reached through School/Community Healthy Eating Pilots.	New indicator	Not set

- Total is 612 schools

What are the next steps

- Develop a community action plan for the delivery of family learning activities including cooking and nutritional information
- Monitor and evaluate programmes and develop further those with the greatest positive impact on children and families
- Develop an enhance healthy schools model
- Improve eating experiences at school
- Investigate opportunities within the curriculum to integrate healthy eating, nutrition and children's knowledge of labelling and ingredients
- Link into other strategic priorities/targets that support healthy eating including initiatives to combat obesity and encourage people to take responsibility for their health and well being

Target 55: Ensure better planning to ease the transition between childhood and adulthood for young people with disabilities and to promote their independence		
Lead Cabinet Members: Kevin Lynes/Mark Dance	Lead Managing Directors: Oliver Mills/Graham Badman	Lead Officers: Michael Thomas-Sam/Colin Feltham

Progress to date:

Growing up, leaving school and learning to become independent is a challenge for all young people. But for young people with disabilities it can be harder still. KCC wants to make the transition experience better.

Robust processes are in place for transition planning but feedback from service users indicates that it can be further improved for young people with disabilities (14 – 25 year olds) and their families. A project manager is now in place to lead on delivering this target. KCC has established an Executive Board which involves Health, Education, Social Care, Connexions and the Learning and Skills Council to improve service planning and the delivery of educational, social care and health services. The board is focused on delivering the action plan and the partner organisations have signed up to a common set of key principles and values which will inform how KCC can improve services for young people with disabilities.

Good progress is being made in updating the transition policy and the commissioning of a survey of young people and their families about their experience of the transition process. A single ‘County Transition Information Pack’ has been developed for young people and their families.

A transition support pathway is being developed to focus on helping young people to consider a range of opportunities to enable them to access education, training, employment and supported living.

Family Group Conferencing has been introduced in east Kent and plans are being developed to roll it out county-wide.

The Select Committee on transition arrangements is due to report back its findings and recommendations to the County Council in autumn 2007.

Measurable Indicator(s)	2007/08 Target
Percentage of young people and carers satisfied with the experience of transition	New indicator

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By: Marilyn Hodges, Director, Strategy, Policy and Performance
To: CFE Policy Overview Committee – 28 September 2007
Subject: Joint Area Review of Children's Services
Classification: Unrestricted

Introduction

1. Kent is soon to be subject to a Joint Area Review (JAR) of Children's Services, with inspection fieldwork taking place in early 2008. The JAR aims to assess how effectively KCC and partners work together to improve outcomes for Children and Young People, with a particular focus on vulnerable groups. The outcome of the JAR is critical to Kent's CPA outcome, with a score of 3 or better required to maintain the excellent rating. This report provides information about this process, preparations being made and links to other inspections taking place at the same time.

Background

2. (1) All authorities are subject to inspection of children's services, usually every 4 years, although Kent has not had a full inspection since 2000 when Education and Social Services were subject to separate inspection processes. Since then the Inspection model has been subject to frequent changes, first of all combining these two separate processes and then various modifications which culminated in a new rationalised methodology applied to all authorities from April 2007. Post 2008 a completely different approach is to be introduced across all services (the Corporate Area Assessment) which is meant to further reduce the bureaucratic burden on Local Government.

(2) During this period a related process called the Annual Performance Assessment (APA) of Children's Services was introduced in 2005. Kent County Council scored well in the first two years scoring 3s (good) for service delivery and 4s (excellent) for capacity to improve. The result of the 2007 process will be published in November.

The New APA / JAR Methodology

3. (1) These two process are closely related with the **APA** acting as a risk assessment which is used to help target inspection fieldwork during the JAR. The APA process involves the:

- submission of a self-evaluation, which this year required a review of progress against the Children and Young Peoples Plan. The self evaluation has to include a clear statement of what is being done to improve outcomes for Children and Young People, why it is being done and what impact it is having.
- This is then moderated and challenged by the Inspectorates making use of intelligence held by regional and national government and the grade criteria and key judgements in the Inspection framework.

- The 2007 self-evaluation was submitted in the middle of June and there will be a follow up visit by Inspectors on October 4. We will then receive a letter containing the scores which is published in Mid November. This letter will also indicate areas that should be further investigated during the JAR fieldwork. The scores only apply to KCC, although partners are involved in producing the self-evaluation.

