

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

Tuesday, 1st March, 2011

10.00 am

Darent Room, Sessions House, County Hall, Maidstone



AGENDA



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

Tuesday, 1 March 2011 at 10.00 am
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 Brookbank, 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 J N Wedgbury and Mr M A Wickham
- Liberal Democrat (1): Mr M J Vye (Vice-Chairman)
- Church Representatives (3): The Reverend N Genders and Dr D Wadman
- Parent Governor (2): Mr P Myers and Mr B Critchley
- Teacher Advisers (6): Mr T Desmoyers-Davies, Mrs J Huckstep, Mr R Straker,
Mr S Thompson and Mr J Walder

Webcasting Notice

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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	10.00 am
A2	Membership Members are asked to note that Mr R E Brookbank has replaced the late Mr W L Richardson on this Committee.	
A3	Substitutes	
A4	Declaration of interests by Members in items on the Agenda for this meeting	

A5 Minutes of the meeting held on 16 September 2010 (Pages 1 - 10)

B. ITEMS FOR CONSIDERATION

B1 Verbal Updates by Deputy Cabinet Member and Director of Learning (Pages 11 - 14) 10.10-10.40 am

Accompanied by a written report covering the following items:

- New division of Member responsibilities
- The Future Vision
- New Floor Standards
- Special Educational Needs inclusion in school results
- The Schools White Paper
- Improving Schools
- Kent Music
- Select Committee on Education Attainment

B2 Exclusions and non attendance in Kent Schools (Pages 15 - 26) 10.40-11.20 am

B3 Learning needs of Looked After Children and update of previous report (Pages 27 - 34) 11.20-11.40 am

B4 Involving the Whole Community; the Kent Approach to Literacy and Reading 2011-2021 (Pages 35 - 36) 11.40-11.55 pm

B5 Kent SACRE Annual Report 2009-10 (Pages 37 - 40) 11.55-12.10 pm

C. SELECT COMMITTEE UPDATE

C1 Select Committee - Update (Pages 41 - 42) 12.10-12.20 pm

D. EXEMPT ITEM FOR CONSIDERATION

That under Section 100A of the Local Government Act 1972, the press and public be excluded from the meeting for the following business on the grounds that it involves the likely disclosure of exempt information as defined in Paragraph 3 of schedule 12A of the Local Government Act 1972, as amended, refers.

EXEMPT ITEMS

(During this item the meeting is likely NOT to be open to the public)

D1 Annual Standards & Achievement Report 1 September 2009 - 31 August 2010 (Pages 43 - 154) 12.20-12.50 pm

**All timings are approximate*

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

Monday, 21 February 2011

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, 16th September, 2010.

PRESENT: Mr K Smith (Chairman), Mrs A D Allen (Substitute for Mr R B Burgess), Miss S J Carey (Substitute for Mr W L Richardson), Mr J M Cubitt, Mr M J Jarvis, Mr J M Ozog, Mr R A Pascoe, Mrs J Rook (Substitute for Mr N J Collor), Mr M A Wickham and Mr M J Vye (Vice-Chairman)

CHURCH REPRESENTATIVES: Mrs M Todd (Substitute for Dr D Wadman)

PARENT GOVERNORS: Mr B Critchley and Mr P Myers

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

PRESENT: Mrs J Whittle, Deputy Cabinet Member, Learning

IN ATTENDANCE: Ms M Haeusler (Director For Learning), Ms S Dunn (Head of 14-24 Innovation Unit) and Mrs C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS

34. Minutes of the meeting held on 20 May 2010

(Item A4)

RESOLVED that the Minutes of the meeting held on 20 May 2010 were correctly recorded subject to the word 'Accrobac' in paragraph 26 (6) being altered to read Aqa baccalaureate and that they be signed by the Chairman.

35. Verbal Update by Deputy Cabinet Member and Director of Learning

(Item B1)

(Report by Mrs J Whittle, Deputy Cabinet Member (Learning) and Mrs M Haeusler, Director of Learning)

(1) The Deputy Cabinet Member and Service Directors' presented a report giving an update on the following topics; CFE Restructure, GCSE results, Ofsted inspections and academies.

(2) Mrs Whittle began by highlighting key issues that had happened since the POSC last met which included; 3 successful headteacher area based meetings were held to discuss what was happening nationally about the New Academies Programme and policy developments in planning for the future. Twelve district based briefings were being held with headteachers to introduce the newly appointed Preventative Services Managers and other standards officers, 2 meetings had

already been held in Dover and Tunbridge Wells with 10 more meetings scheduled across the county. Mrs Whittle spoke on the successful results in GCSE and A Levels within the nationally challenged Kent schools and the improving standards and work being undertaken by Mrs Haeusler and her Team on those areas that needed improvement. Mrs Whittle concluded by paying tribute to the staff in the nationally challenged secondary schools and local authority officers for all their work in achieving the improvements although she still had concerns that the funding that had been given to this area may not be available in the future and suggested other ways may need to be found to overcome this.

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

(4) In response to a question by Mrs Todd, Mrs Haeusler advised that within the next two months the results would be validated and an update on those results would be reported in the Standards report. The detailed list of the unvalidated results was available and could be viewed by Members of the Committee but was not for publication at this meeting.

(5) In response to a follow up question by Mrs Todd, Mrs Haeusler advised that there would be an analysis on the results and reasons why 5 schools remained under the national challenge threshold as well as an analysis on those schools that did improve and whether the best practise could be shared. Mrs Whittle added that two of the 5 schools had a large number of children with Special Educational Needs (SEN) and the results from the SEN units were recorded with the GCSE figures. A concern was that schools with SEN units may be discouraged from inclusion because of this issue of reporting, there needed to be a balance of encouraging SEN students within mainstream settings but not for the school to be penalised for doing so in the reporting if those children were unlikely to get GCSEs in English and Mathematics at grade C or above.

(6) Mrs Haeusler then spoke on topics relating to the Learning Group which included; the CFE restructure, the national testing and issues emerging from the government including the new academies and an update on Ofsted inspections.

(7) Mrs Haeusler highlighted that the twelve districts were in place and the headteachers were very positive on the ways that the districts were beginning to shape. The Learning Group was reconfiguring support into the twelve districts for primary and secondary schools and special expertise in those areas to support challenge and intervene in schools to improve outcomes for children and young people. Mrs Haeusler then referred to the new academies advising that Westlands School linked to Woodgrove Primary School became an academy in September and there was to be a phased transfer of 15 further Kent schools to academy status. Mrs Whittle added that KCC still had oversight of 95% of the schools in Kent and continued collaboration and partnership with the new academies was important.

