

**CHILDREN, FAMILIES & EDUCATION - LEARNING AND
DEVELOPMENT POLICY OVERVIEW AND SCRUTINY
COMMITTEE**

Thursday, 16th September, 2010

2.00 pm

Darent Room, Sessions House, County Hall, Maidstone



AGENDA



CHILDREN, FAMILIES & EDUCATION - LEARNING AND DEVELOPMENT POLICY OVERVIEW AND SCRUTINY COMMITTEE

Thursday, 16 September 2010 at 2.00 pm
Darent Room, Sessions House, County Hall,
Maidstone

Ask for: Christine Singh
Telephone: 01622 694334

Tea/coffee will be available before the meeting

Membership

- Conservative (11): Mr K Smith (Chairman), Mr R B Burgess, Mr N J Collor,
Mr J M Cubitt, Mr P J Homewood, Mr M J Jarvis,
Mr J M Ozog, Mr R A Pascoe, Mr W L Richardson,
Mr J N Wedgbury and Mr M A Wickham
- Liberal Democrat (1): Mr M J Vye (Vice-Chairman)
- Church Representatives (3): The Reverend N Genders, The Reverend Canon J L Smith
and Dr D Wadman
- Parent Governor (2): Mr B Critchley and Mr P Myers
- Teacher Advisers (6): Mr T Desmoyers-Davies, Mrs J Huckstep, Miss S Kemsley,
Mr R Straker, Mr S Thompson and Mr J Walder

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UNRESTRICTED ITEMS

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

Item No		Timings*
A. COMMITTEE BUSINESS		
A1	Introduction/Webcasting	2.00 pm
A2	Substitutes	
A3	Declaration of interests by Members in items on the Agenda for this meeting	
A4	Minutes of the meeting held on 20 May 2010 (Pages 1 - 26)	

B. ITEMS FOR CONSIDERATION

B1 Deputy Cabinet Member and Directors of Learnings' Verbal Update (Pages 27 - 36) 2.10-2.40 pm

This will include written papers on the following:

- (a) Early Years Foundation Stage (EYFS) and Key Stage 2 & 4 results
- (b) GCSE National Challenge and A Levels
- (c) OFSTED Inspections
- (d) CFE Restructure within the Learning Group

B2 Attainment in 2010 - Unvalidated Results (Pages 37 - 54) 2.40-3.25 pm

(This item is to follow as the unvalidated results were not available at the time of despatching the papers)

- (a) SATs and Key Stage 1 and 2 results
- (b) GCSE National Challenge and A levels
- (c) OFSTED Inspections

B3 Planning and Commissioning 16-19 (24) Provision (Pages 55 - 60) 3.25-3.55 pm

B4 Gifted and Talented Education (Pages 61 - 70) 3.55-4.10 pm

C. SELECT COMMITTEE UPDATE

C1 Select Committee - Update (Pages 71 - 72) 4.10-4.20 pm

EXEMPT ITEMS

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

**All timings are approximate*

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

Wednesday, 8 September 2010

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

KENT COUNTY COUNCIL

CHILDREN, FAMILIES & EDUCATION - LEARNING AND DEVELOPMENT POLICY OVERVIEW AND SCRUTINY COMMITTEE

MINUTES of a meeting of the Children, Families & Education - Learning and Development Policy Overview and Scrutiny Committee held at Darent Room, Sessions House, County Hall, Maidstone on Thursday, 20th May, 2010.

PRESENT: Mr K Smith (Chairman), Mr M J Vye (Vice-Chairman), Mr R B Burgess, Miss S J Carey (Substitute), Mr N J Collor, Mr M J Jarvis, Cllr S Manion and Mr A Wickham

CHURCH REPRESENTATIVES: The Reverend Canon J L Smith

PARENT GOVERNORS: Mr P Myers and Mr B Critchley

TEACHER ADVISERS: Mrs J Huckstep, Mr R Straker and Mr J Walder

PRESENT: Mrs J Whittle and Mrs A D Allen, Chairman, Vulnerable Children and Partnerships POSC

IN ATTENDANCE: Haeusler (Director For Learning), Mr M Baker (Strategic Director for Schools Settings & Colleges), Mr C Berry (Head of Attendance and Behaviour Service (Acting)), Ms S Dunn (Head of 14-24 Innovation Unit), Ms P Harris (Head of Service) and Mrs C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS

25. Minutes of the meeting held on 23 February 2010
(Item A3)

(1) RESOLVED that the Minutes of the meeting held on 23 February 2010 are correctly recorded subject to 'Deputy Lead Member' being altered to read 'Deputy Cabinet Member' and in the appendix 'Mr Cater' name being altered to 'Mr Carter'.

26. Director of Learning and the Deputy Cabinet Member's update
(Item B1)

(Verbal report by Mrs J Whittle, Deputy Cabinet Member (Learning) and Mrs M Haeusler, Director for Learning and Mr M Baker, Strategic Director for Schools, Settings And Colleges)

(1) The Chairman asked Mrs Whittle to begin with her update. Mrs Whittle advised the Committee of the work she had been undertaking within her portfolio since the last meeting which included; the focus on Primary Attainment and progress on the National Challenge stating that she saw these areas interlinked and continued and strengthened collaboration between both Primary and Secondary schools was essential to tackle where there was low attainment in the schools. She spoke of the hard work being undertaken by staff, pupils and parents to develop a range of programmes and gave one example of a school offering support, The Hayesbrook School, Tonbridge, through a Family Learning

Programme for pupils and parents, to enable parents to understand how pupils learn at the school.

(2) Mrs Whittle referred back to Primary Attainment mentioning the County Council meeting held on 1 April 2010, where Members received a presentation from Clare Brice-Smith from the Audit Commission when she stated that there was a need for Kent to focus on raising Primary Attainment. Mrs Whittle said that she was pleased that there was to be a Select Committee looking at Primary Attainment. She advised that she had visited University of Kent and was to visit Canterbury Christchurch College that had carried out work in schools to engage children in the love of learning; she felt that it would be a good idea to engage them in the work of the Select Committee.

(3) Mrs Whittle mentioned the huge amount of work being carried out by the Schools Improvement Team to help schools that had not reached their floor target in their SATs and Key Stage 2 targets. The prediction was that the schools that had not reached their floor target would be halved next year. As part of the raising attainment in both primary and secondary schools would start as early as possible, most of the Children's Centres were up and running and integrating a range of services under one roof, including Early Years, engaging parents and children in their learning. Mrs Whittle paid tribute to the work undertaken by Jennie Landsberg, Principal Advisor on Early Years and her Team on the quality of early years setting which had improved substantially over the past 2-3 years, which Mrs Whittle felt would have a knock on effect of improving Key Stage 1 and then Key Stage 2 results.

(4) Mrs Whittle then gave further examples of collaborative work in Primary and Secondary schools where specialist teachers from secondary schools and 6th form students were teaching pupils in Primary schools. She gave one example of a gifted mathematic student in year 12 who was teaching gifted mathematic pupils in year 6 of the Primary school, which she said was wide spread across the county.

(5) Mrs Whittle then spoke on the 14-19 year olds agenda advising that she had been meeting with Further Education Principals to forge a closer working relationship with the colleges following the transfer of powers from the Learning Skills Council to KCC, which would be discussed in detail in a later agenda item. Mrs Whittle saw this as a holistic approach ensuring that 14-16 year olds received the right pre vocational curriculum and the 16-19 year olds curriculum at levels 1, 2 and 3 had a smooth transition between the levels by ensuring the governance arrangements reflect the new FE role KCC had taken on and with the help of the FE sector ensure that the quality assurance arrangements in the prevocational curriculum were in place.

(6) Members were advised on the number of Grammar schools that were rolling out the International Baccalaureate and A-Levels and a hybrid of the IBA levels known as Accrobac. Mrs Whittle suggested that the Committee may wish to speak with Headteachers on their examination choices, to ensure for the 16-19 year olds there was sufficient choice for all students.

(7) Mrs Whittle mentioned that she had visited the Blue Water Learning Shop and witnessed the work to help people through the apprenticeship drive and recruitment

of young people to do more apprenticeships and suggested that it would be beneficial to have a stronger focus on developing administration apprenticeships.

(8) Members were advised on the recruitment of teachers in particular secondary schools there had been problems in recruiting teachers in the specialist areas. There had been a focus in the graduate teaching programme nurturing their own talent and many schools were recruiting former gifted students to teach whilst taking their Masters and PhDs. Mrs Whittle advised that she was looking at the issue of how newly qualified teachers could be provided with accommodation.

(9) Mrs Whittle concluded by introducing the new Director for Learning, Mrs Merril Haeusler who had been in post for 4 months.

(10) Mrs Haeusler then spoke on the scope of responsibilities for the Learning Group referring to the chart that had been tabled appended to these Minutes, that pulled together the network and organisation of the Learning Group. Mrs Haeusler advised that the Learning Group accountabilities and agenda were early years foundation stage through to post 16 years. The Learning Group was responsible for; the quality provision in the early years settings, the standards and pupil attainment in primary schools through to secondary schools, post 16 and higher education. Wrapped around that was the professional development particularly in leadership, which she felt was important in times of change when it was difficult to attract quality teachers particularly to more challenging areas. Mrs Haeusler stated that there was a need for succession planning to Headteachers posts. The Learning Group was also responsible for Governance in schools. Governors had a strategic role in schools and needed to be supported on moving from an operational role to that strategic role looking at school improvement and looking at how they can contribute to taking a school forward. Mrs Haeusler stressed the need to work closely with a range of agencies

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

(12) In response to a question by Mr Jarvis, Mrs Haeusler advised that the Authorities responsibility for learners with additional needs continues until 24 years of age linked to the Specialist Children Services.

(13) In reply to a concern by Mr Burgess, Mrs Haeusler advised that there was no intension of decreasing the volume or quality training for Governors. She had met with school Governors to reassure them of the high quality training that they would continue to receive. The Governors at those meetings had requested more support to prepare for an OFSTED inspection and putting together their self evaluation that headteachers had to pull together and a better understanding of how they could lift themselves from being a Governing body that was operational to one that was strategic.

(14) In response to a comment by the Chairman, Mrs Haeusler referred to the tabled chart and said that it would be ideal to look at particular points of time in the year on areas under the Learning Group in terms of outcomes eg August/September - the SATs and GCSE results and progress on Early Years.

(15) Mr Vye commended the work being carried out visiting schools and colleges by the Deputy Cabinet Member and the Director. He then raised his concerns on the Advisors for Primary Attainment that would be lost with the Children, Families and Education Directorate restructure, Mrs Whittle assured Mr Vye that she felt it

was essential that support was retained for those schools that failed to reach their floor targets.

(16) RESOLVED that the responses to Members questions and comments and the verbal updates be noted.

27. Absence in Kent Schools

(Item B2)

(Report by – Mrs M Haeusler, Director of Learning Group, Mrs R Turner, Managing Director, Children, Families & Education Directorate and Mrs S Hohler, Cabinet Member for Children, Families & Education Directorate)

(Mr C Berry, Head of Attendance and Behaviour Service (Acting was present for this item))

(1) The Committee considered a report that outlined the priority in Kent for all schools, working with Local Authority (LA) support, to continue to address high overall absence, and within this, persistent absence (PA). This supported the delivery goal set by Department for Children, Schools and Families (DCSF), that by 2010/11 no local authority would have more than 5% of its secondary school pupils identified as being persistently absent. This target was described as National Indicator 87 (NI87).

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

(3) In response to a question by Mr Vye, Mr Berry said that it needed to be clear that criteria for persistent absence of more than 20% could be for any reason including a broken leg. However if a child was absent for a day or a week the school should identify what was in place to improve their attendance. There was a link with attainment. He explained that in schools where there was very clear recording analysis, showing clear interventions being made, tended to be the schools that tackled poor attendance levels and also showed improving attainment levels. He felt that there was also a link with those schools that were being creative and flexible. The Schools Improvement Partners were able to offer support and the ability to challenge the school on provision it was making so that the school was a place where the children wanted to be. For the DCSF and OFSTED these were extremely high profile areas over the past two years.

(4) In response to questions by Mr Critchley, Mr Berry assured Members that regarding areas of deprivation Kent was not different to other parts of the country and that Kent was showing improvement in not just bringing down levels of persistent absence where there were social issues but the gap was also narrowing between attendance and absence records in the most deprived areas compared to the least deprived areas. Where school was not important and valued by parents that was where it was most difficult to change the entrenched apathy towards school and education. Links with the size of Kent meant that to reduce absence by 0.01% in Kent you would need to change the entrenched attitude of 78 pupils, the statistical analysis acted against Kent.

(5) In response to a question by Mr Walder, Mr Berry advised that the DCSF was being lobbied regarding the advice that it was giving on extreme weather conditions that it was better for schools attendance figures for them to close where the absence figures would not count against their overall figures. If the school remained open the school would have to make a judgement on whether a child could have made it into school and whether they were marked absent or not. This was felt unfair on the school and required greater clarity.

(6) RESOLVED that:

(a) the Scrutiny Board endorse the setting up of a Member Monitoring Group to look at Attainment, not overlapping the work of the Attainment Select Committee; and

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

28. Educational Reporting Cycles - Key Stage 2

(Item B3)

(Report by – Mrs M Haeusler, Director of Learning and Mrs P Harris Head of Service - Advisory Service Kent)

(1) The Committee considered a report on the educational reporting cycle for Primary Key Stage 2, in particular the schools below the floor target.

(2) Mrs Harris had tabled colour versions of the reporting cycle within the papers. Referring to the reporting cycle, Mrs Harris said that it was the right time to report back on the actions in light of the results detailed within the report. She highlighted the effect of the recent national boycott by teachers on SATs tests in Kent, advising that out of the 440 Kent primary schools, 25 schools had boycotted the SATs tests, out of those 25 schools, 3 schools were in floor targets. Kent had 5% of its schools boycotted in comparison to West Sussex County Council, which had 45%. Mrs Harris said that she looked forward to seeing the results. Referring back to the chart she advised that the National Challenge had an early bank of results. She was able to divulge that out of 30 schools in the National Challenge the majority would be above the floor challenge, narrowing the gap between those children on free school meals and those non free school meals. Mrs Harris then went on to explained the school schemes for those children on free school meals applying for and receiving laptops.

(3) Mr Walder advised the Committee on the reasons why teachers belonging to the National Union for Teacher (NUT) boycotted the SATs tests.

(4) The Chairman felt that it was essential that it was clear when the Committee would be able to review and scrutinise during the cycle for Key Stage 2.

(5) In response to a question by Mr Critchely, Mrs Harris explained that a detailed report on the gifted and talented, in terms of the outcomes level 5 and 6 at Key Stage 2 and A* in GCSE would be submitted to the Committee in the Autumn by Mr Silk, Gifted & Talented Adviser. The outcomes of those children gifted in sport,

Art and drama will also be looked at. In terms of scrutiny Mrs Harris suggested that the Committee could select a group of Gifted and Talented and an analysis of that group could be provided with the actions and questions outlined in the report. In terms of monitoring, Mrs Harris suggested that there was an opportunity to look in depth at free/non school meals gap.

(6) In response to a comment by Mr Jarvis, Mrs Harris explained that at 5A* to C, Kent was ranked 1 out of 11 but not in the case of including English and mathematics. There was a need to work harder with the 74 schools that were below the floor target of 55% of children that achieved Level 4 in both English and mathematics with the right programme as it was different across the County. The East Coast, Dartford and Gravesham were linked with areas of deprivation. Mrs Harris felt that there was a real opportunity to analyse data to give patterns for urban and rural areas.

(7) Mrs Haeusler advised that it was her intention to revise the School Improvement Strategy looking in particular at how the resources were managed. She said that there was a need to be; proactive rather than reactive; let schools know about the concerns, monitor problems when they arise and move in when necessary well before OFSTED. The School Improvement Partners were in the schools daily and had a raft of data that could be drawn upon.

(8) The Chairman asked that information be circulated to the Committee on Primary Key Stage 2 between meetings.

(9) RESOLVED that the answers to Members comments and questions and requests be noted.

29. Presentation by Ms S Dunn, Head of 14-24 Innovation Unit *(Item B4)*

(Verbal Report by Ms S Dunn, Head of the 14-24 Innovations Unit)

(1) The Chairman asked Ms Dunn to introduce herself to the Committee and give her presentation.

(2) Ms Dunn gave a presentation in three parts, which included; the formal transfer of the post 16 funding arrangements acquired from the Learning and Skills Council, the National Commissioning Framework (*tabled at the meeting*) and how Kent County Council (KCC) will move the agenda forward working with partners and providers supporting the young people of Kent.

The formal transfer of the post 16 funding arrangements acquired from the Learning and Skills Council (LSC)

(3) The Learning and Skills Council (LSC) ceased to function as from 31 March 2010. KCC had now taken over those functions which meant that 13 Members of the LSC staff had been transferred into KCC. Ms Dunn's Team had increased from 4 to 18 working on the 14 to 19 agenda. Two of those transferred staff were placed in Finance, which was a significant element of the former LSC activity and function. All the staff that had transferred from the LSC had undertaken a rigorous induction programme and all new providers, work place providers and colleges had been paid on time.