(2) The **JAR** methodology has been rationalised and it now focuses on specific service areas rather than all of Children's Services. It also makes judgements about performance across the partnership. Key features are:

- Five core areas are investigated in all inspections (Safeguarding, Looked After Children, Children with Learning Difficulties and Disabilities, Service Management and Capacity to Improve). These are all scored.
- Other areas are subject to investigation depending on the APA result and national influences. These are judged but not scored.
- We will know these for Kent after the set up meeting in November.
- An inspection of Youth Services is carried out at the same time and the Youth Offending Service is inspected two weeks beforehand. These impact on the JAR.
- Case tracking based on a sample of 10 cases taken from a list of 100 is a key part of the approach.
- Fieldwork includes visits and interviews with Cabinet Members, key staff, stakeholders and service users.
- There is an extensive dataset which is also used to inform both the JAR and APA and a small-scale pupil survey.

Experience of Recent JARs

4. Feedback has been obtained from a number of authorities that have been subject to the new model of JAR, key issues to note are:

- All LAs had only 2 or 3 discretionary areas identified in addition to the core areas identified above
- there are clear patterns emerging, with 14 – 19 and health issues (including CAMHS , Sexual Health and inequalities) figuring prominently
- these are not necessarily only identified based on perceived poor performance but also reflect national flavours, local context and perceived good practice
- while overall the new model is less onerous than previous methods the focus on Safeguarding, LAC and to an extent LDD is intensive and suggests a particularly challenging approach by former CSCI inspectors. This is reflected in close scrutiny of Social Services duty teams
- published reports are just starting to emerge and reveal APA grades are often reduced by the JAR assessment, with one Authority (Herts) in particular being graded inadequate on safeguarding and LAC, others have had difficult discussions with OfSTED
- inconsistency in approach between and within inspection teams and moderation can be an issue

- the workload burden of JAR is still considerable and adequate project management capacity, including key leads for each area of investigation are key.

Timeline

5. A projected timeline for the overall inspection process is attached at Appendix A. Kent's specific briefing pack will be received on the 25 September, until then some of the key dates are estimates based on experience elsewhere.

Preparations Underway

6. A number of activities are underway to prepare Kent for the JAR, these include:
- The submission of a review of progress against the CYPP for the APA process
 - Identification of the 100 cases required for case tracking
 - Continuing action to improve performance in specific areas
 - Briefing of those likely to be involved within and outside of KCC
 - Analysis of recent inspection experience and published reports
 - Analysis of the draft APA/JAR data set just received to identify key issues
 - Establishment of capacity to project manage the JAR process

Links to the Corporate Inspection

7. Detailed planning for this is gathering pace and links are established with the corporate team. Preparations need to be closely linked particularly in respect of service management and the involvement of partners.

Recommendations

8. Members are asked to note this report and to agree to receive further updates at future meetings.

Chris Carter
Head of Planning and Performance
01622 694986

Background Documents:

None

JAR – milestones

Week of:	What:
3 September	<ul style="list-style-type: none"> Supporting People Inspection
10 September	
17 September	<ul style="list-style-type: none"> 19th CFE Managers briefing Updated APA Dataset Tell Us 2 survey results
24 September	<ul style="list-style-type: none"> Receive JAR Briefing Pack CPA Audit Commission Briefing Pack 28th – Report to POC
1 October	<ul style="list-style-type: none"> 4th – APA Inspectors meetings JAR - Multi-agency briefings
8 October	<ul style="list-style-type: none"> 9th – YOS set-up meeting JAR - Multi-agency briefings
15 October	<p>Deadline (estimated) for:</p> <ul style="list-style-type: none"> 100 case files required documentation <p>15th – CPA likely date to submit KCC Stakeholder list</p>
22 October	
29 October	<ul style="list-style-type: none"> Draft APA letter received – opportunity to respond
5 November	<p>JAR Set-up meeting (estimated – may be later)</p> <ul style="list-style-type: none"> 6th GOSE Priorities meeting
12 November	<ul style="list-style-type: none"> 15th - publication of APA results
19 November	
26 November	
3 December	<ul style="list-style-type: none"> 2nd – CPA self-assessment submitted to Audit Commission Option for CPA “practice tour” with Audit Commission
10 December	
17 December	
24 December	
31 December	
7 January	<ul style="list-style-type: none"> CPA Inspection Team’s initial tour week
14 January	<p>JAR Analysis Week (estimated – likely week earlier with CPA)</p> <p>YOS Inspection</p>
21 January	
28 January	<p>1st JAR/CPA Fieldwork Week</p> <p>Enhanced Youth Service Inspection</p> <p>YOS Inspection findings feeds into JAR</p>
4 February	<p>2nd JAR/CPA Fieldwork Week</p> <p>Enhanced Youth Service Inspection</p>
11 February	
18 February	
25 February	
Early March	<ul style="list-style-type: none"> Draft report received from Ofsted (Estimated). 10 working days to make written comments Draft report discussion with Ofsted
Late April	<ul style="list-style-type: none"> Pre publication report received (CPA only?) (Estimated). 10 working days

	review period
Early May	Final date to request a review of the Joint Area Review report
Mid-May	CPA and JAR reports published on websites
End June	Within 30 working days the authority is required to send copies to partners, media and others as specified.
September	Within 70 working days of receiving report, the local authority is required to, when consulting its partners, make a written statement of proposed action, or action plan and make it available to all those in receipt of report and specified inspectorates.