(8) In response to a question by Mr Critchley, Mrs Haeusler explained that the policy and strategies were in place to support all schools to be outstanding and keep those that were outstanding at that level and those that were good to become outstanding. The current Framework was rigorous and had uncovered a range of issues in schools with the quality of teaching, work was being undertaken with

teachers by running a range of professional development opportunities to improve teaching and learning, to look at leadership in schools and ensuring that every child in the classroom had the right learning activity.

(9) The Chairman requested that the Ofsted results be presented at each meeting of this POSC in context nationally.

(10) Mr Walder commented on the new academies saying that he was disappointed to see Kent schools becoming new academies but he was pleased that the new academies had all, so far, agreed to keep teacher's pay and conditions of services the same. He then reported that one of the academies (previously a school that was in special measures) was undergoing negotiations to bring the teacher's pay and conditions in line with the rest of the County.

(11) In response to a question by Mr Desmoyers-Davies, Mrs Haeusler explained that there were many reasons why a school may be outstanding. Ofsted looked at two aspects; the leadership of the school, in particular the security of that and the quality of teaching and learning. The aim was to work with colleagues in the secondary and primary schools to improve the working relationships between the primary and secondary schools for them to provide support and expertise to each other.

(12) RESOLVED that:

(a) the responses to questions by Members be noted; and

(b) at each meeting of this POSC a report be submitted on the Ofsted results with the percentages and in context nationally and the report be noted.

36. Attainment in 2010 - Unvalidated Results (Item B2)

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

(1) The Committee considered a report that provided a summary of the Kent Early Years Foundation Stage Assessments, KS1 and 2 SATs, GCSE and A level results for 2010 with the understanding that they were provisional results that may change slightly following formal DfE validation in October 2010.

(2) The Chairman agreed to take this issue one assessment stage at a time.

Foundation Stage

(3) Mrs Haeusler introduced the report advising the Committee that the report was based on provisional unvalidated data results, there were no schools named as there were still a number of schools that were undergoing an appeal on their SATs results at Key Stage 2. Foundation results were improving with a reduction in the achievement gap by 2.5% to 28% and 60% of the children at that level were achieving the expected level.

(4) In response to a question by Mr Jarvis, Mrs Haeusler explained that the national figures were not available for Foundation Stage at present. There were a number of reasons why children had not reached the expected level of education. She advised that development did not start at reception class, it was about looking at settings and what we were doing in Children's Centres, helping with parenting skills and parents and carers to understand the importance of speaking, listening and talking to children and reading to them.

(5) In response to a question by Mrs Rook, Mrs Haeusler stressed that under the restructuring it was part of the strategy to have early intervention prevention and to be proactive. All of the teaching and learning advisors had been realigned focusing on early years.

(6) The Chairman referred to page 38 paragraph 1 (3) that referred to an increase of 250 more children in the cohort than in 2009 a figure that had been increasing for 4 years and suggested that figures on this trend could be forwarded to Members outside the meeting.

Key Stage 1

(7) Mrs Haeusler said that she had focused on the attainment of boys at Key Stage 1 within the report as nationally boys reading and writing often was behind the expected level at this stage. Kent had been particularly focused on this and there had been improvement for boys on their reading and writing.

(8) Mrs Haeusler explained that Key Stage 1 was a crucial time for providing early support where this was needed. She suggested that it may be one of the reasons that those children were not being identified early enough which relates to the concerns of attainment at Key Stage 2.

(9) She also highlighted the attainment of the gifted and talented children at Level 3 in reading, writing and mathematics, which was above the national average.

(10) The Priority for Action was the move to Key Stage 1 from foundation stage and looking at the interventions that were in place in schools, which met those children's needs.

(11) In response to a question by Mr Critchley, Mrs Haeusler explained that individual tracking for every child was key to the outcomes. The School Improvement Team was looking at every school's tracking programme and schools ought to be able to identify vulnerable learners from that tracking and be able to identify whether that child was on track to achieve level 4 in year 6. They should be able to do this at Key Stage 2. The Chairman asked whether Mrs Haeusler could submit regular information to Members who wished to monitor the results for children at Key Stage 1 and 2 as they felt that they were unable to set priorities unless they knew what was happening. Mrs Haeusler agreed to submit a report to the POSC on pupil tracking.

(12) In response to a question by Mr Cubitt, Mrs Haeusler advised that the report was not meant to be an analysis but a report on the SATs and the national testing on provisional results supplied by the DFE. Officers were now undertaking analysis looking on a school to school level to see if there were any drops in attainment and

the causes and which children had this affected and if a school had improved, looking at what had made the difference in that result. Mrs Haeusler advised that this information would form part of the Standards report. Mrs Todd felt that this lead to a wider debate on succession planning, how we recruit, retain, ensuring that they were the right quality.

Key Stage 2

(13) Mrs Haeusler advised that there were provisional averages for Key Stage 2. Kent improved by 2% in Key Stage 2 2010 but was still 4% below the national average and that there seemed to be a long tradition since 2002. The focus was to be why this was happening in Key Stage 2.

(14) The 'below floor' target schools, was explained as schools with English and Mathematics combined, 55% of the children reaching a level 4. There was a reduction in the below floor target schools with a concerted effort in looking at the 78 schools that were below floor target by looking at why they were below floor target and looking at how every individual child was travelling towards level 4. This had lead to improvement but then other schools went below floor target. Intense support for those schools would continue. Mrs Haeusler confirmed that 24 schools, 6%, boycotted the SATs in Kent.

(15) In response to a question by Mrs Rook, Mrs Haeusler explained that the coalition government had put a halt on the national curriculum and was saying that the schools could develop their own curriculum. She anticipated that schools would need support with that undertaking. There was a move in the primary schools to look at how language moved through all of the curriculum areas especially reading and writing.

(16) In response to a question by Mr Vye, Mrs Haeusler felt that sustainability should be embedded into the schools and a need for a culture to strive for excellence which was a leadership role. She advised that headteachers made visits to the classrooms and in doing so were aware of the teachers that needed support or where intervention was needed, it was not about more visits to the classrooms but a whole school ethos to continually raise the standards.