(4) Work was still being undertaken in the area of the Learning Difficulties and Disabilities (LDD) especially with those placed outside Kent in Independent Specialist colleges. Those placements were costly up to £170k per year. Work was being carried out with the Young Peoples Learning Agency (YPLA) to solve a number of issues that had arisen.

National Commissioning Framework

(5) Ms Dunn referred to the tabled document highlighting the page headed 'Key Contributors to the Commissioning Process' advising that the Local Authority was duty bound to provide learning and training in Kent for 16 to 19 year old and LDD through working in a National planning and commissioning Framework. Ms Dunn stressed that this was not KCC's process and was a National Process that had to be followed prescribed by the Department of Education. The local authorities flexibility in using the Framework maybe to meet local priorities was very limited. The function was discharged through the Children's Trust arrangements and the sub group 14 to 19 Strategic Forum, which looked at how we plan 14 to 19 provision in localities. The partnerships included schools, colleges, work based providers, Connexions and in some cases employers. There were currently 9 Forums, however through the Children, Families and Education Directorate restructuring this would be arranged in 6 Planning Forum Areas. KCC had been asked to work with Medway to ensure a coherent pattern of learning across local authority boundaries as there were a number of young people who resided in Kent opted to look for provision in Medway and vice versa. There was also work to be undertaken to strengthen the cross boundary borders with Bexley and Dartford in particular.

(6) The agency that there would be most connectivity with was the YPLA, new relationships needed to be forged as this agency had the jurisdiction over funding and the overarching levels of funding to ensure that our colleges and providers had sufficient revenue to deliver the strategic priorities for Kent. The YPLA had no direct contact regarding planning which was entirely with KCC.

(7) Ms Dunn then spoke on the role of the Skills Funding Agency (SFA), office located a Kings Hill, West Malling, that oversees the National Apprenticeship Service. Kent's college Principals who interfaced with KCC on local planning and funding allocations would also have to work with the SFA on matters of quality assurance, performance management and capital. Ms Dunn felt that KCC needed to look at how it would work more effectively with the SFA as it was unclear how this would operate and was a priority for the 14 to 19 provision particularly in relation to, performance management, exchange of data, exchange of information to avoid an over bureaucratic process.

(8) Ms Dunn went on to explain the critical timeline for the process explaining that KCC was in data collection mode at present and had received, from the YPLA, its first bundle of data, which gave the first part of the strategic statistical analysis for post 16 provision to enable work to commence with colleges about what offer they should have in place for September 2011. Ms Dunn highlighted some of the challenges for KCC that included; narrowing the gap for post 16 at level 2 and 3, tackling the issue of 19 year olds not maintaining the same progress from Key Stage 4 to the end of Key Stage 5 and improving participation at 17. On a more positive note there was success in reducing the figures of those young people Not in Education Employment or Training (NEETs). This formed part of the information

that would be considered with the Strategic Forum and then aid discussions with the schools and colleges over the coming months.

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

(10) In response to a question by Mr Jarvis, Ms Dunn advised that although the local authority was given the power and duties to ensure that there was enough provision for learning and training there was a myriad of stakeholders before you get to front line delivery. Ms Dunn suggested that one function of the local authorities could be, through the Local Government Association and the FE Principals, to make constructive comments about how the system could be streamlined and focus more on the aspirations and opportunities of young people.

(11) In response to a question by Mr Myers, Ms Dunn reassured Mr Myers that discussions had been undertaken to ensure that the funding for special needs children was in place for the placements for 2010 with the LSC prior to its closure.

(12) RESOLVED that the answers to the questions by Members and the presentation be noted.

30. Interviews with Further Education Providers on 16-19 Years Old Strategy

(Item B5)

RESOLVED that the evidence received from three FE Providers; Alison Clarke, Principal, Canterbury College Bill Fearon, Principal, West Kent College Paul Hannon and Principal, Hadlow College (attached as appendix 1) be noted.

31. Recall Ms S Dunn on Evidence Heard

(Item B6)

(1) The Committee recalled Ms Dunn to discuss the evidence received from the FE Principals to answer questions and comments made by Members which included the following:

(2) In response to a question by Mr Wickham, Ms Dunn advised that pre 16 year olds KCC had jurisdiction through the Funding forum. Post 16 the funding was received through the Funding Formula which was a very complicated process that went down to the lowest decimal point for each qualification there was a different formula. Ms Dunn agreed to forward information on the funding.

(3) Mr Vye suggested that there was a job of work in the area of interplay between the schools and colleges to give young people optimum choice, well charted pathways, the flexibility of courses that take place in both schools colleges and pathways that took place in both schools and colleges with co planning for courses in the future. Ms Dunn explained that KCC did aspire to a parodizing shift of post 16 year old provision away from an institutional lead option in terms of choice and pathways more down to an individual lead pathway with a quality progression route. She indicated that that point had not been reached at this point in time and it was the role of the 6 planning areas to address. Ensuring there was a fuller choice as possible, that the pathways were correct and the need for flexibility, many young

people did not want to spend 2 years on one course, they may prefer a blended learning approach, more flexibility personal approach to a learning opportunity. In terms of co planning for schools and colleges, Ms Dunn advised that this was not easily to solve as the institutions were in competition, because the number of learners in an institution determined its overall budget, so there was a vested interest in a school or a college maintaining its current size of 6th Form or current size of engineering programme. This had formed detailed discussions and debate within the Learning Group on how to make 6 Planning Forums become effective. Mrs Dunn agreed to share the roles 6 Planning Forums with this POSC in the Autumn.

(4) In response to questions by Mr Burgess, Ms Dunn explained that the local authority had to be clear when college Principals were saying that there was not equity of funding, in relation to one particular aspect of the Funding Formula was hugely complex schools, in one strand of the funding it was correct to say that school 6th forms received slightly more money than college 6th forms based on a particular element of the funding stream. Because of the complexities of the funding stream it was the aggregated by other factors depending on what qualifications were, what the social indices of the locality were etc. Ms Dunn said that she was unable to fully answer the question at this present time but it would be necessary to speak with colleagues in Children, Finance and Education finance to consider the detailed data and produce a judgement.

(5) In response to Mr Burgess' second question, Ms Dunn advised that best value for money was not based on the allocation but was what was transferred into positive learner outcomes and positive journeys for young people. Ms Dunn advised that as far as she was aware the AS level qualification gained in a school was the same as the AS level gained at a college. A BTEC National qualification in Child Care and Development was exactly the same as the BTEC in Child Care and Development gained in a college. Ms Dunn said that she was interested to know why there needed to be such differences between a colleges funding and a schools funding if the qualification and the programme were exactly the same. Ms Dunn felt that questions could be asked at a nation level at the National Star Chamber that looked at the overarching formula that KCC may wish to interrogate, although it was early days and within KCC there needed to be a better understanding of the formula.

(6) In response to the question on learners support, Ms Dunn said that this was an important issue in particular for vulnerable learners at level 2, who may have the equivalent of 5 A*to C grades with a vocational qualification but in terms of their learning were very vulnerable and KCC needed to work on a transitional programme between school and college and college and university and how that arms length support works at college.

(7) In reply to the further question, Ms Dunn advised that employers were being monitored through the Apprenticeship Service and the data would be available.

(8) Mrs Dunn advised the Committee on a strategy that she had been working on with employers and the skills sector, in line with Kent's Regeneration Strategy, with the aim of unlocking Kent's potential within five key sector areas. The first key area that she was currently looking at was low carbon, developed a Skills Plan that linked to wind farms and biomass technologies. Within that skills sector plan it highlights the skills and qualifications and what skills were needed, what were the

best qualifications and whether any of those qualifications were currently available in Kent. The work had highlighted that with the post 16 in particular a significant deficit in certain curriculum areas and qualifications to support the development of the wind farms and associated technologies in Kent. A report on the Strategy would be considered by the Learning and Skills Board on 26 May before it was developed further. Ms Dunn agreed to monitor the progress and report back to the Committee. The Chairman requested that Ms Dunn forward this information to the Select Committee that was reviewing Renewable Energy.

(9) Mr Manion suggested that all the evidence from the meetings with young people, employers, FE providers and officers be used to produce recommendations to inform policy so that they can be reviewed at a later date.

(10) Ms Dunn agreed to advise the Chairman of any changes made by the Department of Education relating to this POSC between meetings.

(11) RESOLVED that the responses to questions and comments made by Members be noted.

32. Members Conclusions and Chairman's Summary

(Item B7)

(1) The Committee considered all the evidence and information that they had received from the interviews with the Students, Employees, FE College Principals and Officers and the evolving role of this Policy Overview and Scrutiny Committee (POSC) and the wider role of the County Council.

(2) The Committee made suggestions and comments and agreed that the Chairman formalise the recommendations to progress KCC's role in the planning and commissioning of provision of learning and development for 16-19 year olds. The chairman agreed to circulate the recommendations to the Committee outside the meeting.

(Following the meeting the Chairman produced the following recommendations using the Members conclusions from the evidence gained at the interviews with students, employers, FE College Principals and Officers)

(3) RESOLVED that:

Recommendations generated from student and employers interviews

- (a) agreement be given that each year there be at least three, one to one relevant consultations on Information, Advice and Guidance for all 14 -19 students, and that activity is monitored and reported once a year to this POSC;
- (b) agreement be given to formalising the tracking of individual 14 -19 yr old students progression, by following yearly cohorts of 15 students drawn from and managed by providers and an annual report to be presented to this POSC;

- (c) following research of previous projects agreement be given to a new “certificate of employability” be developed to prepare students for the world of work;
- (d) across directorates agreement be given to, the present programs for apprenticeships and targets and their achievement be reviewed and reworked in the light of the current economic climate;
- (e) agreement be given to examine how talented people can be retained in Kent and a report be submitted to this POSC on the progress of the Graduate Gateway;
- (f) Dr Holt’s warnings of rigid division of academic and vocational qualifications be noted;

Recommendations generated from the FE sector interviews

- (g) agreement be given to the Canterbury College model of shared timetabling and premises be extended out to other towns and colleges;
- (h) agreement be given to KCC examining any comparable inequality of funding across providers in order to provide best value for learners;
- (i) agreement be given to examine and prevent re take of qualifications or learning at students’ transfer from school to post 16 education;
- (j) agreement be given to better partnership working, for student choice and Information Advice and Guidance (IAG) at the interface of school and college and college and university;
- (k) agreement be given to the Learning and Development POSC and other POSCs to visit the Canterbury, West Kent and Hadlow Colleges that presenting on 20 May 2010, to capture “ how it is on the ground”;

The Learning and Development POSC’s evolving role.

- (l) the Learning and Development POSC continue to use the distinctive and unique talents and experience of its membership for the benefit of learners and to be able to think and act “out of the box” be noted;
- (m) the Learning and Development POSC be able to use all the avenues of research, reporting and scrutiny, select committee techniques, rapporteurage, Informal Members Groups and Members Monitoring Groups be noted;
- (n) the Learning and Development POSC continue to “drill down” to children, learners and students and continue to develop its communication directly with young people, employers, providers and stakeholders be noted;
- (o) agreement be given to the scrutiny role for Learning and Development POSC being more fully developed;

- (p) agreement be given to the Learning and Development POSC strap line being established as “POSC that is different and a POSC that makes a positive difference for young people in Kent.”
- (q) the recommendations be endorsed by the Scrutiny Board;

Strategic recommendations

- (r) across directorates agreement be given to the student journey through learning, skills, education and experience becomes a priority in order to fulfil Kent’s economic, social and environmental regeneration aspirations;
- (s) agreement be given to KCC planning and commissioning for a vibrant and sustainable business network for at least six specialist sectors of the Kent economy; that network to feed back to the learning providers for 14-19 year olds in order to achieve a smooth progression through learning to better jobs;
- (t) agreement be given to KCC continuing to explore and develop new opportunities of planning and commissioning for 16-19 yr olds and a report submitted to Learning and Development POSC at least once a year; and
- (u) the Scrutiny Board endorse a Select Committee being set up after the reporting of the Regeneration and Economic Development POSC and Children, Families and Education POSC visits to districts “To examine and report on the integration of the learning skills and education with jobs and regeneration in Kent”.
- (v) the Deputy Cabinet Member be requested by the Chairman of the Learning and Development POSC to champion the recommendations.

33. Select Committee - Update

(Item C1)

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

- (1) Members considered a report on the progress to establish the Select Committee on Extended Services and a request for suggestions for Select Committee topics.
- (2) The Chairman suggested a Select Committee being set up after the reporting of the Regeneration and Economic Development POSC and Children, Families and Education POSC visits to districts “To examine and report on the integration of the learning skills and education with jobs and regeneration in Kent”.
- (3) RESOLVED that:
 - (a) the Scrutiny Board be requested to endorse a Select Committee being set up after the reporting of the Regeneration and Economic Development POSC and Children, Families and Education POSC visits to districts “To examine

and report on the integration of the learning skills and education with jobs and regeneration in Kent”; and

(b) the report be noted.

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Alison Clarke, Principal, Canterbury College

(1) The Chairman and Members welcomed Mrs Clarke to the meeting. The Chairman asked Mrs Clarke to give her presentation.

(2) Mrs Clarke advised that she was educated in Kent, first at grammar school and then at the age of 16 went to Canterbury College, and studied a vocational programme and my A Levels. After graduating from university she worked in the retail sector for many years and then joined the team at Kent County Council for a couple of years before moving on to the further education sector and had been Principal of Canterbury College for the last five years.

(3) Mrs Clarke then gave an overview of further education in Kent, explaining that there were six further education colleges just before March when there was a merger of West Kent College and South Kent College.

(4) She explained that Further Education in Kent represents £184 million business. It provided education and training to nearly half of all 16-19 year olds in the county. The colleges were a key provider of training to employers. East Kent had 50% of the market share of that provision. The colleges trained over 2,000 apprentices. They also did work in higher education, international and specialist government funded projects. The general further education colleges offered an extensive range of programmes across all curriculum areas and we take students from entry level right the way through to Honours degree level. Key factors which were vitally important were effective information, advice and guidance at the right stage and also clear progression routes to further education, higher education and the world of work.

(5) Canterbury College had approximately 10,000 full and part time learners each year, 20% of those had an additional learning need or disability. The college's aim was to be the best general further education college in the south east of England.

(6) The college's success was very much its students' success; many of its programmes had 100% achievement rate. The college's data was published in success which was retention of students multiplied by the achievement. Canterbury College had for all programmes a success rate of 78.9%, which was at national average and was the highest of the Kent colleges. For apprentices it was 5% above national average and 9% above the average in Kent.

(7) In all of our provision the college aimed to raise the aspiration of learners. When learners first joined the college they undertook an induction qualification which was a short course and it would be directly related to their course of study or to a key social agenda like drug awareness or alcohol awareness. The students also did problem solving which was a wider key skill or team working. This was to give learners an early sense of achievement when they join us. Going through their study the college encouraged them to showcase their skills and compete in the national arena. Recently six finalists were chosen to design the Education Olympic logo, four of those finalists came from Canterbury College including the winner of the design that was now used in schools and colleges across the country. The college had 22 students that were finalists in the UK World Skills competitions and five of those were medal winners and across the board encouraged its students to strive for excellence in whatever they did.

(8) Key challenges for Canterbury College were to ensure that young people get the right information at the right stage so that they can progress through their chosen course of study in a timely way with a clear focus on an employment aim at the end. This was vitally important when students wanted to take a vocational course because generally you cannot enter some vocational programmes at Level 3 because you need to build up the level of skills so having information, advice and guidance at an early stage was critical so that students did not waste years of study. Having a clear progression routes was felt important, so that people could see where they were going, the steps they needed to take and were clear about; the employment opportunities and then focus their additional activities in line with their chosen career. The college worked with a number of organisations to ensure this operated in the best way possible and worked with 22 partner schools. The college had a common timetable with the schools in Canterbury for two days a week to ensure that we can maintain breadth of choice for learners whilst operating in an efficient way. The college had a unique partnership with St Nicholas Special School and its Post 16 Centre was built as an integrated part of the Phase 2 of the Canterbury College development to aid transition from the special school into programmes within the FE College. We also host many events such as the Kent Science Festival, the tourism day and hospitality events to engage not only young people but also their parents in an educational environment.

(9) Canterbury College had formed many strategic alliances at local, regional and national level to ensure that it was in the best positioned to meet the needs of its community in delivering the best possible education and training. The Windsor Group was a group of 12 colleges in the south east of England that were the highest performing colleges on Train to Gain delivery and this group aimed to better meet the needs of large employers that span the region than an individual college could meet on its own.

(10) Also critical was Canterbury College's work with employers, not only for its students' progression onto employment but to make a significant difference to the local community. The college's work with employers ensured not only that the curriculum that we offered met their needs but it enabled the college to work on projects that stretched its students and enabled them to make a real difference and to have a cutting edge in the world of work marketplace which was very competitive.