By: Paul Carter, Leader of the Council
To: Children Families and Education Policy Overview Committee
Subject: RESPONSE TO THE QUESTIONNAIRE ON OVERVIEW COMMITTEES

Introduction

1. (1) You will be aware that in July I commissioned a questionnaire of all Policy Overview Committee Members. A copy of the analysis of the questionnaire, which you have already seen, is attached as Appendix 1 to this report.

(2) Members will be aware that the questionnaire asked a range of questions regarding the powers of the Policy Overview Committees and how well those powers were used together with some more specific questions around the venue for the meetings, whether Members felt adequately trained, whether sufficient information was made available in between meetings etc.

(3) The powers of the Policy Overview Committees are set out on page 5 of Appendix 1 to this report.

(4) Since the Cabinet government was introduced across the political spectrum Cabinet Members and non-executive Members have had concerns about the effectiveness of Policy Overview Committees.

(5) When I became Leader I made it clear to Cabinet Members and Chief Officers that they must ensure that their diaries are kept clear to attend meetings of the Policy Overview Committee to which their portfolio reports. This has not always been possible but Cabinet Members and Managing Directors are now committed to ensuring that this is the case for the future. Many non-executive Members feel that the Cabinet is becoming remote from the non-executive Members and as a consequence non-executive Members feel less well informed. Non-executive Members also find that it is difficult to hold the Cabinet Members to account or to review the performance of the Council in relation to its policy objectives and performance targets.

(6) However, it is also fair to say that non-executive Members of the Council have not made the best use of the wide ranging powers of the Policy Overview Committees (page 5, Appendix 1). Members' responses to the questionnaire made it clear that the Policy Overview Committee which exercises the powers to the greatest extent is the Adult Social Services Policy Overview Committee and the least is the Children, Families and Education Policy Overview Committee.

Specific Concerns from the Questionnaire which need Addressing

(1) Not surprisingly, the power to appoint Select Committees and Member involvement in Select Committee processes is welcomed. Select Committees are one of the successes of Cabinet government. These Committees have added value and made a significant impact to County Council policy, for example the recent report on Home to School Transport, Climate Change, Transition and Personal, Social and Health Education (PSHE).

(2) It is fair to say that these important pieces of work are not always given the recognition and media coverage they deserve with the focus primarily on the Executive which can undervalue the role of these non-executive Committees.

(3) One of the specific concerns raised in the responses to the questionnaire is that there is too much officer input into the Policy Overview Committee process and meetings and insufficient time allowed for Members to ask questions. Members will also have received a questionnaire from the political group whips and this too highlighted the need to provide the opportunity for Members to ask questions of the Cabinet Member(s).

(4) Another power of concern to the Policy Overview Committee Members was that they felt that they did not discharge as well as they could scrutinising the performance of other public bodies in Kent.

How can the Policy Overview Committees be strengthened and made more effective?

(1) The potential workload of the Policy Overview Committees is huge – so how can we ensure that the right balance is achieved in keeping Members informed to address the perception of remoteness from the Cabinet and focusing the agenda on outcomes which add value to the Executive and Council?

Forward Work Programme

(2) Key to the success of the effectiveness of the Policy Overview Committees is identifying a focused Forward Work Programme in addition to the generic items already in all Policy Overview Committees work programmes, e.g. Medium Term Plan and Budget, Annual Plan, reviewing the performance on the achievement of 2010 targets to name but a few but performance management in its broadest context which should be a fundamental component of a Policy Overview Committees work programme.

(3) The work programme needs to focus on specific areas which are topical so that non-executive Members have an opportunity to contribute before policies are finalised.

(4) An area for future inclusion in Policy Overview Committee work programmes will be how the targets in the Kent Area Agreement are being achieved. The Committee are reminded that there is a uniform approach to the way that the agenda planning and Forward Work Programme is currently approached. On a two

monthly cycle the Chairman and spokesmen of the Committee meet with the Cabinet Member(s), Lead Members and Managing Directors to share information and plan future agendas.

(5) These meetings are set for a year in advance and the above Members and officers all have these dates in their diaries.