(17) Mrs Whittle said that headteachers and teachers were put under a lot of stress with Ofsted inspections but it was worth exploring unannounced inspections so long as they were carried out in a constructive way. She questioned who would carry out the inspections suggesting, the local authority SIP or one district looking at another district as a critical friend on how teaching and learning could be improved at a particular school. Mrs Haeusler advised that the Schools Improvement Partners along side the headteachers were already holding joint lesson observations followed by talking through what they had observed. She felt that this was a powerful development tool for the headteacher.

(18) In response to a question by Mr Wickam, Mrs Whittle explained that it was easier for a headteacher to teach in a larger school, as that school was likely to have more administration support, than a headteacher in a small school.

GCSEs

(19) Mrs Haeusler advised that the Kent GCSE results overall improved on 2009 performance by 5.3% bringing the 5+ A*-C results to 78% but felt that there was still a need to keep pushing for improvement. She stated that the focus and energy in

the quality of teaching was second to none and that pupils were being tracked and that where intervention was in place made the difference in the challenged schools. The issue would be in maintaining the momentum for the secondary schools.

(20) The Chairman suggested that work could be carried out on the standards that were being achieved on size and critical mass and the way that the local authority could federate 6 forms etc. The local authority could then give guidance on whether a school should have a 6th form or not.

A Levels

(21) In response to questions by Mrs Rook, Mrs Haeusler advised that work was being undertaken on the BTEC results. She then spoke on the impact of age, suggesting that the issue for A levels was the curriculum. The subjects had to attract young people to stay on at school or in education and had meaning for whatever pathway they wanted to take. One of the priorities was to look at the curriculum for 14 -19 year olds.

(22) RESOLVED that:

- (a) the responses to questions and comments by Members be noted;
- (b) a report be submitted to a future meeting on pupil tracking; and
- (c) the unvalidated results of the recent public examinations be noted.

37. Planning and Commissioning 16-19 (24) Provision

(Item B3)

(Report by Ms R Turner, Managing Director, Children, Families and Education Directorate and Mrs S Hohler, Cabinet Member for Children, Families and Education)

(Ms Dunn, Head of 14-19 Entitlement Team was present for this Item)

(1) The Committee discussed a report on the response to recommendations following a review undertaken by this POSC into the Planning and Commissioning of 16-19 provision.

(2) Ms Dunn advised that the local authority had a statutory responsibility to plan and secure all 16-19 and up to 24 year olds Learners with Learning Difficulties and/or Disability (LLDD) with appropriate provision for Kent resident learners had not changed. However, from 20 July what had changed was that the local authority no longer directly funded colleges and work based learning providers although the relationship with schools remained the same. She added that the detail in the Education White Paper was due to be published by the government in November. The Minister for Education had announced that a root and branches review on qualifications would be carried out and an interim report would be published in the Spring 2011.

(3) Ms Dunn reported that six Planning Officers were in post and would be taking forward the recommendations made by Members as detailed in the report.

(4) The Committee noted that Ms Dunn had evidence on the GCSE results at Key Stage 4 and the reasons on the trajectory in A to G was due to the introduction of the vocational programme in 2004 and those results had an impact on the results from 2006 onwards. The vocational centres and the vocational work carried out in schools were there for learners who would not have traditionally succeeded in the traditional school environment had thrived and received equivalent qualifications through the vocational programme; there was evidence to track that analysis. This was a positive outcome of Kent's decisions to invest and promote vocational qualifications (*now being called technical and practical education*).

(5) In response to a question by Mrs Todd, Ms Dunn said that with regard to 6th Forms, Members should to be mindful of the notion of autonomous schools, academies and the local authority's power to influence the planning. The local authority had to produce a robust case for providers to say that the current provision a) did not meet the learners needs because it did not offer positive progression into employment or further higher quality training; and b) in the use of the public purse e.g. 3 students for e.g. a biology course was not good use of public money. The local authority had the power to influence and persuade, it had to have area planning and a common buy in to local programmes. Ms Dunn felt there was a need to look at the inadequate provision and ineffective use of resources.

(6) In response to questions by Mrs Rook, Ms Dunn suggested that being champions of parents and learners in careers guidance and choice was an area that would be explored. In relation to employability skills, the Kent Skills Framework picked up a number of skills and areas that had been raised and was a way for young people receiving recognition of other activities and attributes over and above the academic when preparing for the open job market. Ms Dunn agreed to submit a report on the development of the Kent Skills Framework to a future meeting.

(7) In response to a question by the Chairman, Ms Dunn explained that the strategic priorities were being shaped through working with the Strategic Forum Committee which would be signed off by Cabinet and would be reported to this POSC at a later date. Ms Dunn suggested that the emerging issues/successes in the localities could be reported back to this POSC in relation to the progressive pathways. The Committee was offered the opportunity to attend the Local Strategic Planning Forums, once they were up and running.

(8) In response to a question by Mr Myers, Ms Dunn advised that the Learners with Learning Difficulties and/or Disability (LLDD) was the most difficult to transfer as the local authority had a responsibility for 14-19 and 24 year old LLDD with a 139A statement. The local authority had a responsibility for agreeing a placement although the local authority did not hold the funding, this sat with the Young People's Learning Agency (YPLA), it was intended that the funding for the LLDD 19-25 year olds would transfer to the local authority next year.

(9) RESOLVED that:

- (a) the Officers' responses to the Committee's recommendations arising from the review into post 16 years activities be noted;
- (b) a report on the development of the Kent Skills Framework be submitted to a future meeting;

- (c) the Committee be invited to attend the Local Strategic Planning Forums in the future; and
- (d) detailed reports on 16 to 19 year olds Planning and Commissioning Strategic Developments, be submitted to this Committee as part of the annual planning cycle be noted.

38. Gifted and Talented Education

(Item B4)

(Report by Mrs M Haeusler, Director of Learning and Mrs S Hohler, Cabinet Member for Children, Families and Education)

(1) The Committee was advised that Mr Silk was unable to attend the meeting and if the Committee agreed he would be happy to receive questions on the report and reply in writing outside the meeting.

(2) Mr Critchley requested the results of the gifted and talented at Key Stage 2. The Committee agreed to Mrs Haeusler suggestion that the information received in the response should feature as part of the Standards Report in February 2011.