(11) Looking to the future, 2012 was not only the year of the Olympics it was when the college's next phase of its building of its campus transformation would be completed and it was when the college would be 65 years old as a college. Over the past five years the college had been transforming its campus. The college had gone from an overcrowded, cramped, dilapidated set of buildings into those which were industry standard, fit for purpose and a wonderful learning and working environment to inspire its students.

(12) Going forward the college had huge aspirations for itself and its students. The college wanted to be the college of choice in east Kent to meet the education and skill needs of its community, whether that was young people in school who aspired to come to college, people in work who want to up-skill or adults in the community who want to retrain to enter the world of work.

(13) The Committee were then shown a short film of the college.

(14)The Committee were presented with a slide of the suggestions that students, staff and managers across the college put together in support of today's presentation:-

- The first one was extending the Freedom Pass to rail as well as it was currently for bus only and for 17-18 year olds, also to widen the travel criteria for LLD learners, to enable learners who were up to the age of 25 and studying at college to travel early mornings and late evenings on the travel pass.
- Looking at more practical opportunities for students to contribute to the wider Kent community. The college was very affective within its local community but looking at extending that so that more students could have their project work and assessments closely aligned to making a positive impact and also extending some of the volunteering opportunities that exist for young people. The college's students and staff recently supported the Cuba Awards through designing brochure and producing the flowers by the floristry students – more opportunities like that where students' practical work was felt to make a real difference to key events.
- Looking at common INSET days between schools and colleges. There was flexibility within further education that it could set its own calendar; having a proper countywide education conference where it bring together all of the providers would be something where we could look together then at how we meet some of the challenges that face young people going through education in the county.
- Road safety improvements around the college campus such as installing railings along the side of the exit where students came out would be a really practical thing that would support the work that the college was doing with its students about being safe in the community.
- Environmental enhancements such as funding things like bike shelters for those students and staff that were encourage, and successfully encouraged, to cycle to work. The college also had a car sharing scheme internally.
- Countywide competitions and awards would be a really good benefit to the students because they go for regional awards with the World Skills competition straight up to national and it would be good to have schools and colleges competing together on a range of different vocational areas.
- Lastly a better voice for further education in the county. The colleges provided for 50% of the young people in this county and it would be nice for us to have a voice where further education could help contribute to some of the solutions to the strategic challenges facing this authority.

(15) Mrs Clarke was thanked by the Chairman and the Committee for her presentation.

Bill Fearon, Principal, West Kent College

(1) The Chairman and Members welcomed Mr Fearon to the meeting. The Chairman asked Mr Fearon to give his presentation.

(2) Mr Fearon began by giving a brief biography saying that his first job was teaching in a large, tough Essex comprehensive. PE was his main subject. It was the best possible grounding for a career in education, it allowed him to develop his confidence and competence as a teacher and that set him in good stead for what since then had been mostly a career in further education.

(3) He felt that the Committee would see from the presentations, an under theme that the colleges in Kent had really changed quite radically in the last few years.

(4) Using a slide of a map of Kent he highlighted that the colleges in Kent were sensibly spread. Geographically the main campuses were fairly sensibly and evenly spread, that was not the case for every county in the country.

(5) He highlighted the slight difference in the income figures due to the differences in the way they were measured slightly differently. The point there was that the colleges had a very high turnover increasingly from a wider range of income sources. They were no longer reliant on the Learning Skills Council for the bulk of their monies. The colleges were independent corporations and if they did not break even then they did not exist. He advised that 75,000 people engaged in learning; 4,000 employers per annum and around 10,000 of their employers would engage with the colleges in Kent.

(6) He stressed that Partnership was everything; none of the colleges in Kent could exist in isolation. The most successful one or ones would be those that work best in partnership. This was just an indication of the partners that the new college had at present:-

- The Kent Association of FE Corporations (KAFEC) was central to the way that the colleges operated.
- The Tree, with New Skills, New Lives, was a very large programme that the college was running now for ex-offenders and had a lot of contact with KCC on this. The college had only been delivering that project for two years and it had grown hugely and the college was now approaching being the largest ex-offender learning provider in the south east region. Mr Fearon felt that indicated one example of the wide range of projects that colleges were involved in. Many of them were finite projects with finite budgets that came and went.
- The West Kent Learning Federation (WKLF) was a federation of circa 20 secondary schools, West Kent College and Hadlow. WKLF worked in many respects very well as a federation with a lot of trust particularly between headteachers and college principals and he hoped that the college could transfer some of that work through the new college.

- The Windsor Group was currently 12 FE colleges that the Learning Skills Council selected as being those that were amongst the most effective and efficient in working with employers and the Kent FE colleges at that time had large 'Train to Gain' contracts, which was something that the new government would be getting largely rid of fairly quickly and reinvesting in various ways, not least in apprenticeships. He explained, using on a map, that the 12 FE colleges were spread across the south east region and that Canterbury and West Kent colleges were the two representatives in Kent. They provided a network of colleges, which increased the colleges capacity so that if an employer says to Canterbury or West Kent "Can you please deliver some training to our night shift tomorrow, it starts at midnight" Canterbury or West Kent may or may not have the specialism, staffing or capacity to do that but the fact that the colleges could look right across the region, and each of the colleges had their own network of colleges, invariably they could deliver the requirement of that employer, that organisation.

(7) Mr Fearon went on to explain that the new college had not yet been named. A name had emerged from a design agency and a poll of staff, students and governors and that proposed name was due to be discussed by the college's board next week and if the board approved the name the college would be presenting its new corporate identity and brand from shortly thereafter.

(8) Mr Rearon advised that the new college would have a £45 million turnover. By comparison the largest college in the country probably had a turnover of roundabout £150 million. The college would have around 1,200 people on full and part time contracts; with around 25,000 learners; a large apprenticeship programme that would grow and around 1,800 employers a year.

(9) The new college would operate initially as five learning centres in five towns. Those learning centres in those towns would develop their own community/town identity and the service that they provided to their town would be the most important factor. The new college would be launched across Ashford, Tonbridge, Dover, Tunbridge Wells and Folkestone and if successful there could be other provision in towns such as Edenbridge, Sevenoaks in the far west and possibly in Deal and Walmer working with other colleges and schools in the east.

(10) He gave examples of the college's profile that included; 27% of the learners of the new college were 16-18 year olds, compared to 54% of the funding for those students, which highlighted their value to the college. The context was that the general FE colleges in Kent were not substantially young people's institutions. The funding was critical and those young people were with the college during most days of the week, unlike many of the adult students who were not. He felt that it was important to understand the balance.

(11) The new college would deliver typically higher education, some of it directly under its own hefty funding and some of it through partnership with the University of Kent, the University of Greenwich and Canterbury College Christchurch University. The new college would continue to have an adult provision, and would need to work with the County Council's Adult and Community Services. He felt that if it was going to be successful across the county in the delivery of adult education the County Council Services needed to work as a partner with all of the colleges, in improve the chances of being successful.

(12) The new college would have approximately 700 young people coming into the college on day release each week, 14-16 year age group and 16-18 year old learners. 'Train to Gain' at present was a £2.8 million government contract for the new college that would dwindle rapidly now with the new government.

(13) Mr Fearon explained that apprenticeships were substantial and it was hoped that it would grow. Increasingly the commercial work the new college did, the professional and higher level technical qualifications that it offered, were more and more important for the economy within Kent and the south east. One of those projects was quick to set up and run quickly and successfully with a government injection of funding in response to the economic downturn. Around eighteen months ago monies were made available to train people who were unemployed or in danger of being unemployed and all colleges in Kent did this to a greater or lesser extent, by looking at things like building confidence, interviewing, CV writing and so on and proved to be a practical benefit.

(14) The new college was nearly halfway through building another fantastic campus for Kent in Tonbridge which was called Campus 21. This was a £86 million purpose-built centre, built for a minimum of fifty years to have maximum flexibility in its use. The building was designed with the minimum number of rooms in it, with maximum sized rooms to allow flexibility because it was seen as a community hub in Tonbridge and in the best principles of the 'Total Place' initiative the college would like different types of community facility and employers to be using that campus. The first phase was about to finish and completed in July of 2011.

(15) In terms of the merger of the two colleges, they were living with the old brand, the old logo until the launch the new college proper with its name in September 2010 for the new academic year. One challenge for the new management of the college would be differential in the learner success rates of the two colleges that have come together. There was a 10% differential in success rates and would be looking to address as a priority. He added that around a quarter of its students that attended the old West Kent College came from outside of Kent.

(16) Mr Fearon stated that he wished for fair and equitable funding for the colleges. Funding was not equitable at present and had not been across the country for many years. He gave the example of two identical twins, choosing the same qualification in Kent and one went into a school sixth form and one went to an FE college they would attract different levels of funding. He felt that this was not fair on the individual. He said that colleges also felt that it was not fair on the provider, the training company or the FE college. He hoped that this could be tackled with the help of the County Council.

(17) He said that there was a fear that the colleges would continue to be on a never ending conveyer belt of change for change sake. He felt that those working in education, in primary, secondary, further and higher, were fed up to the back teeth with change that was imposed on them and if there was a common denominator across the sectors it was "leave us alone and trust us to apply our professionalism and where there was a need for change we'll get behind it and we will support it, but please, not change for change sake".

(18) Mr Fearon concluded by giving his suggestions of what KCC could do for the colleges in Kent as follows:

- He requested that KCC work with Kent Association of FE Corporations (KAFEC) as partners.
- He asked that the officers of KCC be visible, contactable and accessible. He asked for a reduction in manuals supplied by KCC that needed to be followed.
- He asked that KCC had a better understanding of the full profile of the business that colleges were. To understand that the colleges were not just about young people, although they were critical to the colleges but covered every age group at all levels.
- He said that colleges would like the County Council to invest in shared priorities. The colleges would like some investment, in cash or kind. He felt that the colleges would like, with the new government, a new start but would like to feel as though there was an investment in the Kent colleges.
- He asked that the County's Strategy for the 14-19 age group to be kept simple and for it to be shared with all of us and can we have consistency in all four corners of the county
- He also asked for common timetabling for 14-18, in Kent and Medway, across the county. He felt that this would be an advantage for young people and would open up overnight, at the launch of the common timetable, the opportunity to genuinely choose from a broader provision and to genuinely make arrangements for part of the week perhaps to do some studying in another location. Whilst there were different timetables operating between schools and across schools and colleges he felt that they were enormously hamstrung. He understood that this was a huge challenge but if in Canterbury the schools and college had achieved this, their model should be held up as good practice and time should be invested to see how that could be taken forward across the county.

(19) The Chairman and Members thanked Mr Fearon for his presentation.

Paul Hannon, Principal, Hadlow College

(1) The Chairman and Members welcomed Mr Hannon to the meeting. The Chairman asked Mr Hannon to give his presentation.

(2) Mr Hannon began by talking about his background saying that he was not an agriculturist, a horticulturist, a florist, or a garden designer but an economist. He came to Hadlow College with a background of business and management.

(3) Mr Hannon then spoke about the history of Hadlow College advising that the College was formed under the guidance of KCC in 1966 with the merger of the Kent Farm Institute at Sittingbourne and the Kent Horticultural Institute at Swanley. At that particular time Hadlow College had about 600 acres with about 60 students and 15 members of staff.

(4) Using a map Mr Hannon indicated Hadlow as the main site and the sites across the county; it had an 8 acre site in Canterbury, a 7 or 8 acre site just on the verges of Mottingham, Kent, Eltham and it had potentially two other projects that were being looked at, the Betteshanger site and a site with Greenwich Council which had to do

with the Olympic Games and particularly the equine centre there and the legacy that they were hoping to work with.

(5) Mr Hannon spoke on the present facilities of Hadlow College advising that there were 16 specialist land-based colleges left in England which tended to be in rural areas of the country, prior to 1993 and incorporation there were about 37 and sometimes due to bad financial management and different aspects mainly financial management some of those colleges merged during that period. He felt that Kent was fortunate to have the land-based specialist college particularly with the current economy.

(6) Hadlow College's curriculum offer was 100% land-based. The general FE colleges were the specialists in those areas, in terms of Ofsted and in terms of the Department of Education Hadlow College was purely sector three, and that was what the college choose to make sure that it was the County Council's and the county's specialist college. Minimum levels of performance was what we have been measured on, the College for the fourth consecutive year has 0%, the minimum level of performance in terms of its quality.

(7) The college had a 1,000 acre estate; four college farms spread over 380 hectares that were; arable, dairy, sheep, chicken and livestock and one of the big partnerships that manages to develop one of these areas was work already done with Kent County Council and Princess Christian Farm.

(8) Hadlow College had 915 full time further education students; approximately 620 full time higher education students doing degree courses, studying land based courses and 1500 part time students studying for different types of land-based qualifications and a 1000 more students that were full cost provision. He explained this saying that at Hadlow College people paid for the courses to actually come to Hadlow College for the expect high quality, which meant that if you wanted to attend another institution and you want to do a floristry qualification and pay £35 that was fine but if you come to us you'll pay nearly £200 but you would get that experience and you would receive quality and the expertise.

(9) Hadlow College had approximately 330 specialists teaching and support staff and were specialist teachers. He explained the difficulty in getting teachers in the fields of horticulture, equestrian, agriculture and garden designing, and how the college's reputation was able to attract them. The College was open 365 days a year for 24 hours a day because of the animals at the college and that there was residential accommodation for 230 students. They were residential because they had to do early morning duties in the yards with the 65 horses in the equine arena, milking on the farm; and animal management duties in exactly the same way as they would do in the profession. The students came from across the county, 25% from West Kent, the other 75% came from Thanet, areas of Gravesend, Dover and other parts of the county too.

(10) Mr Hannon advised that the college had partnerships across numerous sites in Kent, some fun, some innovative including; Port Lympne Zoo where they ran courses, RHS, Leeds Castle, were they held 'Hadlow at the Castle' several years ago, charging £350 for a floristry evening, stay at the Castle and get dinner, demonstrating how the college looked producing a commercial high quality income into the College.

(11) Mr Hannon gave more statistics on the colleges student base explaining that the college had 230 work based learning 'Train to Gain' students, specialist students, the other colleges have got far bigger contracts but they were just land-based curriculum areas. Of those students about 120 of those were green keepers. The College also had 200 14-16 schoolchildren from 22 schools across Kent, wanting to do land-based qualifications. The demand for Hadlow was great among those schools and those partners that wanted a part of Hadlow College and the college needed that support from Kent County Council as well.

(12) Mr Hannon referred to the work that the college did in regard to the Hadlow village local community and supporting the local community, in all terms and different ways of sustainability, helping the schools, the butcher to the greengrocer, the college used all of their supplies in the college as well so we really are a land-based college and a community college.

(13) He then went on the detail other the facilities in the college three libraries, two restaurants, two commercial run garden centres, which they called the 360 degree as the students grew the plants, and sold them in the garden centre. There was a tea room where the students produced the goods that were sold and eaten and commercial farm shops too, that gave that real experience to the students, by bringing a commercial income to the College, which was a big factor. The college also had a fully equipped gymnasium, health and advice clinic, a student union, a 24 hour warden service because it was residential, conference facilities for up to 200 people, Heads of Faculty for each curriculum and a Commercial Manager. Every faculty had to be able to create commercial income that came back into the College which had to be linked into education and training and it had to be land-based.

(14) Mr Hannon gave details on the new £7 million Animal Management Centre built at Hadlow, the biggest of its kind in the South East looking at veterinary courses. They had aquariums and were applying for a zoo license, as the college was looking to have more exotic animals but also to on weekends so we can actually get people into the College looking at what the students were doing and having commercial income into the College tool. Everything had the educational and the commercial income underpinning it.

(15) The college was also looking at a new Grove Park Farm and Fisheries complex, this was a £4/5 million investment where the college had taken over an area, purchased in a joint venture with another builder; a 55 ensuite bedroom fishery complex which opened this summer. This included fishing tackle shops, where the students would be getting the benefit of working and running it as a commercial venture for the College.

(16) Agriculture was not the biggest area in the College as the agricultural industry was not as labour intensive as it was before but it had dairy areas with milking parlours and also viewing galleries. The college had recently built a new Rural Regeneration Centre which was nearly £½ million, funded by SEEDA and the college, looking at regeneration and sustainable methods of running companies and organisations and it was booked out as a conference centre.

(17) Princess Christian Farm was a day centre that KCC had for adults with learning difficulties for several years. The college had worked with KCC over the last two years and had taken over the farm and incorporated the 30-40 students or adults with learning disabilities into the experience of Hadlow College as well.