(6) What might strengthen this process would be:-

- (a) the Chairman and spokesmen of the Committee being more proactive in inviting Members of the Committee to identify potential issues for inclusion on the agenda;
- (b) a more rigorous process by us as Cabinet Members in identifying from our work programme how the Policy Overview Committees could be involved; and
- (c) whether any of the above are related issues which could be dealt with through a more local body such as a Local Board or, in cases of multi-agency work a Joint Board or Forum.

Information

(7) Often the Policy Overview Committees are used as a platform for Cabinet Member(s) and the Managing Director to share information but is this the most effective use of a Policy Overview Committee's time with such a demanding workload? If we are looking at Member briefings outside of the Policy Overview Committee then often attendance is poor so what can we do creatively to address this imbalance?

(8) How can we bring the plethora of information together in one place so that the information a Member has access to is succinct, readable and if the Member wants to delve further there is a link to further reading? Do we make best use of the Information Point? The Member survey recently undertaken by the political whips has suggested making greater use of the Information Point and re-launching this service. Arrangements are being made for a Member User Group to be established and this will be considered by the Selection Committee at its meeting on 10 October 2007 but with a suggested term of reference of making the Information Point the focal point for disseminating information based on best practice elsewhere.

Conclusion

(1) Cabinet Members are committed to attending meetings of the Policy Overview Committees and being held to account for the decisions and actions we are taking and for the balance of responding to Members questions being made by ourselves and not by the Managing Director or the staff.

(2) Also acknowledging that the work of the Policy Overview Committees is enormous we will be ensuring that our contributions to your work programme are tightly focused and we would welcome your input and advice into the issues that we are dealing with.

(3) Appropriate, relevant, interesting agenda setting is vitally important to the POC process.

Background Information: *None*

Survey for KCC Members on Overview and Scrutiny Committees

The purpose of the survey was to take stock on how Members feel that Overview and Scrutiny Committees have performed, and to identify potential areas for improvement. The survey was distributed on 2 July 2007 with a deadline for responses of 13 July. A total of 31 responses were received, the last on 24 July, representing a response rate of 50% of Members who sit on Policy Overview Committees.

Q1 Members were asked which of the following Policy Overview Committees they sat on and responded as follows

Adult Services POC	8
Children, Families and Education POC	11
Communities POC	7
Corporate Services POC	5
Environment & Regeneration POC	9
TOTAL	40

In KCC's Constitution there are eight powers for each Policy Overview Committee.

Power 1 is to assist and advise the Council, the Leader and the Cabinet in the development of the Policy Framework.

Power 2 is to review the performance of the Council in relation to its policy objectives and performance targets.

Power 3 is to require the Leader, Cabinet Members and officers to attend before it and answer their questions.

Power 4 is to review or scrutinise the performance of other public bodies in Kent, invite reports from them and request them to address the Committee about their activities and performance.

Power 5 is to question and gather evidence from any person (with their consent).

Power 6 is to conduct research, community and other consultation about service performance, policy issues and possible actions.

Power 7 is to appoint Select Committees (with the legal status of Sub-Committees) to conduct reviews with the same powers as the main Committee.

Power 8 is to make reports and recommendations to the Council, the Leader, the Cabinet or any other Council Committee arising from the exercise of the preceding terms of reference or affecting Kent or its inhabitants within their allocated areas of responsibility.

Qs 2, 4, 6, 8, 10, 12, 14 and 16

Members of each Policy Overview Committee were asked to indicate how much they consider each of the powers is exercised.

In the following table a score has been given for each power and each POC representing Members' responses weighted to take account for whether each power was exercised fully or not at all. A score of 1.00 indicates that all Members responded that the power was exercised fully at that particular POC. A score of 0.10 indicates that all Members responded that the power was not exercised at all at that particular POC.

Power	1	2	3	4	5	6	7	8
POC								
AS POC	0.62	0.60	0.58	0.40	0.40	0.58	0.88	0.49
CFE POC	0.38	0.48	0.30	0.28	0.38	0.51	0.68	0.48
CMY POC	0.57	0.71	0.65	0.37	0.40	0.54	0.63	0.58
CS POC	0.64	0.64	0.76	0.24	0.40	0.44	0.32	0.36
E&R POC	0.54	0.45	0.52	0.50	0.44	0.52	0.50	0.44
Mean	0.55	0.58	0.56	0.36	0.40	0.52	0.60	0.47

For each power the figure highlighted in green indicates the POC where it is exercised to the fullest extent and the figure highlighted in red indicates the POC where it is exercised to the least extent.

The power that Members feel is exercised to the fullest extent overall is Power 7 – appointing Select Committees - at Adult Services POC.

Power 7 has the highest average score meaning it is exercised more than any other power at all the POCs, on average.