(3) RESOLVED that:

(a) Agreement be given to the results of the gifted and talented at Key Stage 2 be forwarded to Members outside the meeting and the information received in the response be featured as part of the Standards Report in February 2011;

(b) the programme of activities which occur in Kent to support the provision for gifted and talented pupils be noted; and

(c) the response to Members questions be provided outside the meeting.

39. Select Committee - Update

(Item C1)

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

(1) The Committee considered a progress report on the Select Committee for Extended Services and invited suggestions for the Select Committee Topic Review Programme.

(2) The Chairman advised that he would be submitting a suggestion for a joint topic review with Regeneration and Economic Development POSC on the links between the progression of education, skills and regeneration.

(3) RESOLVED that:

- (a) the progress of the Select Committee on Extended Services be noted; and
- (b) the suggestion for a joint topic review with Regeneration and Economic Development POSC on the links between the progression of education, skills and regeneration be noted.

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By: Gary Cooke, Deputy Cabinet Member for Education,
Learning and Skills

Merril Haeusler, Director for the Learning Group

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

Date: 1st March 2011

Subject: Verbal Update by the Deputy Cabinet Member and Director

Classification: Unrestricted

New division of Member responsibilities

The Leader reshuffled his Cabinet on 28th January 2011 appointing Mrs Sarah Hohler as Cabinet Member for Education, Learning and Skills. Jenny Whittle was appointed Cabinet Member for Specialist Children's Services, which includes children's social services.

The Deputy Cabinet Members for the Education, Learning and Skills Directorate, which will officially be established on 1st April 2011, are Gary Cooke and Mike Whiting.

The future vision

Mrs Hohler is working on a draft vision document entitled 'Education in the Big Society' based on her top ten priorities for the new Education, Learning and Skills directorate. The list is shown below in order to seek Members' views. Please note that this is by no means a final version and the detailed plans to implement such a vision have yet to be drafted.

1. Develop vocational course and skills centres so all young people have the opportunity to obtain skills qualifications, possibly as part of a technical baccalaureate, and facilitate pathways to apprenticeships
2. Develop an Association of Kent Schools (Society of Kent Schools) to deliver high quality education and wide choice for all Kent's young people
3. Support schools to work in collaborative groups, or as virtual academies, within their communities under the umbrella of the Association of Kent Schools
4. Set up a KCC branded company to market a menu of competitive, high quality services for schools in Kent and across to country to buy in, such as leadership training, financial advice and governor support
5. Focus on improving primary pupil attainment, especially in literacy and numeracy
6. Encourage secondary and primary schools to work together in their communities to improve standards and ease transition
7. Empower special schools to work together to deliver a comprehensive package of support for children with special needs and devolve to them the means to do this

8. Give children from disadvantaged backgrounds every opportunity, and appropriate support, to achieve better educational and social outcomes
9. Work with our partners to influence a new national framework for statements of educational need which will be less bureaucratic, quicker to administer, and which will be less stressful for parents children, thus reducing the number of tribunal hearings
10. Consult on and implement fairer and simpler arrangements for home to school transport.

New floor standards

The coalition government has raised the floor standard below which schools are considered underperforming. Schools which miss the standard will face intervention and possible take-over, closure or being converted into an academy, although the government will look at the unique circumstances of schools.

Primary schools are now expected to have at least 60% of their pupils achieving the expected level (Level 4) in both maths and English - up from 55% last year.

Secondary schools will be considered as 'failing' (using central Government terminology) if less than 35% of their pupils achieve five good (A*-C) GCSEs, including English and maths.

Special Educational Needs inclusion in school results

Kent County Council has been lobbying Rt Hon Michael Gove MP in that we view the current system of combining the results of pupils in specially resourced provision (sometimes referred to as a 'SEN unit') in the results of mainstream schools militates against the mainstream schools because it lowers their position in the league tables.

The Cabinet Member for Education, Learning and Skills did receive a response from the DfE at the beginning of February, which explained the issues of accountability of schools and reporting on the performance of our more vulnerable learners are likely to be referenced in the forthcoming Green Paper.

The Schools White Paper

The Importance of Teaching: Schools White Paper was published on 24th November and outlined the Government's plans to raise school attainment. The Schools White Paper proposes reforms to:

- Teaching and leadership
- Behaviour
- Curriculum, Assessment & Qualifications
- New School System
- Accountability
- School Funding

The Schools White Paper also introduced the English Baccalaureate so that students pursue a broad and rounded range of academic subjects until the age of

16. The Baccalaureate is to be awarded to any pupil who secures good GCSE or iGCSE passes in all of the following:

- English
- Maths
- The sciences
- A modern or ancient foreign language
- A humanity: history or geography

Since the publication of the Schools White paper, the Government has asked local authorities and the wider school community to respond to their 'National Curriculum Review' consultation and KCC's response is currently being drafted by Sue Rogers. The deadline for the submission is April and we expect to hear future announcements on curriculum changes after that date. It is the Government's intention that the new National Curriculum will begin to be taught in maintained schools from September 2013

Finally, a briefing was given to members on the Schools White Paper in January and had a high turn-out. We thank Members for dedicating their time to learning about this important subject matter.

Improving Schools

I would like to publicly congratulate Hartsdown Technology College, the North School and St George's Church of England Foundation School for being amongst the 100 top performing secondary schools in England and Wales based on sustained improvement in each year from 2007 to 2010. I recognise this significant achievement and the hard-work and dedication of the headteachers, staff, governors, parents and pupils in driving up their results.

The primary schools within Dover Federation for the Arts were in the top 100 of primary schools for sustained improvement over four years in Key Stage 2 tests and as a result of that achievement, received a visit from Schools Minister Nick Gibb. I pass on my congratulations to Chris Russell and his staff.

More detail on individual school results are in the monitoring report on today's agenda.

Kent Music

The Secretary of State for Education has responded to Darren Henley's review into music in schools with a pledge to end the 'musical divide' between wealthier children with access to great musical education and children in disadvantaged areas. To ensure young people from every background have access to quality music education, Michael Gove has announced that £82.5m will continue to be given to music services across England next year.

The money will be used to make opportunity more equal in music education and enhance the prestige and esteem of music teaching as a career route for professional musicians.