(18) Mr Hannon referred to the Performance indicators of the College, stating that when he arrived at the college several years ago it was in great difficulty. The Ofsted in January 2006 was graded 'Good'. More recently there was an Ofsted Care Standards inspection because the college was a care home after the 'Every Child Matters' the college received all 'outstandings'. The college was graded as above benchmark in success rates, achievement and retention. He explained that the college was measured slightly different from the FE colleges because they measure land-based together. Due to circumstances and funding Hadlow College was measured to be higher and expected higher than some of the other general FEs and there was a justification for that due to certain investments which he was unable to give more details on. The College was 4-5% above the benchmark across the sector against other benchmarks with its colleagues.

(19) The Committee were shown a slide of the student progression routes which included the following; schools to Hadlow, the schools programmes that the college had worked on, the 22, round about 25% entering and Level 1 to Level 2 = 60%, Level 2 to Level 3 = 47%, Level 3 into Higher Education = 36%, about 86% of the students went into employment and employment in the area that they had been trained for too.

(20) During a Higher Education inspection recently that looked at the quality of provision in terms of higher education the college received all 'Confidants' and in 'Total Reliance'. In 'Framework for Success' and, 'Training Quality Standard' the college did very well in that was about employment engagement, this was measured on the work with employers and engagement with the employment in the area.

(21) Referring to student recruitment, Mr Hannon advised student numbers had risen from 600 to 955, higher education has gone up from 367 to 620: there was growth in all areas. There was a real increase in the students and the desire and the needs of the industry in the land-based sector for those particular students.

(22) Mr Hannon advised on the finances of the Hadlow College's turnover was £8.2 million; the target was about £16/17 million next year for Hadlow. The College had been in the financial category of A for the last five years.

(23) The college was charged with a third of Further Education income, it was presently at 45%. Hadlow was the second lowest college in the country in terms of Learning and Skills, funding income. The college wanted it to increase but also wanted its volume of turnover to increase, the governors would like that to be about a third; Higher Education was another third that they had charged us with too the college was at £3.1 million; but it was the commercial operations, that was not employer responsiveness, that was not funded by the government, that was commercial activities where people actually invest in Hadlow College so that was the work that the college did with Marks and Spencer, Tesco and Sainsbury, that was the income from its farm centres, fisheries complex, it was the commercial element that we bring into the College which had to be underpinned to support the teaching and learning. He felt that the college benchmarked second in terms of its size, the ratio that we look at commercial income. Capital investment was funded up until then, the Learning Skills Council he felt were not keen to fund the college at one time as it was a failing college but had managed to get a little funding from them. The college now targeted about £7½/8 million for what it wanted in the future which it would raise itself regarding investment and capital.

(24) Hadlow College partnerships were numerous; there had always been a partnership with Kent County Council. He explained that for the future the college had worked on many projects including; Produced in Kent, Princess Christian Farm, working very closely with KCC; Kent Ambassadors; National Farmers Union; Country Land and Business Association; Landex and Lantra and other numerous land-based organisations. Landex was another group of colleges; it was the land-based colleges of 16 independent ones and the 23 merged. It had a turnover of about £800 million and lobbied nationally. Mr Hannon advised that he was the Vice Chair and gave the college at gateway in because not only did the college have to lobby in terms of education but had to constantly lobbying in terms of environment and DEFRA as well and that opened a few doors to the college nationally to keep lobbying as well. Numerous different ones, as colleagues had mentioned as well, and then the businesses around Kent, business advisory council, senior business advisory council, all Chief Executives of land-based organisations met with his group about five times a year giving the college a strategic direction.

(25) Mr Hannon sought KCC's support in the following:

- Promoting the rural importance of Kent. Mr Hannon advised that he had been lobbying regionally and nationally in the South East. He felt that there were some decision makers, in terms of funding, who may not know anything about Kent, what Kent contributed towards the economy in terms of land-base, food and leisure.
- KCC recognising the contribution of Hadlow College; to continue to recognise the College's specialism in terms of capital resources, facilities, subject areas and staff; and to support Hadlow through the new funding regime including the residential students needing extra in terms of bursary and to have a central contact point for land-based so they could be represented across the Kent Local Strategic Partnerships.
- Reducing the number of meetings with Groups as he and his staff covered the whole of Kent they could not be expected to attend five Local Partnership Groups. Hadlow College, Kent's land-based college needed a central point to discuss issues to have connectivity. He felt Hadlow College had a significant relationship with Cabinet Members and officers and the next stage would be to make it more formalised and work with other organisations.

(26) Mr Hannon concluded that the mission was to be an outstanding land-based college not just in terms of its education but in all of the customer services in the college all of the time.

(27) The Chairman and Members thanked Mr Hannon for attending the meeting.

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By: Jenny Whittle, Deputy Cabinet Member for Children,
Families and Education

Merril Haeusler, Director of Learning

To: Learning and Development Policy Overview and Scrutiny
Committee

Date: 16 September 2010

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

Classification: Unrestricted

1. Deputy Cabinet Member and Service Directors' Update:

(1) CFE Restructure

- The majority of Learning group posts filled. 12 District Heads Standards and School Improvement Primary and 4 Secondary will lead on school improvement within the 12 districts.
- Head of Standards and School Improvement (new post) to commence 1st October 2010 - after 2010 this is a Head of Service post responsible for Primary and Secondary school improvement.
- Heads of Service posts filled - Early Years and Childcare, Workforce and Professional Development, 14 - 19 Entitlement, Learners with Additional Needs.

The new model focuses on priorities and support / challenge particularly for schools in challenging areas and where specific interventions are required.

Additional documentation is attached at appendix 1& 2

(2) GCSE results

More detailed information is in a separate POSC report

- Overall excellent results at GCSE. 33 National Challenge schools now down to 4 (with one additional falling below the 30% target)

(3) Ofsted inspections

- Summary of Ofsted inspections as of July 31, 2010

Detailed below is a summary of inspections.

OFSTED INSPECTIONS - SETTINGS			
Total Number of Settings: 794			
Number Inspected: 241			
Outstanding	Good	Satisfactory	Inadequate
33 (13.7%)	154 (63.9%)	45 (18.7%)	9 (3.7%)

An additional update is attached at appendix 3.

(4) Academies

- One school officially an Academy as of 1st September under the Coalition Government's "Outstanding schools to Academies". Approximately 14 more have expressed an interest and will become Academies over the next few months.

Position Statement re Transfer to Academy Status 1st September 2010

Transferred

Westlands School and Woodgrove Primary School	

Colleges/Schools transferring from 1st September 2010

Castle Community College	Community
Highsted Grammar School	Foundation
Hayesbrook School (during September)	Foundation
Fulston Manor School	Foundation
Canterbury High School and Canterbury Primary School (Previously Beauherne)	Foundation Foundation

Colleges/Schools transferring from 1st November 2010

Sandwich Technology School	Foundation

Colleges/Schools transferring from 1st January 2011

*Weald of Kent Grammar School	Foundation
*Chiddingstone CEP School	Voluntary Controlled

*Dartford Grammar School (Boys)	Foundation
Chatham House Grammar School	Foundation
Clarendon House Grammar School (as hard federation)	Foundation

Other Colleges/Schools who have applied but are not yet agreed:-

Highworth Grammar School	Community
Meopham Primary School	Community

Information on other schools who are thought to be applying

Tonbridge Grammar School	Foundation have voted on becoming an academy
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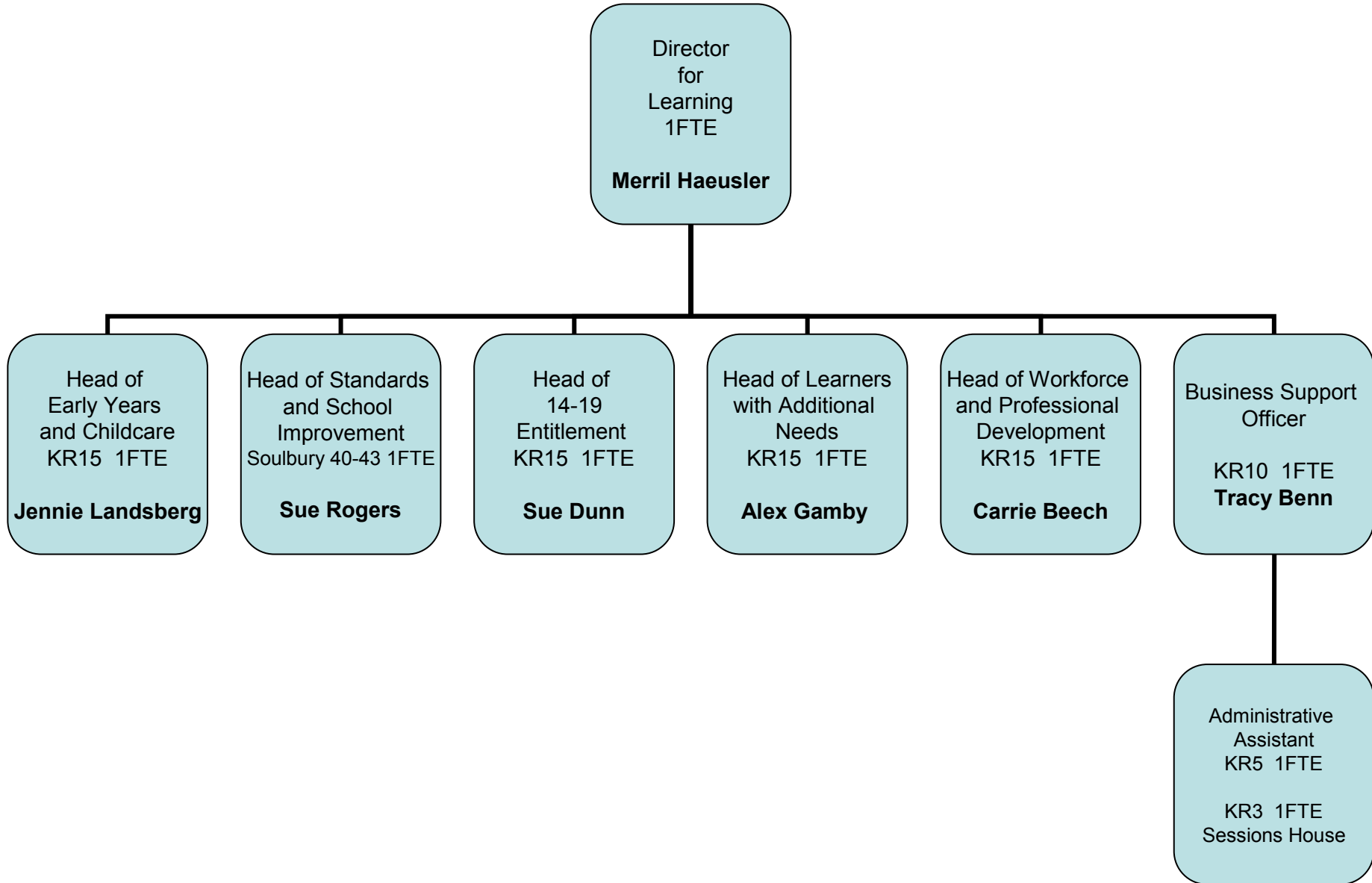
District Teams – September 2010

Appendix 1

District	Area Education Officer	Preventative Service Manager	District Head of Standards & School Improvement (Primary)	District Head of Standards & School Improvement (Secondary)	District Early Years & Childcare Adviser	Standards & School Improvement Partner – Specialist Settings	Senior EP	District Manager (Attendance & Behaviour)	District Manager (Children Social Services)
Ashford	David Adams 7001 8559	Helen Anderson 7001 8720	Jean Mosley 7679 4542	Matthew Munro 7001 8557		Cole Andrew (Acting) 01233 898532	Rebecca Rice 7015 5686	Debbie Spice 7001 8673	Esme Risner 7675 2231
Maidstone		Paul Shallcross 7003 5094	Veronica Smith 79 4436	Rachel Gough 7003 5074	Julia Gouldson 7001 8531	Anne Massey 7001 8589	Jan Passmore 7000 5112	Helen Jarvis 7000 2180	Vacant
Shepway		John Mitchell 7679 4450	Val Walton 7001 8721	David Smith		Cole Andrew (Acting) 01233 898532	Paul Withington 7001 8652	James Allen 7000 2229	Chris Judge 7002 4259
Tonbridge & Malling		George Parkin 7003 5156	Rosemary Ferguson 7000 1737	Rachel Gough 7003 5074	Julia Gouldson 7001 8531	Anne Massey 7001 8589	Meg Phillips 7355 6322	Vacancy	Vacant
Canterbury	Martyn Doole 7679 4407	Jenny Robson 7000 4059	Mitch Moore	David Smith	Judy Venner 7679 4488	Peter Byatt 7679 4411	Dee Burbridge 7679 4526	Heidi McGee 7679 4495	Pam Moon 7015 8660
Dover		Alan Rogers 7015 5694	Sheila Wilding 01622 749974		Margaret Murray 7679 4503	Linda Samson 7679 4516	Ben Hayes 7002 4392	Melanie Higgins 7679 4482	Sarah Hammond 0300 3335605
Swale		Lee-Anne Farach 7015 5690	John Truman 7679 4460	Julia Scannell 7679 4455	Judy Venner 7679 4488	Peter Byatt 7679 4411	Elizabeth Holmes 7679 4458	Claire Deciacco 7679 4604	Stephen Fitzgerald 7678 8751
Thanet		Nedine Watson-Cutts 7679 4584	Simon Molony 7003 5104		Margaret Murray 7679 4503	Linda Samson 7679 4516	Jane Birnie 7679 4459	Heather Ham 7679 4655	Anne Nerva 7675 3502
Dartford	Simon Webb 7003 5110	Nick Fenton 7003 5112	Jim Eshelby	Matthew Munro 7001 8557		Diana Robinson 7003 5031	John Browne 7350 4461	Rhonda Desforges 7350 4577	Vacant
Gravesham		Karen Coffey 7003 5077	Sue Tunnicliffe 7003 5100		Polly Sharman 01622 749974		Maria Kwoka 7350 4564	Angela Knight 7350 4507	Sarah Whittaker 7350 TBC
Sevenoaks		Carol Healy 7003 5108	Caroline Pitt 01732 876620				Lucy Robertson 7355 6324	Sue Toms 7354 5116	Peter Tree 7353 1060
Tunbridge Wells		Julie Stones 7003 5113	Keith Ransom 7000 1739	Rachel Gough 7003 5074	Frankie Stanton 01622 749974	Alwen Coventry 7003 5101	Barbara MacBlain 7355 6262	Wendy Rance-Madgwick 7354 5096	Jane Grogan 7355 6217

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Learning Group



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Appendix 3

Children, Families and Education
The Learning Group
Ofsted inspections for all published reports as of 12/08/10

	Number of schools						Total		
	Primary			Secondary			Special & PRU		
Outcome	2005 Framework	2009 Framework	Total	2005 Framework	2009 Framework	Total	2005 Framework	2009 Framework	Total
Outstanding	41	8	49 (11%)	21	3	24 (27%)	1	1	2 (5%)
Good with outstanding features*	80	20	100 (22%)	18	5	23 (26%)	14	6	20 (48%)
Good	76	21	97 (22%)	19	1	20 (22%)	7	2	9 (21%)
Satisfactory	27	24	51 (11%)	2	4	6 (7%)	2	1	3 (7%)
Borderline Satisfactory+	102	37	139 (31%)	12	2	14 (16%)	6	1	7 (17%)
Notice to improve	0	4	4 (1%)	0	0	0 (0%)	0	0	0 (0%)
Special Measures	0	7	7 (2%)	1	1	2 (2%)	0	0	0 (0%)
TOTAL	326	121	447	73	16	89	30	11	41
							429	148	577

*Schools judged to be *Good with outstanding features* are those where the overall effectiveness is good and least two of the following aspects are outstanding: capacity for sustained improvement, achievement, safety, behaviour, healthy lifestyles, teaching, curriculum, care, guidance & support, leadership & management, overall effectiveness in the EYFS, safeguarding, community cohesion, value for mo

+Schools judged to be *Borderline satisfactory* are those where overall effectiveness is judged to be only satisfactory AND achievement, teaching and leadership & management are also only satisfactory.

() Figures in brackets show the percentage of current schools within each Ofsted category.

Data source: Kent Ofsted database

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By: Rosalind Turner, Managing Director, Children, Families & Education Directorate

Merril Haeusler, Director of Learning

Sarah Hohler, Cabinet Member for Children, Families & Education Directorate

To: Learning and Development Children, Families & Education Policy Overview Committee

Date: 16 September 2010

Subject: **Attainment in 2010 – unvalidated results**

Classification: Unrestricted

Summary:

This report provides a summary of the Kent Early Years Foundation Stage Assessments, KS1 and 2 SATs, GCSE and A level results for 2010.

These are provisional results and may change slightly following formal DfE validation in October 2010.

1. Early Years Foundation Stage

(1) The 2010 Foundation stage assessments, taken in a child's first year of Reception, show a significant improvement from 2009 in all 13 aspects of learning. This improvement exceeded our target by 7.5%. 60.5% of children now reach the level of development considered as good. This is particularly pleasing as it is the fifth year in succession that Kent's Foundation Stage outcomes have shown improvement.