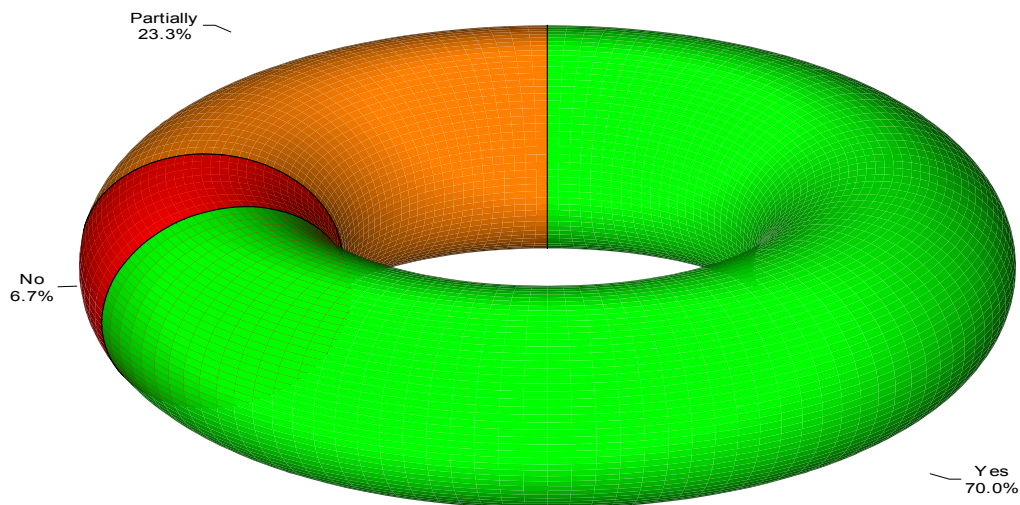
The power that Members feel is exercised to the least extent overall is Power 4 – reviewing or scrutinising the performance of other public bodies in Kent - at Corporate Services POC.

Power 4 has the lowest average score meaning it is exercised less than any other power at all the POCs, on average.

The POC that Members feel exercises the powers to the fullest extent overall is Adult Services.

The POC that Members feel exercises the powers to the least extent overall is Children, Families & Education.

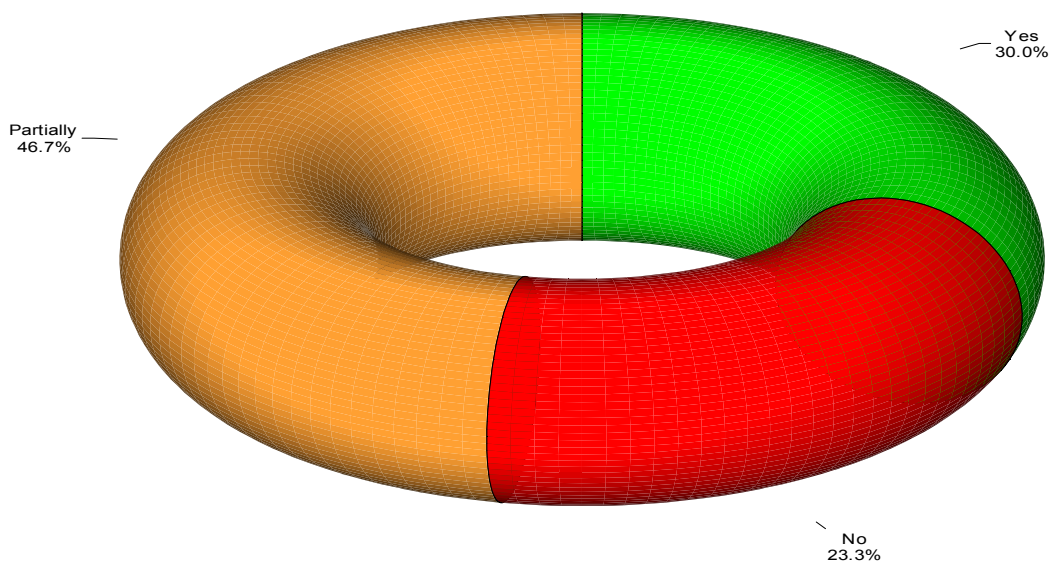
Q18 Members were asked whether they had all the skills necessary to be an effective Member of a Policy Overview Committee.



70% of respondents believed that they have all the skills necessary to be effective Members of Policy Overview Committees, compared with 7% who do not have all the skills and 23% who have some but not all of the skills.

Nine Members gave follow up responses. Three felt they had enough skills and a further three felt they could learn more and improve. Two Members identified the problem of time as a barrier to obtaining skills and also obtaining information from officers.