Select Committee on Education Attainment

As most Members will be aware, the first meeting of the select committee on educational attainment took place on 3rd February, chaired by Chris Wells. The Committee agreed their terms of reference: -

- a) To examine levels of attainment at KS2 by reviewing the performance of all schools at a district level. This will include the identification of schools in areas of deprivation in each district. These schools will have the highest levels of FSM and IMD. It will also include a review of those schools with 2 or more years below the national floor standard of 55% for combined English and Maths and those schools with a 3 year declining or improving trend.
- b) To gain an understanding of the nationally agreed factors that contribute to differential achievement in deprived areas and how those factors impact on children's individual attainment and on overall school performance.
- c) To explore what measures have been put in place in schools and their surrounding communities to mitigate the effects of disadvantage or low attainment and consider their effectiveness. To explore the factors that have enabled some schools within individual districts to have broken the link between deprivation and poor attainment.
- d) To propose any additional action the Select Committee believes would be helpful in raising attainment.

And finally...

As we are all aware, at the County Council meeting on 6th April, there will be a vote on moving to a single Education, Learning and Skills POSC Committee and disbanding the CFE Learning and Development Policy Overview and Scrutiny Committee. In light of this, I would like to thank the Chairman and Committee Members for their proactive monitoring, intelligent questioning and detailed scrutiny at past meetings in case this is our final meeting.

By: Malcolm Newsam, Acting Managing Director, Children,
Families & Education Directorate

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

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

Date: 1st March 2011

Subject: Exclusions and Non Attendance in Kent Schools

Classification: Unrestricted

Summary: This report, requested by Members, covers the current situation regarding school attendance and exclusions in Kent, including trends and national comparisons, and outlines particular issues and pressures, and how they are being addressed.

Introduction

1. (1) This report in part updates the report to the Learning and Development POSC of 20 May 2010 on 'Absence in Kent Schools', and also includes a similar report on the trends in the use of both permanent and fixed term exclusions as a sanction in Kent schools. The Attendance and Behaviour Service (ABS) acts for the Local Authority (LA) to fulfil the statutory responsibility of ensuring regular attendance of pupils, and monitoring the appropriate use of exclusion by schools.

(2) The report highlights a range of pressures that are being faced currently, or will be faced in the near future, which may have an adverse effect on the current relatively positive picture of trends in both attendance and exclusions. It also outlines the activities that are taking place or are planned to take place to mitigate these pressures.

Background

2. (1) Information on Kent schools' attendance and exclusions is included in Appendices 1 (a&b) and 2. As will be apparent from that information there is a significant time delay between the published statistical report from DfE (the Statistical First Release) and real time data. ABS works closely with schools to address issues of attendance and exclusion, and shares pupil level and school level information with other LA officers to ensure consistent support and

challenge. In this work, ABS relies on its good relations with schools to provide up to date data and analysis which will facilitate early intervention and preventative activity with families. Although this information has been forthcoming, historically there is now no requirement on academies to share their data, nor to engage with ABS in early intervention or preventative activity. Nevertheless, ABS remains the statutory route through which prosecution is initiated and implemented.

(2) **Persistent Absence:**

It is not yet possible to factor into effect of the 2010 tranche of academies to the overall trend. However, for the year 2009/10, for those academies that reported a full year, there were significant differences in both overall attendance and persistent absence (PA) figures when comparing academies with maintained schools. The total proportion of absence for secondary schools in Kent (including academies) was 7.53%. For that period the overall absence figure for the academies alone was 9.8%. There is a similar picture of comparison for persistent absence, which in secondary schools in Kent (including academies) was 5.4% while in academies alone for that period the PA figure was 9.9%. It is important to note that the academies reported above were 'old style' academies, and the profile of academies has changed significantly since September 2010.

(3) **Charging requirement for services to academies:**

There are anomalies for both the Attendance and Exclusions activities of ABS between the non-statutory activities (which can be charged for) and statutory activities (which cannot be charged for). These can cause tension when officers are advising support, mediation, multi-agency planning (non-statutory and therefore chargeable activities) but are placed under pressure to prosecute (which is statutory and therefore non-chargeable). Similar circumstances are encountered by alternative provisions that work to resolve behavioural difficulties through support, remediation and reintegration (chargeable) rather than providing for excluded pupils (a statutory requirement that that is therefore non-chargeable).

(4) Should academies not have adequate education welfare services to monitor and challenge issues of poor attendance it is possible that young people would not have the support they need. There is a concern that ABS would not have the ability to challenge the legality of some school practices which have come to light in the past, such as off-rolling pupils, part-time timetabling and unreported exclusions.

(5) The potential risks for the Attendance and Behaviour Service of implementing a universal charging policy for Academies are being mitigated by designing packages of services, with Service Level Agreements, that include the delivery of advice support and challenge, and allow individual cases to proceed to prosecution if required at no additional cost. Despite identified pressures, ABS activity continues to support schools and academies to improve attendance and reduce exclusion.

(6) Prosecution:

There is a potential difference between academies and maintained schools over the quality of evidence gathered for purposes of prosecuting parents/carers over poor attendance if academies are setting up their own education welfare mechanisms (prosecution remains a LA statutory activity). This could create a two tier system.

(7) ABS' ability to carry through with its statutory role of prosecution of parents/carers when that is an appropriate course of action has recently been hampered by the closure of a number of Magistrates Courts around the county. Court closures generates a significant pressure on the availability of court slots, unavoidable time delays in prosecution, and unacceptable travel hardship for parents/carers to attend court and defend the prosecution.

(8) Alternative Provision:

There is a considerable pressure for Alternative Provision across the LA caused by the increasing number of pupils identified by mainstream schools for whom this is considered to be an appropriate option. There has also been a significant increase in the identification of young pupils with challenging behaviour (Key Stage 1 and 2) resulting in a very worrying increase in the use of fixed term exclusions and a steady stream of permanent exclusions in these phases. The ABS discussions with head teacher groups and In Year Fair Access Panels will continue to address referrals and challenge fixed term exclusions in all key stages.

(9) The pressure of a finite resource being oversubscribed is being mitigated through local discussions to ensure that there are both locally agreed referral and access arrangements, and locally agreed contingency plans to purchase any required additionality. Through continued review of the ABS practices and procedures for commissioning alternative provision, advice will be given to localities of schools to ensure that commissioned provision is flexible to meet changing needs. Through the continuing LA Review of SEN Intervention and Provision it is anticipated that there will be a move to delegate both the resource and the accountability for outcomes for pupils who are excluded or at risk of exclusion to schools and groups of schools. This is fully in line with the recommendations in the recent Government White Paper 'The Importance of Teaching'.