(2) Areas of significant increase (more than 2%) include:

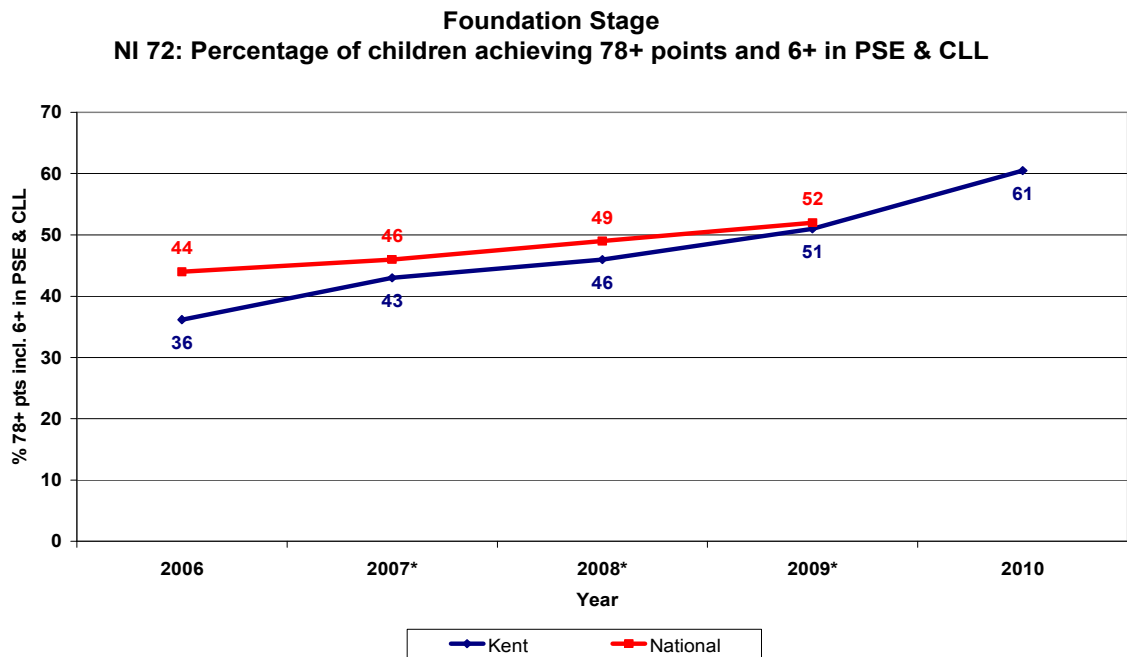
- 5.9 % improvement in writing
- 5.0 % improvement in reading
- 4.8 % improvement in emotional development
- 4.4 % improvement in letters and sounds
- 4.1 % improvement in Calculating
- 3.9 % Social Development

(3) Kent had 15,458 pupils in this year's cohort approx 250 pupils more than 2009 and a figure that has been increasing for 4 years.

(4) The table below shows Kent and national data for previous years against the thirteen aspects of learning. (National data for 2010 will be available end October). The table also shows the % improvement for Kent in each aspect of learning between 2009 and 2010.

(National in brackets)	2006 % 6+ Points	2007 % 6+ Points	2008 % 6+ Points	2009 % 6+ Points	2010 % 6+ Points	% increase 09/10
Dispositions and Attitudes	87.7 (88)	89.1 (87)	91.1 (88)	93.1 (89)	94.6	+ 1.5
Social Development	78.1 (80)	81 (80)	82.5 (82)	86.1 (83)	90.0	+ 3.9
Emotional Development	71.4 (77)	74 (76)	76.3 (77)	80.6 (79)	85.4	+ 4.8
Language for Communication and Thinking	77.9 (78)	80 (78)	82.6 (79)	86.5 (82)	89.1	+ 2.6
Linking Sounds and Letters	61 (61)	65.4 (65)	70.6 (71)	74.8 (74)	79.4	+ 4.4
Reading	64.4 (68)	67.5 (69)	69.4 (70)	72.9 (72)	77.9	+ 5.0
Writing	52.3 (57)	55.9 (58)	58.8 (61)	62.7 (62)	68.8	+ 5.9
Numbers as Labels and for Counting	86.9 (86)	88 (87)	89.6 (88)	90.1 (88)	91.1	+ 1.0
Calculating	67.8 (69)	69.8 (70)	72.5 (72)	74.7 (73)	78.8	+ 4.1
Shape, Space and Measures	80.7 (80)	83.2 (80)	82.8 (81)	85.7 (82)	87.7	+ 2.0
Knowledge and Understanding of the World	76 (77)	79.9 (77)	79.9 (79)	85.6 (81)	87.2	+ 1.6
Physical Development	87.9 (88)	89.5 (88)	89.9 (89)	93.4 (90)	93.5	+ 0.1
Creative Development	75.6 (78)	79 (78)	80.9 (79)	83.9 (80)	85.4	+1.5

(5) Chart 1 shows performance in **Kent over the last 5 years** for this indicator.



- For the fourth year in succession Kent has reduced the achievement gap for children receiving Free School Meals by a further 2.5% to 28%. This outcome exceeded Kent’s target by 1.5%.
- Children achieving above and beyond the expected level and achieving 8 or more points improved in 12 of the 13 aspects of learning; the greatest improvements being: reading 3.2%, dispositions and attitudes 3%, emotional development 2.3%, language for thinking 2.1%, linking sounds to letters 3%, writing 2.6%, calculating 2.5% and creative development 2.2%.

(6) Priority for Action:

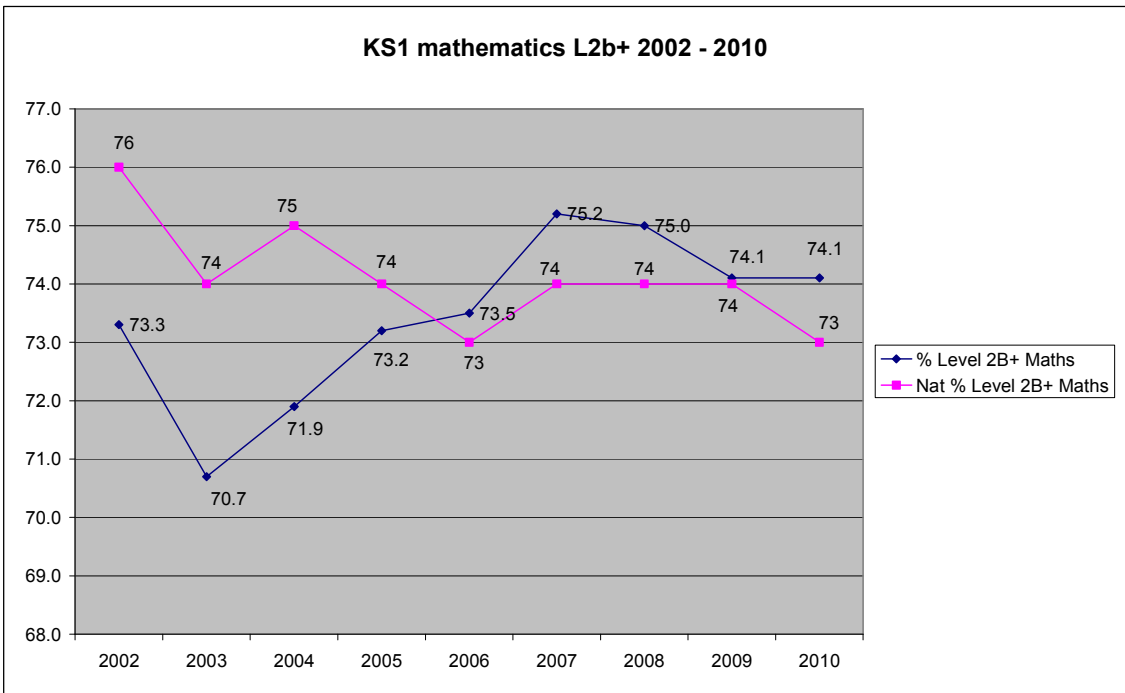
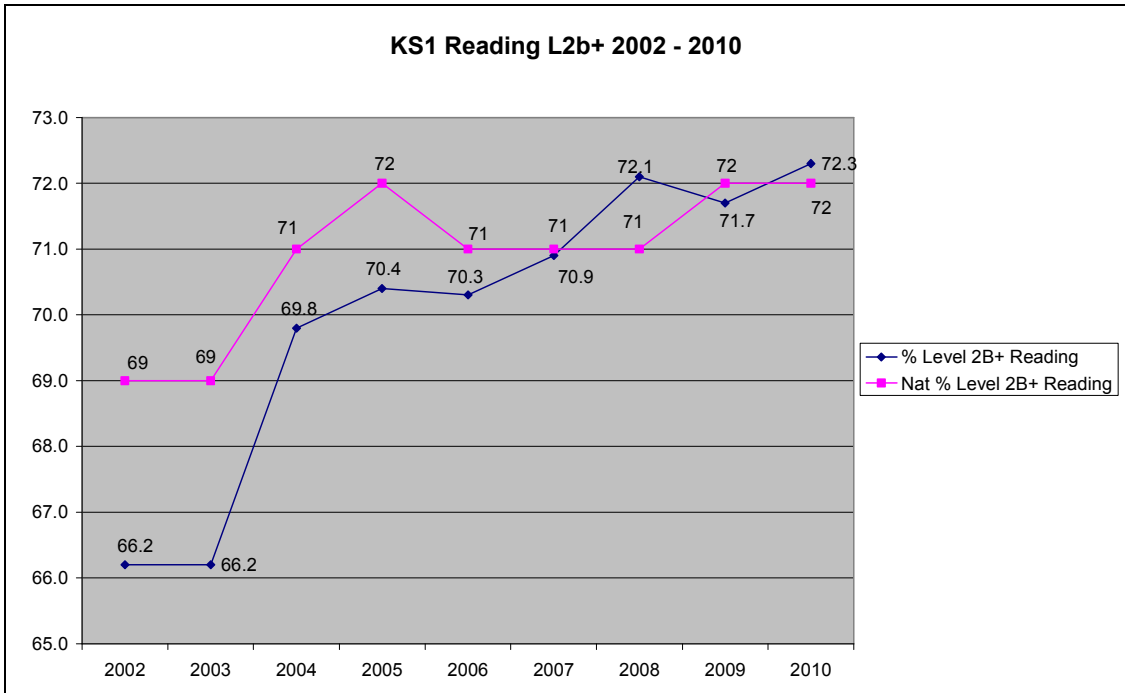
- Continue to improve the quality of provision in settings which feed Kent’s most challenging schools and ensure that early intervention, (prior to Children entering Reception) is secure.
- Establish a plan of support for all Reception classes where the expected level of achievement was not reached.
- Implement a bespoke programme of professional development for all Reception classes requiring additional support to raise the quality of teaching.

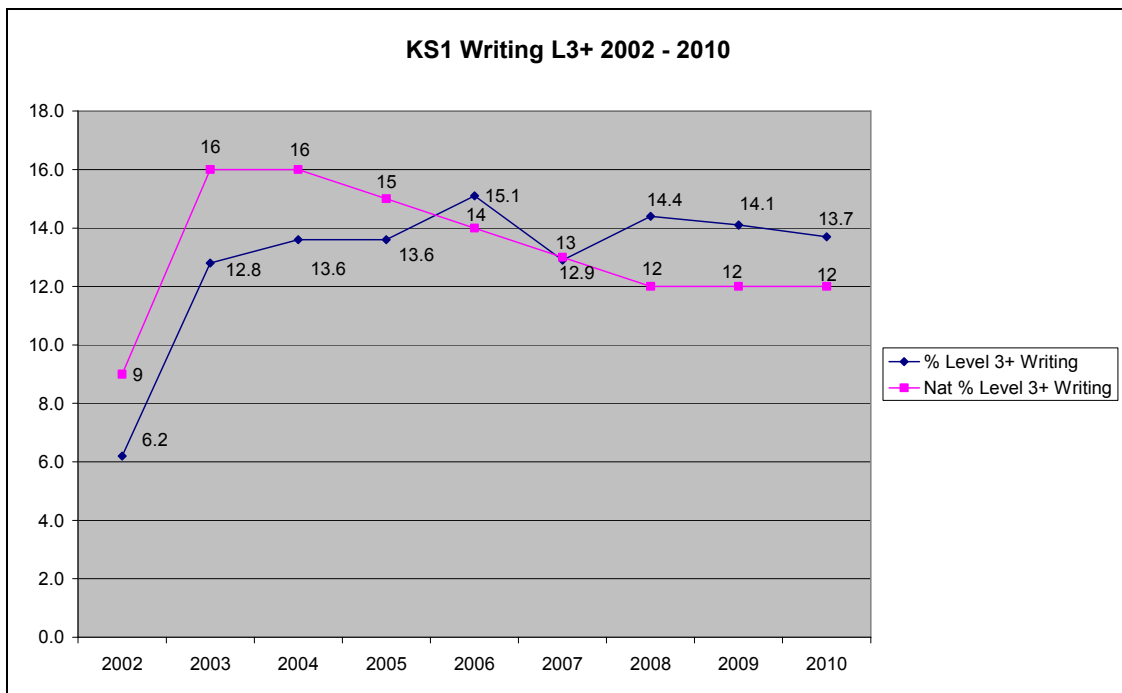
- Ensure that schools track the children entering Year 1 from Reception that are likely to require additional intervention and ensure their needs are catered for within the School's Intervention programme.

2. Key Stage 1

(1) Key headlines:

- At level 2b (the expected level for 7 year olds) Kent has made good progress in reading and writing, continuing the trend of improvement over the past 3 years.
- In the mathematics, although results stayed the same, Kent children performed at 1.1% above the national average.
- Boys have improved in reading from 65.8% in 2009 to 67% in 2010.
- Boys have also improved in writing from 50.7% in 2009 to 51.1% in 2010.
- The Higher ability children continue to achieve above the national average at Level 3 in reading, writing and mathematics
- In writing at Level 3 Kent children achieved 1.7% above the national average and boys are performing at 1.4% above the national average.
- In 3 schools 100% of children achieved level 2b in reading, writing and mathematics.





(2) Kent performance compared to national KS1, 2002 - 2010

Key Stage 1	2002	2003	2004	2005	2006	2007	2008	2009	2010
% Level 2B+ Reading	66.2	66.2	69.8	70.4	70.3	70.9	72.1	71.7	72.3
Nat % Level 2B+ Reading	69	69	71	72	71	71	71	72	72
% Level 3+ Reading	28.4	26.1	26.2	26.0	27.1	28.6	28.2	28.3	27.1
Nat % Level 3+ Reading	30	28	29	27	26	26	25	26	26

% Level 2B+ Writing	55.3	56.4	58.5	58.3	58.8	58.0	59.2	59.2	59.4
Nat % Level 2B+ Writing	60	62	62	62	60	59	58	60	60
% Level 3+ Writing	6.2	12.8	13.6	13.6	15.1	12.9	14.4	14.1	13.7
Nat % Level 3+ Writing	9	16	16	15	14	13	12	12	12

% Level 2B+ Maths	73.3	70.7	71.9	73.2	73.5	75.2	75.0	74.1	74.1
Nat % Level 2B+ Maths	76	74	75	74	73	74	74	74	73
% Level 3+ Maths	27.9	26.7	23.7	22.5	23.0	24.9	23.5	22.8	20.4
Nat % Level 3+ Maths	31	29	28	23	21	22	21	21	20

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010
Reading	200	200	200	200	200	200	200	200	201

	2	3	4	5	6	7	8	9	0
% Level 2B+ Reading Girls	72.3	72.2	76.7	77.1	76.8	77.1	77.2	78.1	77.9
% Level 2B+ Reading Boys	60.4	60.4	63.0	64.0	64.3	65.0	67.2	65.8	67.0
Nat % Level 2B+ Reading Girls	74	75	76	78	77	77	77	77	78
Nat % Level 2B+ Reading Boys	64	64	65	67	66	66	66	67	67
% Level 3+ Reading Girls	33.1	30.3	31.0	30.7	32.7	33.3	33.4	32.8	31.5
% Level 3+ Reading Boys	23.9	22.0	21.5	21.5	21.8	24.1	23.1	24.1	23.0
Nat % Level 3+ Reading Girls	34	33	33	32	30	30	29	30	30
Nat % Level 3+ Reading Boys	26	24	24	22	21	22	21	22	22

Writing	200 2	200 3	200 4	200 5	200 6	200 7	200 8	200 9	201 0
% Level 2B+ Writing Girls	63.3	65.2	67.9	67.8	68.2	66.9	67.7	68.3	68.3
% Level 2B+ Writing Boys	47.6	47.9	49.3	49.3	50.0	49.5	51.0	50.7	51.1
Nat % Level 2B+ Writing Girls	67	70	70	70	69	67	67	68	69
Nat % Level 2B+ Writing Boys	52	54	53	54	52	51	51	52	52
% Level 3+ Writing Girls	8.0	16.9	18.3	18.3	20.7	17.3	19.1	18.7	18.2
% Level 3+ Writing Boys	4.5	8.8	9.0	9.0	9.9	8.6	10.0	9.7	9.4
Nat % Level 3+ Writing Girls	12	21	21	20	19	17	16	16	16
Nat % Level 3+ Writing Boys	7	11	11	10	9	9	8	9	8

Maths	200 2	200 3	200 4	200 5	200 6	200 7	200 8	200 9	201 0
% Level 2B+ Maths Girls	74.2	70.7	73.4	75.0	74.7	76.7	76.1	76.6	75.6
% Level 2B+ Maths Boys	72.4	70.8	70.5	71.5	72.3	73.8	73.9	71.7	72.7
Nat % Level 2B+ Maths Girls	76	74	76	75	74	75	75	75	75
Nat % Level 2B+ Maths Boys	75	73	74	73	72	73	73	72	72

% Level 3+ Maths Girls	26.3	24.0	21.1	20.5	20.8	22.7	21.8	21.2	18.2
% Level 3+ Maths Boys	29.4	29.3	26.3	24.5	25.1	26.9	25.2	24.3	22.5
Nat % Level 3+ Maths Girls	29	27	25	20	19	20	19	19	18
Nat % Level 3+ Maths Boys	33	32	31	25	24	24	24	23	23

3. Key Stage 2

(1) Key headlines:

- Kent schools improved or maintained their 2009 performance at KS2 in English and Maths but continue to remain behind the national average.
- 10,403 out of 14880 achieved L4+ in English & Maths (70%)
11,609 out of 14890 achieved L4+ English (78%)
11,408 out of 14882 achieved L4+ Maths (77%)

Key Stage 2							
	Level 4			Level 5			
	2008	2009	2010	2008	2009	2010	
English	79 (81)	78 (80)	78 (81)	29 (30)	28 (29)	30 (33)	
Maths	75 (79)	75 (79)	77 (80)	30 (31)	33 (35)	34 (35)	
English & Maths Combined	69 (73)	68 (72)	70 (74)				
Reading	85 (86)	84 (86)	82 (84)	47 (48)	46 (47)	48 (51)	
Writing	65 (67)	66 (67)	67 (71)	20 (20)	19 (19)	19 (21)	

* National average in brackets

- The provisional 2010 combined English and Maths results show 70% of pupils achieved the expected level of attainment at KS2 (Level 4), an improvement of 2 percentage points on 2009.
- For English, 78% of pupils achieved Level 4 and 30% achieved Level 5 (2% improvement from 2009).