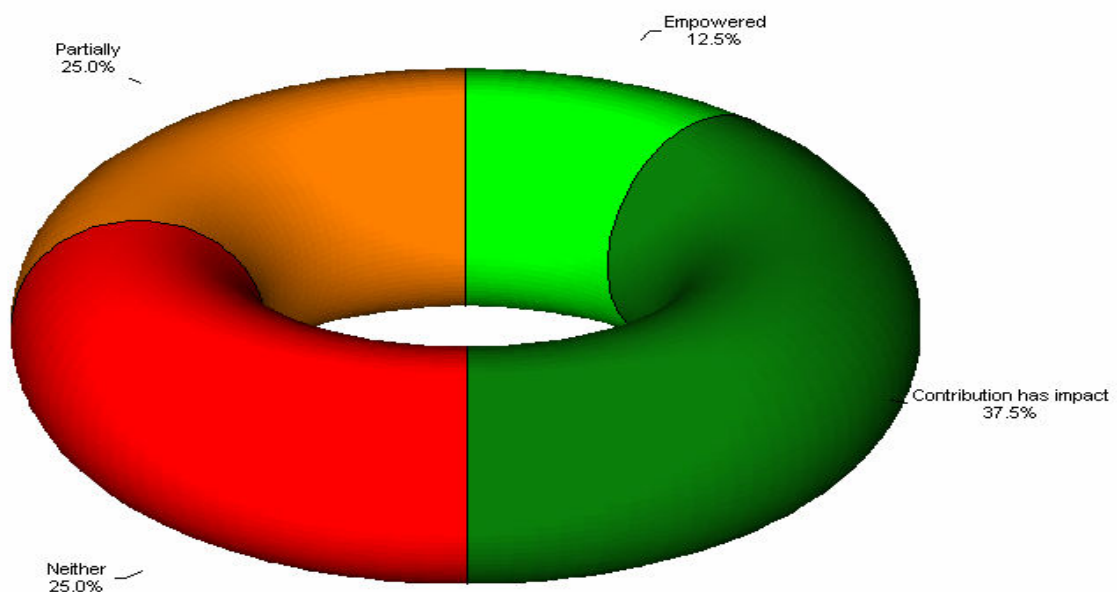
Q19 Members were asked if they believed that they can influence policy and the decision making process.



30% of respondents believe that they can influence policy and the decision making process, compared with 23% who do not and 47% who believe their influence is partial.

13 responses were given to exemplify the answer that influence was partial. Of these four indicated that they had little or no influence and two questioned whether Members of POCs are listened to. One commented that it was difficult for POCs meeting four times a year to keep up with the agenda of Cabinet which meets every six weeks.

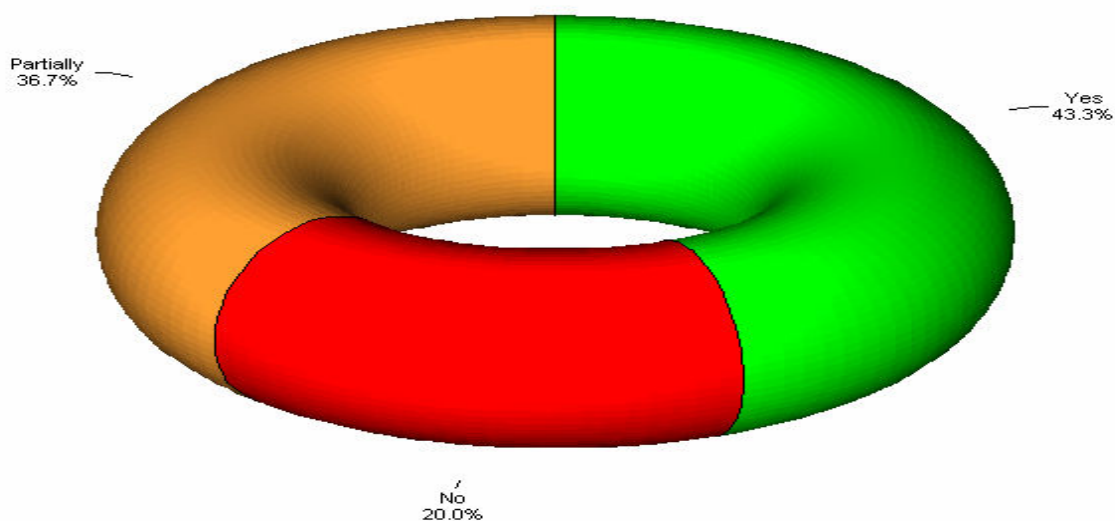
Q20 Members were asked if they felt empowered and that their contribution to a Policy Overview Committee had an impact.



13% of respondents feel empowered and 38% feel that their contribution to a POC has had an impact, whereas 25% feel neither empowered nor that their contribution has had an impact and 25% consider their contribution and impact has been partial.