(10) Alternative Provision that is currently provided by the LA through ABS (Pupil Referral Unit (PRU) provision (for behaviour, alternative curriculum or health needs education) is subject to the same monitoring and inspection regime as all schools, currently having both School Improvement Partner and Ofsted challenge and judgement. At the present time Ofsted has judged that, of the 18 PRUs in Kent, 2 are 'outstanding', 8 are 'good', and 8 are 'satisfactory'. Alternative Curriculum PRU's leadership teams will continue to be strengthened with the objective of improving the quality of teaching and learning. Alternative provision that is commissioned independently by schools does not have the

same level of independent scrutiny, and it is not possible to report securely on the outcomes for pupils who are placed in independent alternative provision.

(11) The ABS will continue to work with groups of schools to ensure that there is a rolling programme of procurement and that provision is commissioned to meet local needs, which will encourage schools to purchase alternative provision places to address over demand and thereby build capacity within the respective Alternative Curriculum PRU's.

Related Issues

3. (1) The recommendations to Members that will be made in the LA Review of SEN Intervention and Provision, particularly in relation to pupils with Behavioural, Emotional and/or Social Difficulties (BESD).

(2) The legislative outcomes of the Government White Paper 'The Importance of Teaching'.

(3) Recommendations made in the House of Commons Education Committee report 'Behaviour and Discipline in Schools' (Feb 2011).

(4) The recommendations made in the anticipated Government Green Paper on Special Educational Needs.

Next Steps

4. Local Authority Review of SEN Intervention and Provision, led by Grahame Ward, Director, Capital Programme and Infrastructure

Recommendations:

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

Note the information provided in this report.

Officer Name: Chris Berry
Title: Head of Attendance and Behaviour Service
Contact Number: 01622 696646
Email address: chris.berry@kent.gov.uk

Background Documents:

Absence in Kent Schools – POSC Report - 20 May 2010

Other Useful Information

None

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Appendix 1a

Absence

Year	Overall Absence (%)		Persistent Absence (%)	
	Primary	Secondary	Primary	Secondary
2006/07	5.22	8.19	1.7	6.8
2007/08	5.32	7.69	1.7	6.0
2008/09	5.34	7.63	1.8	5.5
2009/10	5.28	7.53	1.7	5.4

Source: DfE (formerly DCSF) Annual Statistical First Release

Overall Absence

- National comparisons are not yet available from DfE for the year 2009/10, so the last full year comparisons are for 2008/09.
- The national average for the rate of overall absence in secondary schools in 2008-09 was 7.21%. Kent's secondary schools ranked 10th out of the 11 statistical neighbours for overall absence in secondary schools in 2008/09. However between 2007/08 and 2008/09 Kent secondary schools' overall absence improved by a greater amount than 5 of the 10 statistical neighbours with whom a comparison can be made (Bedford is a new LA). This greater rate of improvement than all but 4 statistical neighbours can also be seen when tracked over the 4 year period from 2005/06 to 2008/09.
- The national average for the rate of overall absence in primary schools in 2008-09 was 5.30%. Kent's primary schools ranked 10th out of the 11 statistical neighbours for overall absence in primary schools. Although the trend of absence in primary schools has been rising in Kent and nationally, the rise from 2007/08 to 2008/09 in Kent was less than that measured in 6 of the 10 statistical neighbours with whom a comparison can be made, and less than the national rise.

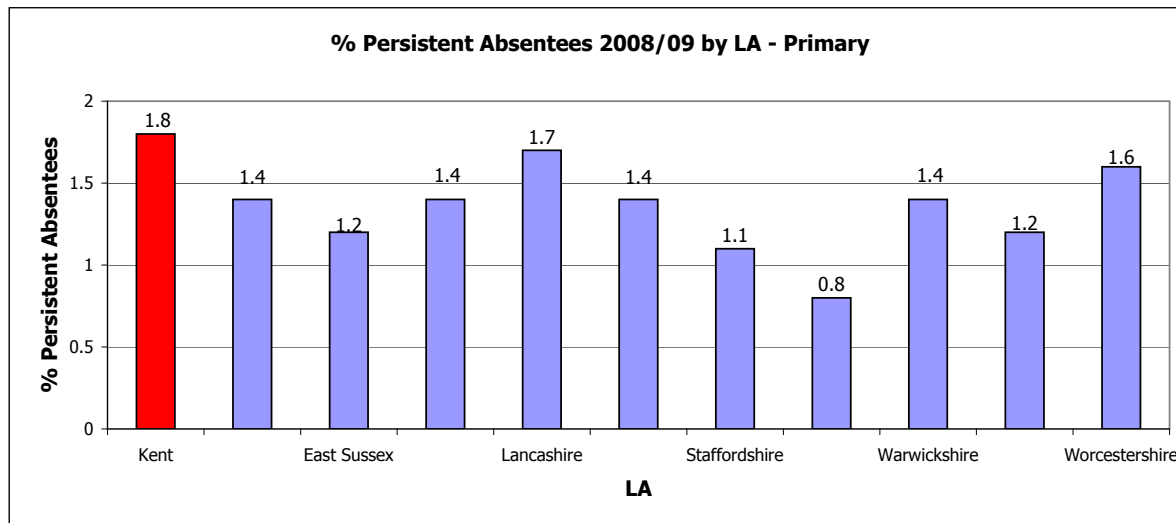
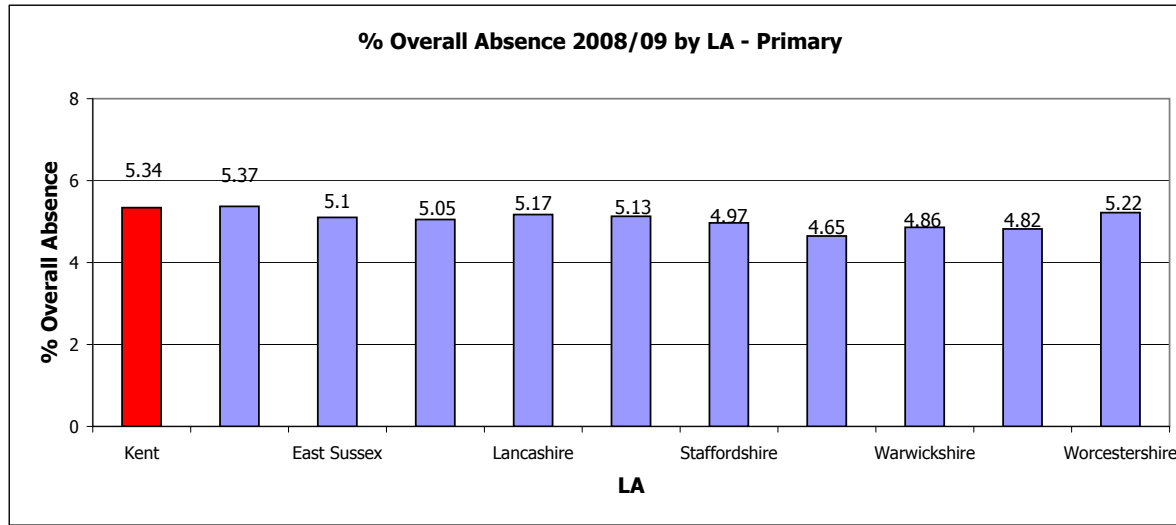
Persistent Absence