- For Mathematics, 77% of pupils achieved Level 4 (2% improvement) and 34% achieved Level 5 (1% improvement from 2009)
- In 14 Kent schools 100% of children achieved at least a Level 4, an improvement on 2009 where only 5 schools reached this achievement.

(2) Schools Boycotting SATs (2010)

The table shows the percentage of schools in Kent's statistical neighbours that boycotted the 2010 SATs.

National	26%
Kent	6% (24 schools)
Lancashire	40%
West Sussex	31%
East Sussex	28%
Nottinghamshire	29%
Northamptonshire	22%
Staffordshire	20%
Worcestershire	5%
Warwickshire	1%
Essex	12%

The number of schools across the UK that boycotted SATs this year will call into question the validity of the national figures and any comparison with national and statistical neighbours.

(3) Key Stage 2 Gender Analysis

Level 4	2009			2010		
	Boys	Girls	All	Boys	Girls	All
English	72	83	78	73	83	78
Reading	79	88	86	79	86	82
Writing	57	73	67	59	76	67
Maths	75	75	75	78	76	77
En/ma	65	72	68	68	72	70

Level 5	2009			2010		
	Boys	Girls	All	Boys	Girls	All
English	22	35	28	23	37	30
Reading	38	52	47	44	53	48
Writing	14	23	19	13	25	19
Maths	35	31	33	35	32	34

En/ma	18	22	20			
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Note: Analysis is currently being undertaken on the achievement of vulnerable learners, (EAL, Ethnic Minority Groups, SEN etc., and will be published as part of the more detailed Annual Standards Report. LAC results are not due until October.

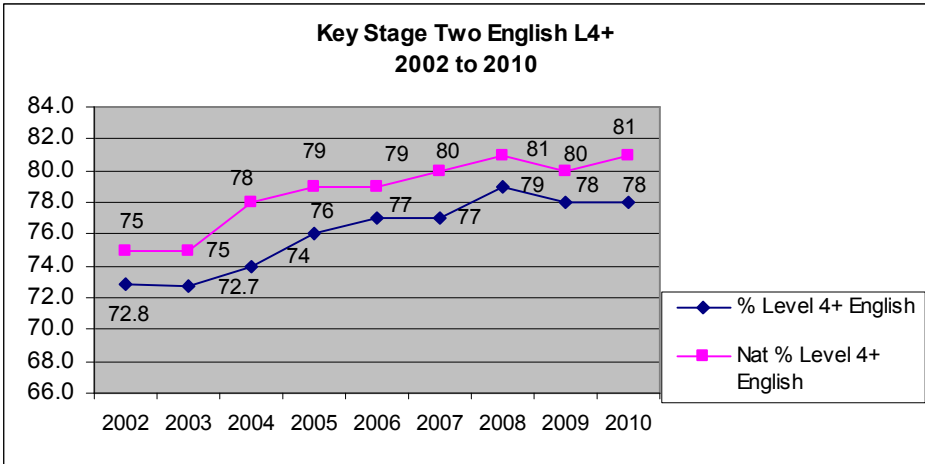
(4) Schools Below Floor Target

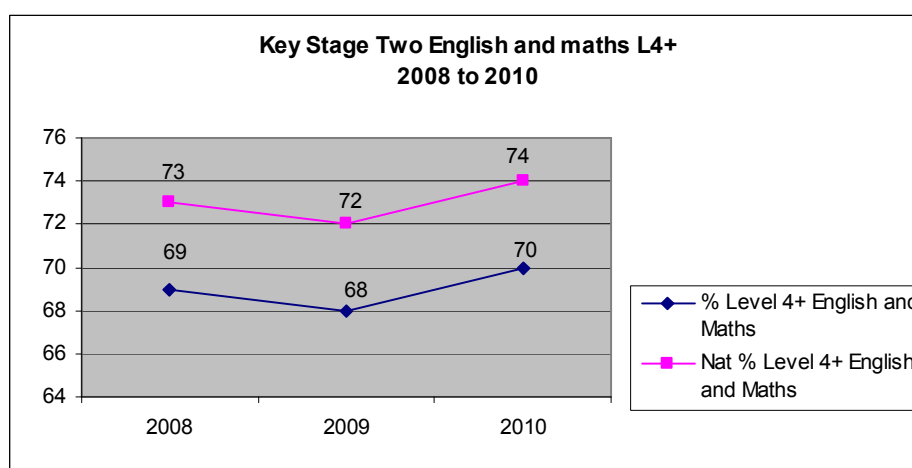
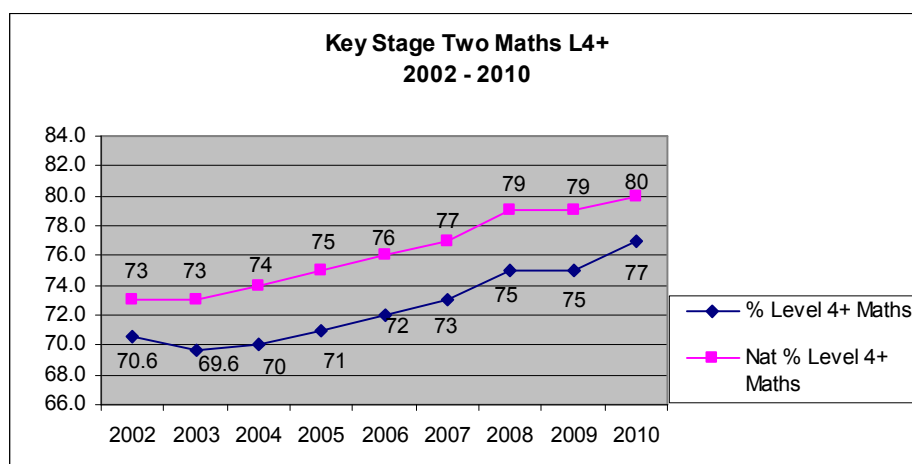
The national expectation is that at least 55% of pupils in each school will achieve level 4 in both English and Mathematics combined (Floor target).

- In 2009, 78 schools were below the floor target. 45 of these improved and are now above. Of the 33 remaining below, 17 improved on their 2009 performance.
- However, an additional 26 have now fallen below, taking the total 2010 below floor target figure to 59 (14%)

(5) Kent v. National – 9 year trend (English, Maths and Combined English/Maths)

- The 9 year trend shows that Kent has been below national performance for some years.
- The upward trend for 2010 for Maths is pleasing, however further impact needs to be made in English





(6) Priority for Action

- Districts to be provided detailed analysis of results for all schools and a plan of action to support those that are seen as priority schools will be established.
- Analyse fully those schools below target, identifying the individual circumstances for those children not achieving Level 4.
- Ensure that schools have a detailed analysing pupil tracking at Year 4, 5 and 6 to identify those children not on target to reach L4; ensure an intervention strategy is in place for each child. District Heads (Standards and School Improvement) will be responsible for monitoring the school's tracking system.

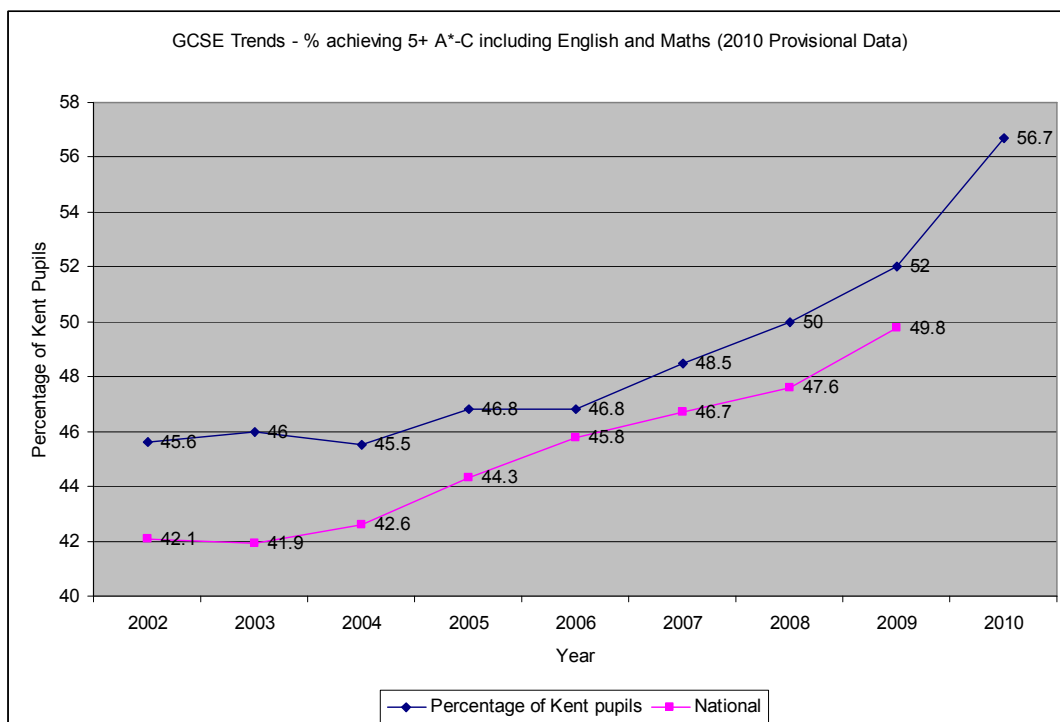
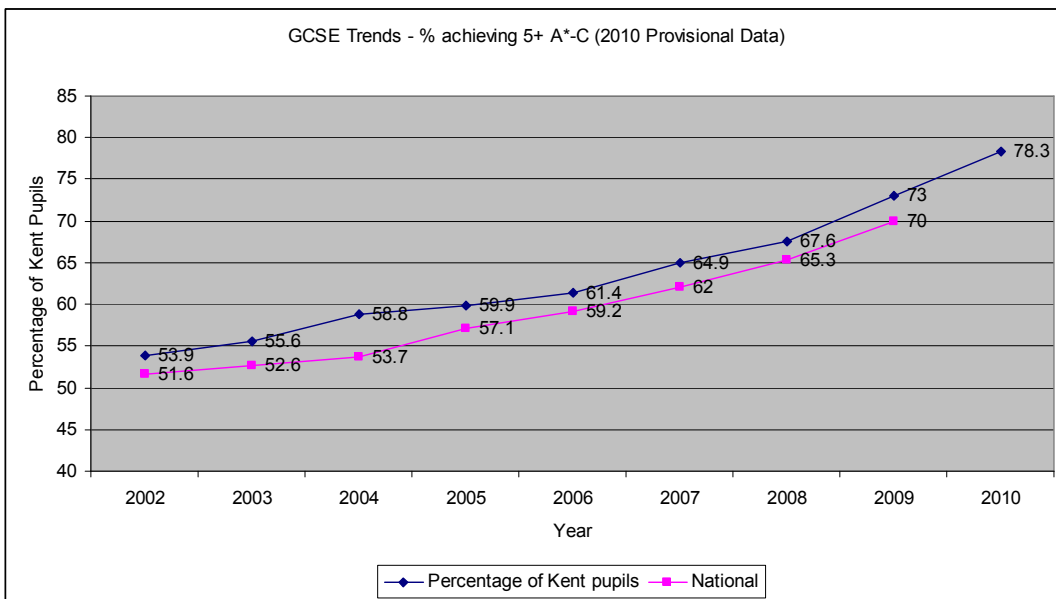
- District Heads of Standards and School Improvement to review the quality of teaching in all schools causing concern and ensure strategies are in place in schools to improve all teaching to at least good.

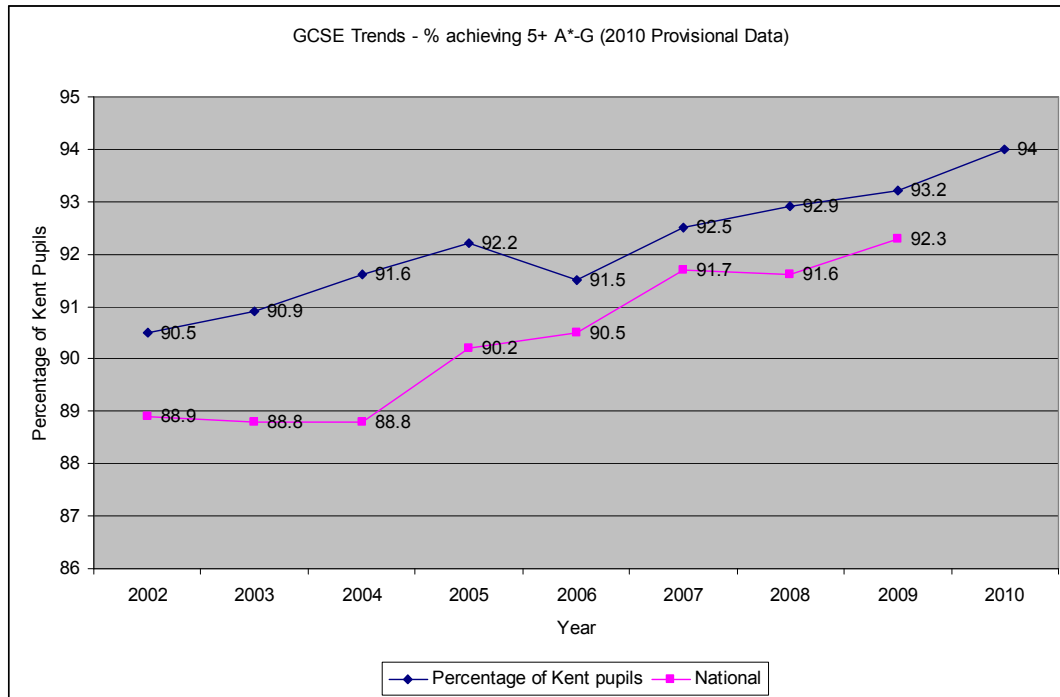
4. GCSE – Provisional Results

Note: These figures include results from academies and local authority schools, but 7 schools are yet to submit results.