10 responses were made to support the answer that Members' contribution and impact has been partial. One indicated that policy had been agreed when an issue arrives at POC. Another wondered whether the opinion of the minority group was taken into consideration. Two responses consider that POCs are too weak in comparison with the Executive and a further one suggested that POCs could achieve so much more.

Q21 Members were asked if they believe that items on the agenda for a Policy Overview Committee are the most appropriate.



43% of respondents feel that items on the agenda for their POC are the most appropriate, whereas 20% do not agree and 37% consider their agenda items are only partially appropriate.

12 responses were received explaining the view that agenda items were only partially appropriate. Two mentioned the need for POCs to monitor budgets. One suggested that POCs should examine the Annual Report, but at an appropriate time. Two commented on the vast range POCs have to cover and one suggested that the agenda of CFE POC was far too crowded making it difficult for Members to absorb all the reading and make a detailed contribution as the business is hurried on. One response reiterated the view that Members should have input into agendas.

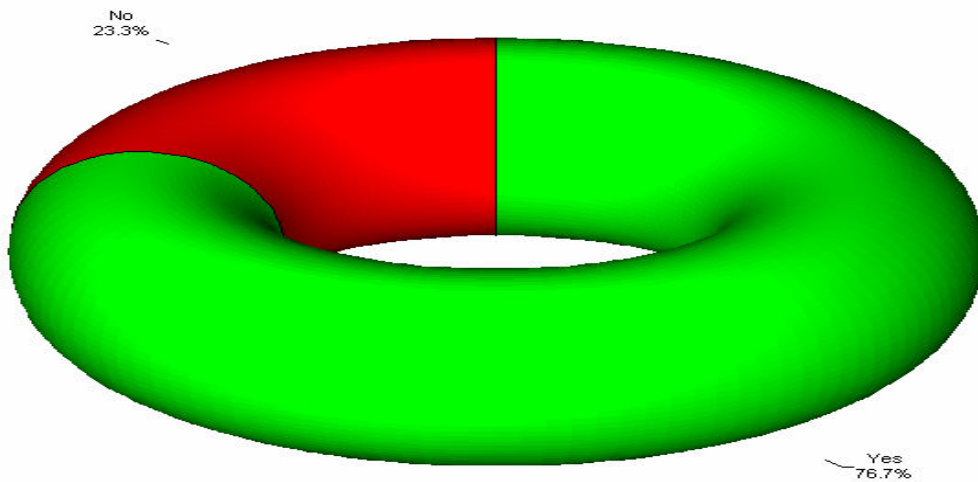
Q22 Is the balance right between the time officers speak at POCs and the time Members have to ask questions

	<i>Too much officer time</i>	<i>Just right</i>	<i>Too much Member time</i>
Adult Services POC	55%	44%	0
Children, Families and Education POC	66%	33%	0
Communities POC	29%	71%	0
Corporate Services POC	25%	75%	0
Environment & Regeneration POC	50%	50%	0

For none of the POCs did Members think they had too much time to ask questions. For two POCs – Corporate Services and Communities - the majority of Members agreed that the balance of time was just right.

For Children, Families and Education and Adult Services POCs a majority of Members indicated that there was too much officer time. For Environment & Regeneration POC Members were equally divided between too much officer time and just right.

Q23 Members were asked if they welcome the opportunity of holding POC meetings outside strategic HQ when appropriate.

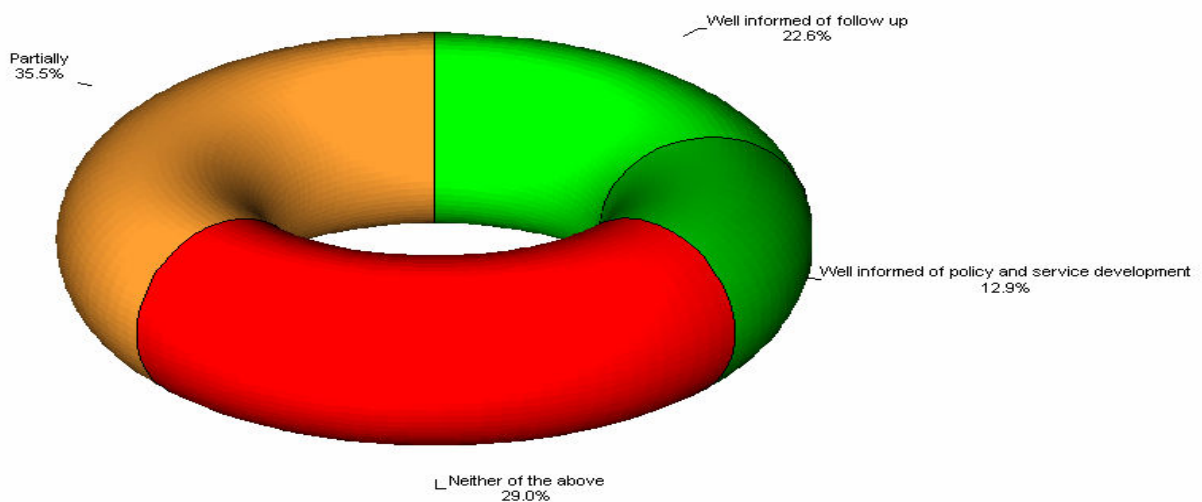


77% do welcome the opportunity but 23% do not.