- Persistent absence refers to absence of 20% or more over a school year, whether authorised by the Headteacher or unauthorised. This therefore includes absence for medical reasons and for holidays taken in term time, as well as for absence which is not authorised by a school.
- The DCSF agreed Kent's targets for 2008/09 of 6% persistent absence in secondary schools and for 2009/10 of 5.5% persistent absence in secondary schools. Kent achieved the target of 5.5% in 2008/09, a year early. Primary persistent absence has never had a National Indicator set by DfE (DCSF), although the benchmark for 2009/10 was 2.5%.
- Attendance Leaders, District Managers and Education Welfare Officers in the Attendance and Behaviour Service act on behalf of the LA to fulfil the statutory

responsibility of ensuring regular attendance of pupils. They work closely with pupils, families, schools, services and agencies. This includes direct involvement with families as well as support to schools with their policies and procedures. It is worth noting that in this work in Kent, as the largest LA in both the South East and amongst comparator 'statistical neighbour' authorities, size does matter.

- In order to improve persistent absence in secondary schools by 0.01% Kent EWOs must influence the often entrenched behaviour of 78 pupils and their families. In Hampshire the number is 70, and in all other LAs significantly lower – Surrey (53), W Sussex (40), Oxfordshire (30), E Sussex (27).
- Among Kent's 11 statistical neighbours only Essex, Northamptonshire and Swindon have improved their PA figures by a greater amount than Kent over the period 2005/06 to 2008/09.

Pupil Absence in Maintained Primary Schools - Kent and Statistical Neighbours



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Appendix 2

Exclusions

Year	Fixed Term Exclusions			Permanent Exclusions		
	Primary	Secondary	Total	Primary	Secondary	Total
2006/07	1141	12036	13177	46	297	343
2007/08	1260	11940	13200	30	280	310
2008/09	1249	10262	13189	32	174	260
2009/10	1576	11178	12754	35	167	202

Source: DfE (formerly DCSF) Annual Statistical First Release

The overall trend of both fixed term exclusions (down 3.21%) and permanent exclusions (down 41.1%) over the 4 year period has been very encouraging, and is a better rate of improvement than the national trend. This has particularly been the case in maintained secondary schools.

This positive analysis however does mask some significant issues for Kent's schools, whose use of exclusion has remained consistently higher than both the national average and the majority of the LA's statistical neighbour authorities. There has also been an increase in the use of fixed term exclusion in primary schools.

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By: Malcolm Newsam, Acting Managing Director, Children, Families & Education Directorate

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

To: Learning and Development - Children, Families & Education Policy Overview Committee - 1st March 2011

Subject: Learning needs of LAC and update of previous report

Classification:

Summary: *This report intends to evidence:-*

- *the progress made by the Integrated Looked After Children Support Service (ILSS) in its development into the Virtual School (VS)*
- *the attainment, attendance and exclusion trends around Looked After Children (LAC)*
- *current progress and issues around our National Indicator (NI) 99-101 cohorts*

Introduction

1. (1) The Integrated Looked After Children Support Service (ILSS) has made positive strides this academic year in its development into the Virtual School. Key developments are the governing body, Virtual school identity, the Integrated Data Set (IDS) and the submission of a business case.

(2) Data for LAC educational outcomes remains bleak, with significant gaps between KCC LAC and all learners/LAC statistical neighbours /LAC national averages.

2. (1) The development of the service

Since September 2010 there has been significant progress in the development of the ILSS into the Virtual School through the three foundation stones of (i) Governing Body, (ii) Identity and (iii) IDS.

(i) Good progress has been made in the development of a governing body for the Virtual School where 90% of identified representatives have confirmed their support. These colleagues include representatives from key Specialist Children Service Group (SCSG) and Learning Group services, Health providers and commissioners, Headteacher/ Principal representatives, Connexions CEO and elected members.

(ii) There has also been significant movement in developing the coherent identity needed to drive this service forward. The profile of the service (ILSS) was extremely poor in September 2010, where very few Headteacher had heard of the service and that was also true of many LA officers. Several consultation processes have been undertaken, including reviewing the name of the service, with a view to re-launch with a more nationally recognisable name in line with the Virtual School agenda. Partner services were included and a list of potential names were shared with our LAC to canvass their opinion. The outcome identified the preferred name of Virtual School Kent (VSK) with 79% of all votes cast (see Table 1). In addition to this the service has a formal line management structure which includes the operational management of the East Kent LAC Nursing Team; this was not the case before this academic year.