(1) Key headlines

- Kent's GCSE results overall improved on 2009 performance by 5.3%, bringing the 5+ A*-C result to 78.3%..
- The 5+ A*-C (including *English and Maths*) also improved by 4.7%, bringing the county wide figure to 57%. This has met our local authority 2010 target.
- Kent's 5+ A*-G results improved by 0.8%, bringing the overall result to 94%. This is a strong and continuing indication of the success Kent schools have had in securing educational success for the vast majority of its young people.
- Over 70 Kent schools showed improved performance for 5+ A*-C (including English and Maths) with 17 schools increasing by 10% or more.
- For the small number of schools where results fell, nearly all showed small falls; Only two schools showed falls in excess of 3%, (with 6.5% and 8.4%) In many cases these small falls are due to a few individuals in selective schools who may have had medical or other issues during key stage four and are part of the statistical fluctuations which such schools experience near the 100% pass rate.
- The pupil level data needed to report on FSM outcomes and the narrowing of the FSM/non-FSM gap is not available at this time. However, the schools with over 10% of FSM students made greater gains in % 5A*-C including English and Maths (average gain 6.5%) than those with less than 10% FSM (average gain 2.2%). From this we may expect the FSM-non-FSM achievement gap to narrow this year when pupil data is released.





(2) National Challenge Schools

Kent had 33 schools which had been below the floor target (30% of students to get 5A*-C including English and Maths) in 2008 and/or 2007. These schools have been supported through the National Challenge Programme. In 2009, 22 remained below the floor target.

- Very significant further progress has been made in 2010, with only 5 local authority schools now performing below floor target. One of these five is becoming an Academy within the next week; Three other National Challenge schools which are becoming academies this academic year exceeded the floor target, creating a strong starting position for their new successor schools.
- One of the five below floor target schools was not in the National Challenge, having previously been above floor. It had been identified as a cause for concern during the 2009/10 academic year and is now receiving a very significant support package from one of our National Support Schools. .
- The average progress of Kent National Challenge schools at 7.1% is significantly improved on 2009 (1.8%) and has exceeded the average progress by schools across the county (3.6%).

- Six of the 7 Kent academies which have returned results have exceeded floor target, including two academies (former Kent National Challenge Schools) in their first year of operation.

(3) Priorities for Action.

- Sustain the progress towards and beyond floor target made under national challenge once the central funding comes to an end.
- Further narrow the performance gaps for vulnerable groups, particularly for FSM/non-FSM students.
- Provide challenge and support to accelerate progress in those schools which are causing concern.

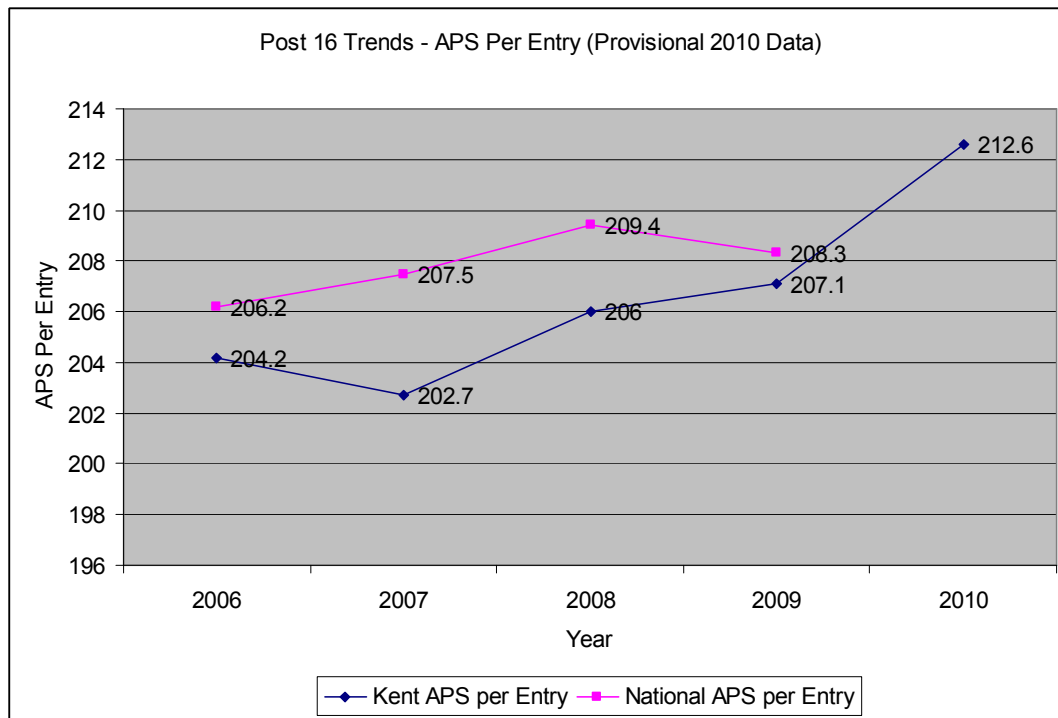
5. A – Levels: Provisional Results

Note: 7 schools yet to submit results

(1) Key headlines:

- Kent improved its overall proportion of students securing 2 or more A* - E passes to 94%, a rise of 2.6% on 2009.
- 62 schools maintained or improved their 2+ A-E pass rate including 10 schools which increased their pass rate by more than 10%.
- Twenty five Kent schools (20 grammars, 4 high schools and 1 academy) secured 100% 2+ A-E pass rates, up from 16 schools in 2010.
- Average Point Score (APS) per entry is 212.6, up from 207.1 in 2009. This means the average grade achieved by Kent students is now just above a C grade. While our 2010 figure is above the 2009 national average, year on year figures are not directly comparable due to the new A* grade at A level; the maximum point score for an A level grade is now 300.
- Average point per entry is lower in schools with small sixth forms (APS/entry = 212.7 for the 49 schools with sixth form cohorts of 70 or more; APS/entry = 189.4 for the 41 schools with sixth form cohorts of less than 70). This may be the ability of students recruited by schools with smaller sixth forms. Further investigation using value added data is needed to see where students may be underachieving or placed on inappropriate courses.

- Average point score per student is 729.2, up from 712.8 in 2009. This may reflect consolidation of success in International Baccalaureate in some school sixth forms, including two schools where the sixth form curriculum is entirely IB. The IB scores heavily for APS per student. However the qualification is regarded as equivalent to 5 A' levels so the APS/entry for IB schools tends to be below that for A' level schools.



(2) Priority for Action

- Work with the 14-19 team to ensure providers deliver economically viable courses which are well matched to individual students needs so as to further raise student success rate. To include:
 - Promoting collaborative working where this raises standards and increases cost effectiveness
 - Developing and extending the use of existing post 16 value added measures to assess the quality of pupil progress in individual sixth forms.
 - Supporting the provision of advice and guidance within and beyond schools which places learners on the most appropriate educational pathways.

Recommendations:

Members of Learning and Development Children, Families and Education Policy Overview and Scrutiny Committee are asked to note the unvalidated results of the recent public examinations.

Merril Haeusler

Director for Learning

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Background Documents: None

Other Useful Information: None

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

Sarah Hohler, Cabinet Member for Children, Families and Education

To: Learning and Development Children, Families & Education Policy Overview Committee

Date: 16 September 2010

Subject: Planning and Commissioning 16 to 19 (24) Provision

Classification: Unrestricted

Summary: This report responds to the review undertaken by POSC into the Planning and Commissioning 16-19 provision.

1. Introduction

(1) This report provides officer responses to the review undertaken by the Learning and Development POSC into post 16 activities.

(2) The committee visited Vocational centres and colleges and received evidence from interviews with students, employees, FE College principals and KCC officers from the 14 to19 Entitlement team in relation to the planning & commissioning of post-16 provision.

(3) At its meeting of 20th May 2010 the Committee made suggestions and agreed that the Chairman formalise the recommendations to support 14 to19 developments across the County, particularly the planning and commissioning of 16 to 19 (24) provision.

(4) POSC is asked to note that the planning & commissioning of 16-19 provision became the statutory responsibility of the County Council on the 1st April 2010. Prior to this time these responsibilities were with the Learning and Skills Council.

(5) The Local Authority and Young People's Learning Agency will now plan and commission and fund all post-16 provision from September 2011. This work started in June of this year by undertaking an analysis of data which produced an interim commissioning statement for planning post-16 programmes. Further to recent announcements from Michael Gove in July. The YPLA will with

immediate effect, directly fund FE & WBL, but the strategic planning lead remains with the Local Authority.

(6) POSC is asked to note the following report highlights the recommendations arising from the POSC review and subsequent actions, into this new area of work for the County Council.

2. Recommendations from Students and employers

(1) Every 14 to 19 year old learner to be given at least three 1:1 relevant consultations on information, advice and guidance and that this activity be monitored and reported annually to POSC.

Response

Supporting and delivering impartial high quality Information, advice and guidance is a key activity for the 14 to 19 team. The responsibility for this activity is vested in schools, colleges and the Connexions Service. To promote the need for high quality information advice and guidance the 14 to 19 team has implemented the most successful Area Wide Prospectus in the country, which has the highest number of learners & schools engaged, and the largest website in use. This system, gives learners impartial information on all post 16 courses. There are a range of other activities including 1 to 1 support which schools and colleges and the 14 to 19 team deliver. The Connexions service also provides significant support for all learners but targets much of their resources at vulnerable learners. Many schools also provide quality support services to learners to enable them to make informed choices at age 16, 17 and 18, including personalised sessions.

The recommendation of three 1:1 sessions would be difficult to monitor and has major resource implications. The future of the Connexions service is under review by national government and there will be discussions on budget reductions in line with all public services. Further reports on the future developments of information, advice and guidance will be brought to the committee, when the national picture is clear.

(2) Tracking progression and destinations of all 14 to 19 learners

Response

This is work in progress within the 14 to 19 team and Connexions service will be a major focus for the newly appointed Planning and Commissioning officers. Currently the unit is tracking 4,000 learners. This is a pilot programme before it is rolled out across all 14 to 19 year olds. Data on the tracking of these learners can be provided to the committee upon request.

(3) The development of a new certificate of employment to prepare learners for the world of work.

Response

This is already being developed by the 14 to 19 team with the Institute of Education. The final report and evaluation on this work was shared with the 14 to 19 team in August and will be reported to the 14 to 19 Strategic Forum and CFE SMT to agree the next steps. An update can be brought to a future POSC.

(4) Present programmes for apprenticeships and targets to be reviewed across directorates in light of the economic climate

Response

These targets are reviewed on a regular basis by the Apprenticeship Steering Group and the Learning and Skills Board. Action is then taken where required by Directorates. However, the biggest challenge is the demand for apprenticeships from learners outstrips the placements available within industry. An update can be brought to a future POSC.

(5) Report into the retention of talented people in Kent and progress update on the Graduate Gateway.

Response

The retention of graduates in Kent was a 2010 target which was achieved by the 14 to 19 team. Many of these activities are ongoing, particularly developing alternative routes into Higher Education and the development of level 3 apprenticeship programmes. This work is done in conjunction with Economic Development. The Graduate Gateway is managed by Personnel Services who will bring updates to this committee as required.

3. Recommendations from FE interviews

(1) Agreement of shared timetables as in Canterbury City to be extended to other localities.

Response

The planning of post 16 provision with all providers will be the responsibility of the new 6 Planning and Commissioning Officers, which will include the development of common and shared timetable across a range of providers. However, it will be for local areas to agree the best way to deliver the area wide provision to ensure high quality progression routes.

(2) KCC to examine the inequality of funding across post 16 providers in order to provide best value for learners.

Response

Funding for post 16 provisions is set by a national formula over which the authority has little control. However, KCC can make recommendations to the YPLA to make changes. In respect of transport, there is a post 16 KCC transport policy that is reviewed annually.

(3) Prevent the retake of qualifications and poor progression post 16 for vocational learners.

Response

Developing high quality progression routes and addressing the issues regarding lack of progression for vocational learners is a key objective for the next academic year.

A report will go to the 14 to 19 Strategic Forum at the end of September to seek agreement from the planning forums to engage in focused activities to significantly improve progression routes for all learners. Further updates on this work will be brought back to this committee.

4. Strategic Recommendations

(1) Cross Directorate agreement on the importance of skills, education and training becoming a priority in order to fulfil Kent's Economic, Social Environmental and Regeneration aspirations.

Response

The 14 to 19 team works closely with all other KCC Directorates in particular Communities and Economic Development. The unit's delivery plan reflects the priorities set out in Unlocking Kent's Potential. There are also strong links through the Learning and Skills Board and the Kent Economic Board, and there has been direct input into the council's proposal for Local Enterprise Partnerships, which are currently under development.

(2) Planning and Commissioning for a vibrant and sustainable business network for at least 6 specialist sectors of the Kent economy so this network informs the planning and commissioning of post 16 provision.

Response

There are 5 priority sectors identified in the Regeneration strategy, Low carbon. Land Based, Construction, Creative media, and Health and Social Care Industries. The 14 to 19 unit is currently in the process of writing 5 Skills Strategies based on the regeneration framework, these will be completed by

December 2010 with direct input and endorsements from the business community. The sustainable energy industries skills matrix is complete and is now being used to plan 16+ provision in Swale and Thanet to support the wind farm developments.

(3) KCC to continue to explore and develop innovative approaches to the planning and commissioning of post 16 provision.

Response

This work is being developed in the new planning forums areas, supported by new data sets which will underpin this work. More detailed reports on these activities will be brought back to this committee as required over the next year.

Summary

The POSC may wish to receive further reports on the following areas as these activities are integral to the annual cycle for planning post 16 provision.

1. An overview of the 16+ commissioning statement which is used to plan provision and agree programmes for all post-16 learners in Kent: October
2. Progression and attainment of post-16 learners in Kent: December
3. Skills strategies to inform planning decisions: January
4. Careers Education, Information Advice & Guidance, and the use of the Area Wide Prospectus & Common Application Process: February
5. NEETs at 16, 17 and 18: March

5. Recommendation

Members of the Learning and Development Children, Families and Education Policy Overview and Scrutiny Committee are asked to:

Note the officers' responses to members' recommendations arising from the review and that more detailed reports on 16 to 19 Planning and commissioning strategic developments, will be brought back to the committee as a part of the annual planning cycle.

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Background Documents: YPLA bulletins

Other Useful Information: None

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By: Merrill Haeusler, Director of Learning
Sarah Hohler, Cabinet Member for Children, Families and Education

To: Learning and Development Children Families and Education Policy Overview Committee

16th September 2010

Subject: **Gifted and Talented Education**

Classification: Unrestricted

Summary: Kent is an active partner in both national and regional initiatives for gifted and talented education. 2009-10 was a very busy year in the training and development necessary to raise children's attainment. 2010-11 promises both challenge and appropriate change for all schools as they continue to strive for improvement in opportunity and achievement.

At the time of writing there is no 2010 headline data showing attainment or progress of pupils registered as gifted and talented to compare with previous years.

1. National Initiatives:

(1) National Challenge Gifted and Talented (G&T) Pilot Programme

Background: Kent has five National Challenge schools that are part of the programme, now renamed the National Challenge G&T Project: The Towers, The North, Sittingbourne Community College, Canterbury High School and Chaucer Technology School. The specific aim of the programme is to support students from disadvantaged backgrounds during Key Stage 4. Each school created a focus group of sixteen Year 10 students from the G&T Register who receive Free School Meals and/or have been identified as being from a disadvantaged background. They would receive additional support over the two years of Key Stage 4. An additional group from a wider background has also been part of the programme.

The central aim is to "Narrow the Gap" for these and other students and, therefore, build strategies to raise attainment across the school. At the end of the programme, strategies will be disseminated across the county and country. Very successful schools from the programme may become eligible for specialist status.

Update: The five schools have been supported by the Local Authority (LA), National Strategies (NS) and each other through a series of seasonal termly

meetings including NC Adviser and LA adviser's visits to the individual schools to review progress, talk with the students, observe lessons and agree future actions.

Some of the developments that have already emerged from the project are:

- establishing a programme of Sixth Form mentors to support effective learning in the classroom;
- using the Classroom Quality Standards (CQS) learning questionnaire, training advisers and setting up a programme of follow-up interviews;
- creating a professional development working party to develop and present case studies based on different aspects of learning, e.g. groupings, higher level questioning;
- having a dedicated evening for parents/carers of the target group students to outline the initiative and explain how the parents can play an active part in their child's education.
- Producing laminated "A-Team posters" in the staff room to show who are expected to get A and A* at GCSE;
- generating "barriers to learning" posters for each student – this helped staff to look beyond the initial perception of the student, especially those who are underachieving;
- arranging for mentoring to look at students on the pilot as a priority (one to one mentoring, group mentoring, study skills and coursework catch-up). The mentoring has also helped to identify students who are not sure why they should try and achieve more than a C grade
- inviting students to attend residential summer schools;
- target sheets/ previous scores and soft data now being generated as a one page document for classroom teachers for their new sets
- raising the profile of displays by trying to encourage departments to put up exemplar work and add labels to explain how and why the work has a specific grade and what can be done to improve it;
- laptop trial - two students have been given laptops to work on - one to make work more legible, the other to improve work output.

Impact: Performance data to follow.

The early positive effects of the project that have been identified include:

- pupils report that effective improvement in teaching and learning is leading to improved outcomes, e.g. motivation, attitude and achievement;
- Additional lessons for the target group in English and mathematics are found to be particularly useful;
- whole-school 'excellence for all' strategies designed to benefit all pupils are developing effectively through use of the Classroom Quality Standards, as well as through pupil and parental voice activities;
- whole school G&T provision is being improved for more than the target group of pupils, based on use of the CQS (used as a benchmark and improvement tool to improve quality and consistency of practice);
- schools entering target group students for early entry have high expectations for their results in 2010 based on their work in the classroom.