Q24 Members were asked if external agencies be invited where appropriate.

100% of the 29 responses agreed that external agencies should be invited to POCs where appropriate, with none disagreeing.

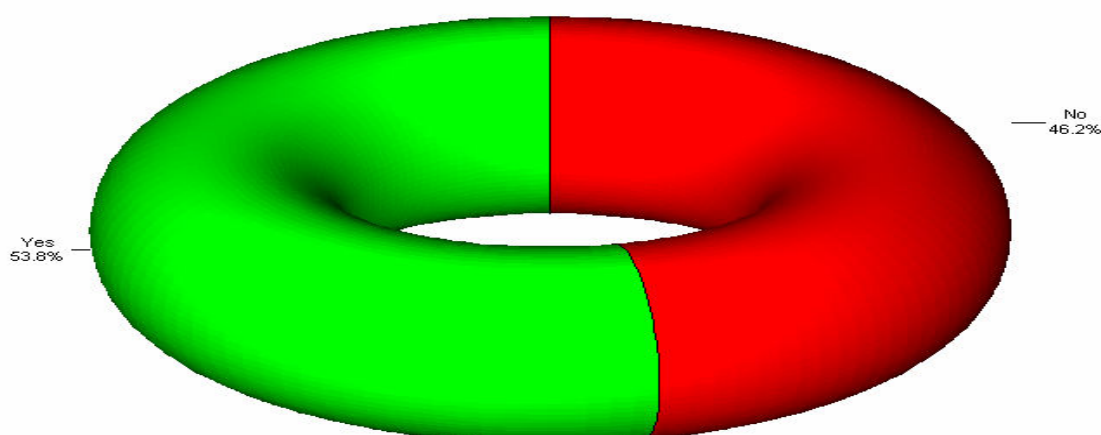
Q25 Members were asked if they are you kept sufficiently well informed of follow up and of Policy and Service Developments in between meetings.



23% responded that they were well informed of follow up and 13% were well informed of policy and service development. 36% considered they were partially informed but 29% were not well informed of follow up or policy development.

12 responses were received explaining the response partially. Four responses suggested that follow up did not happen at all or too infrequently. Two indicated that follow up was particularly important because POC meetings are so far apart. One response was that the best information was provided by Members' Information sheets from the library service. Another response was that information on policy development needs radical improvement.

Q26 Do you think that changing Member roles could help POCs achieve tangible outcomes from their meetings?



54% consider that changing Member roles could help POCs achieve tangible outcomes from their meetings, whereas 45% do not.

15 responses were received to the question on how Member roles could be changed. Three responses were that the question was not understood, although one suggested changing the Chairman from time to time. One response said that POCs should take a more strategic approach and should not be a forum for Members to raise local issues that they have nowhere else to raise. Two responses mention POC Members influencing the agenda. A further suggestion was that there should be an agreed definition of what the Member role on a POC was.

Q27 Members were asked what works best with the Policy Overview Committees at the moment.

20 responses were received and of these eight mentioned the flow of information. Three mentioned constructive cross party working. One mentioned the ability to pose questions generally and one cited questioning the Executive. One response indicated that the relationship with officers worked well with POCs.

Q28 Members were also asked what has worked less well with the Policy Overview Committees.

19 responses were received. One of these, that there was a limited agenda with little time for debate and too much for presentation, summarised the views expressed in about half of the responses. However, other responses indicate enjoyable and worthwhile meetings and identify that improvement will centre around agenda items and timing of debate to influence outcomes.

Q29 And finally Members were asked for any other comments they would like to make.

19 responses were received to this also, ranging from the opinion that POCs are wasting people's time to the view that the POCs are immensely valuable. Two comments were made that all day meetings are not a good idea. One comment was that Children Families and Education POC covers such a wide topic span and should have sub-committees to examine all the parts of its important and fast moving agenda. Other responses indicated that POCs should look at budgets more than once a year, that scrutiny should be part of POC's role, that Cabinet Scrutiny should have been included in the survey and that POCs need their own research capability.