The schools were asked recently which of their initiatives had made, in their opinion, the greatest impact. Their answers included:

- involving the parents/carers;
- greater use of data for analysis with colleagues and students;
- additional lessons in English and mathematics for targeted students;
- use of staff working parties to research and report on learning and teaching strategies;
- the shift in expectations and perceptions in staff and pupils with the G&T Lead reporting a change in the way that staff talk about their lessons and a shift towards reflective practitioners;
- use of the CQS pupil questionnaire (completed at the start of the project and repeated in June) indicated improvement in the level of challenge in lessons;
- teachers report more confidence in talking;
- pupil comments have changed from disinterest to it's "cool" to get an A/A* and they are proud to be on the project;
- teachers transferring practice to other groups not part of the project;
- use of "Excellence for All" indicators adopted by colleagues, increasing their own confidence and greater awareness of staff and students of their potential to get higher grades.

The good practice established at our project schools has been recognised by National Strategies and three of the five schools have already given presentations to the National Challenge G&T Project (South) meetings outlining their work. One more school is due to present at the autumn meeting of the South group. Two of the schools gave presentations about their work at the Kent G&T conference this June.

Each school has now identified its second cohort for the project; both year groups in Key Stage 4 will now be part of the project, with schools reflecting on practice in 2009-10 and revising their practice for 2010-11.

Recent data has indicated that in the three years up to 2009, the gap between FSM and non-FSM students' end of Key Stage 4 results has widened. In 2011, the first of the target groups will complete Key Stage 4 and this will be an indication of whether strategies adopted by the schools in the project have been beneficial to students' learning and, therefore, worthy of even wider dissemination to other secondary schools in Kent.

(2). Gifted and Talented Specialist Status

Background: Three Kent schools: Chatham House Grammar School for Boys, Dartford Grammar School and Invicta Grammar School had been accepted as Lead Schools for Gifted and Talented. These schools have been identified by the high attainment of their students. Their role is to work alongside the Local Authority in promoting Gifted and Talented initiatives and supporting colleagues by developing the role of the Leading Teachers, working collaboratively with staff and students from other schools and designing innovative ways to develop provision for gifted and talented students in all Key Stages. They are also expected to contribute to the National Schools Network, through sharing resources, case studies and ideas online and at conferences.

Update: The LA adviser met with the three Lead Schools to coordinate future actions. Each school was already offering outreach work through their original specialism. It was agreed that the three lead schools would host regional cross-phase meetings for Leading Teachers and school coordinators in February and March 2010. These meetings were held on the different dates with a common agenda. The Mid-Year Update meetings generated a lot of interest and overall attendance was 20% higher than at the one centrally-based meeting in 2009.

A fourth Kent school has been granted Lead School status – Castle Community – the first non-selective school in Kent to be awarded the status. The LA Adviser has visited the school to discuss their involvement in county developments.

Two of the four Lead Schools have applied for Academy Status.

Impact: This development is laying a foundation of school to school support which will be harnessed to the full in the future, building on the networking groups already established in most parts of the LA.

(3) National Strategies Local Authority Gifted and Talented Lead meetings

Background: A LA officer represents Kent three times a year at meetings held in London to receive information and training from the National Strategies Gifted and Talented team. Key priorities for Kent are established and action planning for the dissemination and development of those priorities is completed at the meeting.

Update: Key priorities for all Local Authorities this year have included:

- G&T work in the Early Years of education;
- building capacity at regional and local level in readiness for the end of National Strategies in March 2011;
- targeted intervention; use of data; some national developments e.g. the Pupil and Parent Guarantees were discussed and planned for but these were not ratified prior to the General Election.

The existing developments prior to Spring 2010 have been maintained:

- Identifying gaps and supporting achievement of G&T pupils from vulnerable and under-represented groups;
- using Classroom Quality Standards to improve classroom provision for underachieving G&T pupils; developing local capacity to support G&T improvement;
- improving G&T education in LAs and schools through effective use of online support, resources and Continuous Professional Development;
- making effective use of Assessment for Learning to improve provision and outcomes for G&T learners;
- mainstreaming gifted and talented education to improve provision and outcomes for G&T learners and raise attainment at the higher levels;
- developing and supporting self-evaluation and improvement for G&T provision at LA and school level;

- supporting schools in continuing to develop the role and impact of Leading Teachers for G&T education;
- developing effective strategies for raising attainment of G&T pupils as part of the National Challenge Programme;
- developing whole-school 'excellence for all' strategies designed to support raising attainment of all pupils.

Impact: Schools are commenting that where they have made G&T a priority, there has been an increased awareness of appropriate provision with greater levels of challenge. At the time of writing, no data is available for 2010 to evaluate the impact of this contribution to the children's attainment.

The NC Regional Adviser has visited Kent regularly, working with the LA and the G&T project schools, and is pleased with the work we are doing and our good progress against Quality Standards.

(4) John Stannard – National Champion for Gifted and Talented

Background: John Stannard had indicated that he would like to visit Kent and see first hand some of the excellent good practice in our schools.

Update: John Stannard, the G&T National Champion, visited Kent on 8th February. A meeting was held at Sessions House, County Hall. The Kent G&T Adviser invited Lee Kane, from Brockhill, who leads the G&T collaborative work within Shepway, Tara McVey from The Towers, Ashford - one of Kent's five National Strategies G&T Pilot Project schools, Janette Lloyd, Invicta Grammar - one of Kent's three G&T Lead schools, and Alison O'Brien, Leading Teacher for Sevenoaks primary schools, so that they could describe the work that they are doing in their respective areas. Matthew Munro, the Senior Secondary Adviser working with the National Strategies Pilot Programme schools, Keith Ransom, the Principal Adviser - Primary and Diana Robinson, the Senior Adviser for Inclusion and Achievement were also present. Rosalind Turner, Managing Director for Children, Families and Education was able to join the discussion in the final hour of the meeting.

Impact: John was very complementary about Kent's varied provision for gifted and talented children and concluded the letter he sent to us following his visit:

"AG&T is a clear priority for the NS putting quality first teaching at the heart of effective provision in the context of whole-school improvement, personalisation, addressing underachievement and excellence for all pupils. NS resources and materials provide useful advice and guidance as well as case studies of effective and developing practice in these areas.

The LA already has a number of exciting events that showcase and celebrate pupils' achievements. Recognising and rewarding achievement is another important dimension and worth exploiting and expanding. It can have a powerful impact on the aspirations of pupils, parents and teachers, providing a positive image of the welcome respite from some of the more pessimistic news that often dominates the education agenda.

Thanks again for a wide-ranging and candid discussion. I look forward to hearing about developments in Kent and wish you well in moving forward”.

This was an excellent opportunity for key members of G&T work in the LA to inform government of Kent’s work; John Stannard’s comments on the day and in his letter show that he was impressed by the examples of good practice evident in the LA.

2. Regional Initiatives

(1) South East Regional Partnership

Background: Representatives from all Local Authorities in the South East meet three times a year as a “think tank” discussing policies and strategies based on national initiatives and local needs. Kent is represented at the meetings.

Update: Funding for the Regional Partnership work has been extended to March 2011. Some of the matters discussed in the first part of the academic year became redundant with the effects of the General Election when some key proposals were not maintained. The Targeted Support Programme funding has continued and the Partnership has a dedicated member who is liaising with each LA and the Partnership on the programme.

Impact: The Partnership organised residential summer schools for Key Stage 4/5 students and 12 students from eight different Kent secondary schools attended in 2010. During the year, many Kent students have taken advantage of the weekend and holiday courses coordinated by the Regional Partnership across the South East. Parents and students have been very positive about the experience. Between September 2009 and July 2010, 370 students from Kent schools attended Partnership courses - by far the highest number of attendees in the South-east. The LA adviser regularly receives emails and telephone calls from parents explaining how valuable the courses are for their children. The LA is still encouraging schools to act as host venues for these enrichment courses to enable more localised provision for the young people.

Some Kent parents attended the Regional Partnership’s Parents Conferences held in Brighton and Chatham. The Kent G&T adviser presented a workshop on Provision in the Classroom.

Although the funding to Higher Education Institutions (HEI) for G&T work has ended, many South-east HEIs have maintained their collaboration on a goodwill basis.

A Further Education/6th Form group now meets to discuss the G&T implications for post-16 students and their schools/colleges. This group refers back to the main Partnership body.

The South East Regional Partnership (SERP) offers Kent LA adviser the opportunity to meet and share ideas and concerns with colleagues from across the region. The Partnership’s role in coordinating G&T matters is invaluable as the LA would not have the capacity to cover all that the Partnership team provides. The collation, advertising and booking for all the courses provided across the region is a massive help to schools, pupils and parents in the LA. The information received via the Partnership from government and other agencies is invaluable to the LA adviser.

3. County initiatives

(1) Leading Teacher training sessions

Background: National training was provided through LAs in 2007-8 and has been maintained through seasonal opportunities for teachers.

Update: On October 7th 2009, there was a half-day training session for new to role Leading Teachers and school coordinators; the programme included:

- Overview of the role of Leading Teacher and School Coordinator;
- Working with Others;
- Identification and the G&T Register; Provision and Resources;
- National Quality Standards: a) Institutional Quality Standards (IQS) and b) Classroom Quality Standards (CQS) and a Q&A session.

In February and March 2010, three Mid-Year Update sessions were organised at three venues across the LA and Issues discussed at the meetings included:

- strategies to identify and support potential G&T pupils from disadvantaged and/or vulnerable groups;
- a workshop on G&T and the new Ofsted Framework linked to the use of the Institutional Quality Standards (IQS) to inform the revised Self Evaluation Form (SEF);
- brief feedback from schools on their progress with the Classroom Quality Standards (CQS);
- collaborative work: single and cross-phase opportunities. In June 2010, the Kent G&T conference was held and nearly 100 coordinators and Leading Teachers attended; details in section

Impact: Feedback from delegates indicated that the conference had been a success and was a valuable part of their own and their school's professional development, providing them with strategies to discuss/implement at their own schools and materials for use in the classroom.

(2) Partnership networking meetings for school coordinators

Background: Since being appointed, the LA adviser has encouraged partnership networking meetings of school coordinators in order to share good practice, develop collaborative activity and discuss national and regional issues.

Update: During the year the Partnerships with primary school Leading Teachers have had networking meetings at least once per seasonal term led by the Leading Teacher(s) with support as required by the LA. In partnerships without a primary school Leading Teacher, the LA adviser organised the networking meetings, recruiting and training new Leading Teachers during the year. In many partnerships, there has been a close liaison between the LA adviser and the Primary Excellence Project Headteachers.

The secondary school Leading Teachers have met in a number of partnerships and several cross-school events have taken place within partnerships. It is planned to ensure

that not only do all secondary Leading Teachers meet in Partnership or District groups during 2010-11 but that cross-phase meetings are built into networking planning.

About 40% of the primary Leading Teachers (LT) are unable to continue as LTs in 2010-11 mainly due to additional responsibilities at their own schools. The LA adviser will be recruiting new LTs during the autumn. Many partnership meetings will be held by Districts rather than Partnerships in 2010-11.

. **Impact:** The schools that have attended networking meetings have commented that they find them invaluable as they can share good practice, raise issues, take advice from colleagues and initiate activities for students from different schools to meet and work together. The Leading Teacher workforce will be an important part of school to school support in the future.

(3) Quality Standards

Background: The Quality Standards offer a self-evaluation tool to support school in action planning.

Update: The LA adviser has continued to support school in their use of the **Institutional Quality Standards**; this whole-school self-evaluation tool enables the collation of evidence to support analysis and action planning. A workshop on its links to Ofsted requirements and the School Evaluation Form was included in the Mid-Year Updates. The **Classroom Quality Standards** give teachers the opportunity to evaluate their classroom practice and take part in professional development using the interactivity of the tool. Many more schools have requested training on this from the LA adviser this year.

Schools have been requested to complete a short analysis sheet reflecting the school strengths and areas for development in G&T provision based on their use of the Quality Standards. These are due to be returned the LA adviser by the end of September.

Impact: The use of Quality Standards has helped schools to identify their strengths and areas for development. In the future this will enable clearer commissioning of support from schools and leading teachers.

(4) Summer Schools

Background: For the last eight years, schools have been encouraged to apply for funding to organise G&T summer schools through the LA Standards Fund.

Update: Twenty six Kent secondary schools applied for and received funding to organise gifted and talented summer schools this year, some working in collaboration e.g. the Shepway Partnership offered a range of activities for over 1200 young people across five sites. Most schools included primary pupils in the programme and this has acted as a good transition exercise.

Impact: The range of subject content was excellent as was the degree of challenge for the students. A total of 2245 students will have attended the summer schools this year, experiencing opportunities to be stretched and challenged in many areas of the curriculum and beyond. Many of the programmes have built-in sustainability for curriculum and extra-curricular work during 2010-11.

(5) Kent G&T Conference – 16th June

Background: The LA has organised a county conference on gifted and talented education for a number of years giving opportunity for colleagues to hear national speakers, county advisers and classroom practitioners discuss their practice.

Update: This year's conference had an international contribution as the one of the keynote speakers was Dr Dona Matthews who in 2008 received the Upton Sinclair Award, given annually by *Education News* to ten "heroes of American Education", in recognition for their outstanding contributions to the field of education. The second keynote speaker was Lyn Bull, National Strategies Regional Adviser, who spoke on working with parents of gifted and talented learners. There were fifteen workshops, some led by LA advisers but mainly by classroom practitioners on a range of provision strategies.

Impact: Many positive comments were received about the workshops being led by actual classroom practitioners. Feedback from delegates indicated that the conference had been a success and was a valuable part of their own and their school's professional development.

The National Strategies Regional Adviser (RA) commented that

"The annual G&T LA-led conference reflected well the need to understand the significant impact that a focus on improving G&T provision and outcomes can have on achievement for all pupils. Effective practice workshops run by schools demonstrated the development of the leading teacher role in primary and in two G&T National Challenge project schools, with a focus on pupils from vulnerable and disadvantaged groups. The RA attended an inspiring workshop on critical thinking through art in a primary school, which enables all pupils to explore and develop their particular strengths, gifts and talents through day-to-day quality first teaching. This conference provided an excellent opportunity for schools to reflect on principles of G&T education, as well as hearing of good practice from schools across the county. The LA strategy for G&T enables the G&T Lead to know schools well and identify effective practice."

(6) Support for schools

Background: The LA adviser is available to provide support for individual schools or groups of schools to improve provision for gifted and talented children.

Update: The LA adviser has been brokered to support schools on a range of issues. The support has included training new to role coordinators, whole-staff training sessions, and discussions on strategies to raise attainment and support for specific exceptional children. In addition, training for individual governing bodies or local groups of governors has been provided on many occasions.

Impact: At the time of writing, no data is available for 2010 to evaluate the impact of this contribution to the children's attainment. Schools, however, have indicated that the training has enabled them to reconsider their provision for their potentially higher attaining students.

(6) New/Potential Activities:

- In collaboration with the National Rural Network and London Gifted and Talented, the LA is working with a number of rural primary and secondary schools to develop materials for gifted and talented young people in Modern Foreign Languages. Good practice developed during the project will be cascaded regionally and nationally in 2011
- Funding has been applied for from the Regional Partnership for a group of twelve primary schools to take part in action research with the LA adviser investigating strategies to support potentially able children from disadvantaged backgrounds to raise attainment. There is urban, coastal and rural representation amongst the interested schools
- Widen out the offer of enrichment sessions in more Kent venues, in collaboration with the Regional Partnership

Recommendations

Members of the Learning and Development Children Families and Education Policy Overview and Scrutiny Committee are asked to:

- Note the programme of activities which occur in Kent to support the provision for gifted and talented pupils

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Background Documents: None

Other Useful Information: None

By: Overview, Scrutiny and Localism Manager

To: Learning and Development Policy Overview and Scrutiny Committee - 16 September 2010

Subject: **SELECT COMMITTEE - UPDATE**

Classification: Unrestricted

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

Select Committee: Extended Services (previously titled Extended Schools)

1. (1) The Select Committee on Extended Services held its inaugural meeting on 19 March 2010 when it agree its terms of reference (copy attached). The membership of the Committee is Mr Robert Burgess (Chairman), Mrs Ann Allen, Mr Alan Chell, Mrs Jean Law, Mr Richard Parry, Mr Ken Pugh, Mr Kit Smith and Mr Martin Vye.

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

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

Suggestions for Select Committee topic reviews

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

Recommendation

3. Members are asked to note the progress of the Select Committee on Extended Services and to advise the Democratic Services Officer of any items that they would like to suggest for inclusion in the Select Committee topic review programme.

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Background Information: *Nil*

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