Table 1

Kent's Virtual School				
Please rank the proposed name for Kent's Virtual School.				
If your first choice is 'Other' then please tell us your preferred name(s) . You can also choose two other suggestions.				
Please rank the suggestions below, 1st being your most preferred and 10th being your least preferred:				
	1st	2nd	3rd	Total/Place
Virtual School Kent (VSK - Very Special Kids)	54%	16.7%	8.3%	79% (1)
The Vista School - Vision to Achieve	19%	20%	14.3%	53.3%(2)
Virtual Extended Kent Community School (VEKCS)	1.2%	19%	8.3%	28.5% (3)
The Frontier School	4.8%	10.7%	7.1%	22.6% (4)
Kent Altogether Now (KAN - motto 'Kent Kan and Will Deliver')	4.8%	6%	10.7%	21.5% (5)
Kent Children in Care Services	4.8%	7.1%	9.5%	21.4% (6)
Kent Holistic Care Services	2.4%	3.6%	4.8%	10.8% (7)
Kent Wrap Around Service (KWAS)	2.4%	1.2%	6%	9.6% (10)
Kent Embrace Service (KES)	1.2%	4.8%	3.6%	9.6% (10)
Other	4.8%	1.2%	3.6%	9.6% (10)
If Other, please tell us your preferred name(s):	Suggestions included <ul style="list-style-type: none"> • Kent OPEN School (Opportunities, Partnerships, Education, Nurture) and 'open' implies - inclusive (open to all); without walls; transparent/honest; innovative • Kent Caring for Children • Children Learn In Cyber Kent (CLICK) • Kent Virtual School • School for All 			
Data Protection				
Kent County Council is a data controller under the Data Protection Act 1998 and will comply with the requirements of the Act at all times. We will ensure that your information is treated in confidence and used only for the purpose of naming Kent's Virtual School.				

(iii) The development of the IDS has been significantly off trajectory as security barriers restricted the use of 'Power Pivot' or 'Dashboard Designer' to turn this from a document reader into an interactive data set. The issue around Power Pivot has now been resolved and data upload testing is about to commence. The development of the IDS is a joint project with MIU who have dedicated a project officer and considerable time to this crucial project. Its primary purpose within the VSK is to allow strategic planning and deployment of resources to maximise our impact on LAC achievement, based on accurate, live and historic data. It would also allow robust tracking and monitoring to identify issues and intervene as early as possible.

(iv) The service presented a business case in November which was approved in January 2011. This will enable significant and much needed growth in the operational team which will enable direct working with our client groups (LAC/Young Care Leavers (YCL's), carers, designated teachers and social workers). This also

enables the development of locality teams around LAC and will reduce the LAC support ratio from 1:750 to 1:30 – 1:56 dependent on district.

(2) LAC Numbers

The current number of KCC Looked After Children is 1,400, with the Asylum figures omitted. In addition there are 228 Unaccompanied Asylum Seeking Children (UASC). District breakdown continues to highlight the disproportionate number of LAC that are placed in Thanet which currently accounts for 20.6% of all KCC LAC. However, 16% of all KCC LAC are from Thanet.

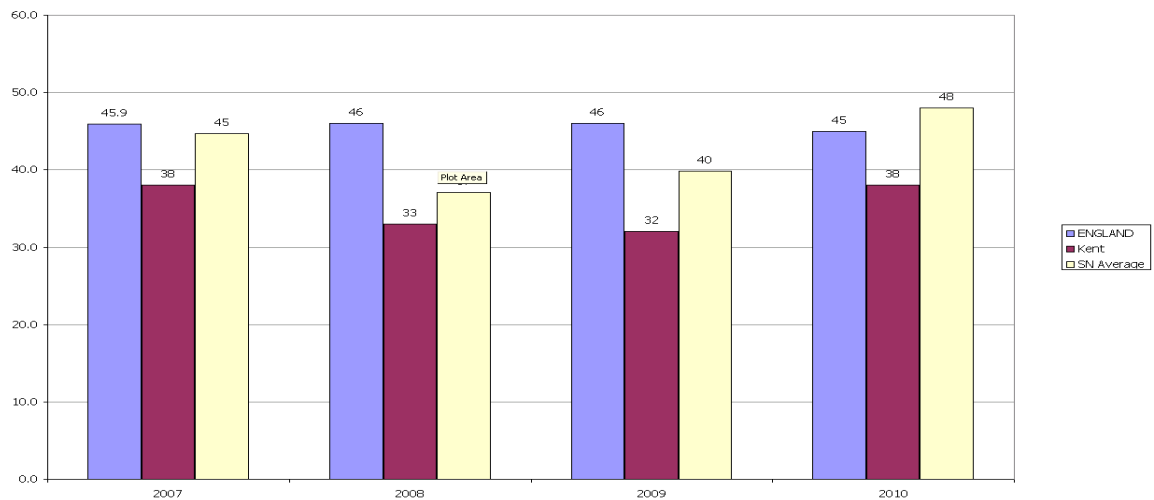
(3) Trend Analysis

Key Stage 2

NI 99 L4+ English (Table 2)

Over the last 4 years KCC LAC attainment has been variable, with our students performing on average 10.5% and 7.25% below the national and statistical neighbour average respectively.

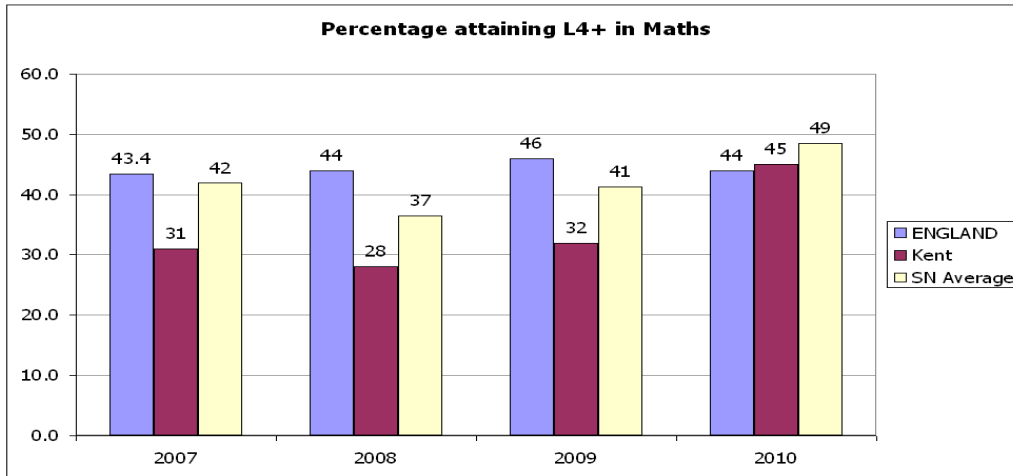
Table 2



NI 100 L4+ Mathematics (Table 3)

Over the last 4 years KCC LAC attainment has been variable, with our students performing on average 10.4% and 8.25% below the national and statistical neighbour average respectively.

Table 3

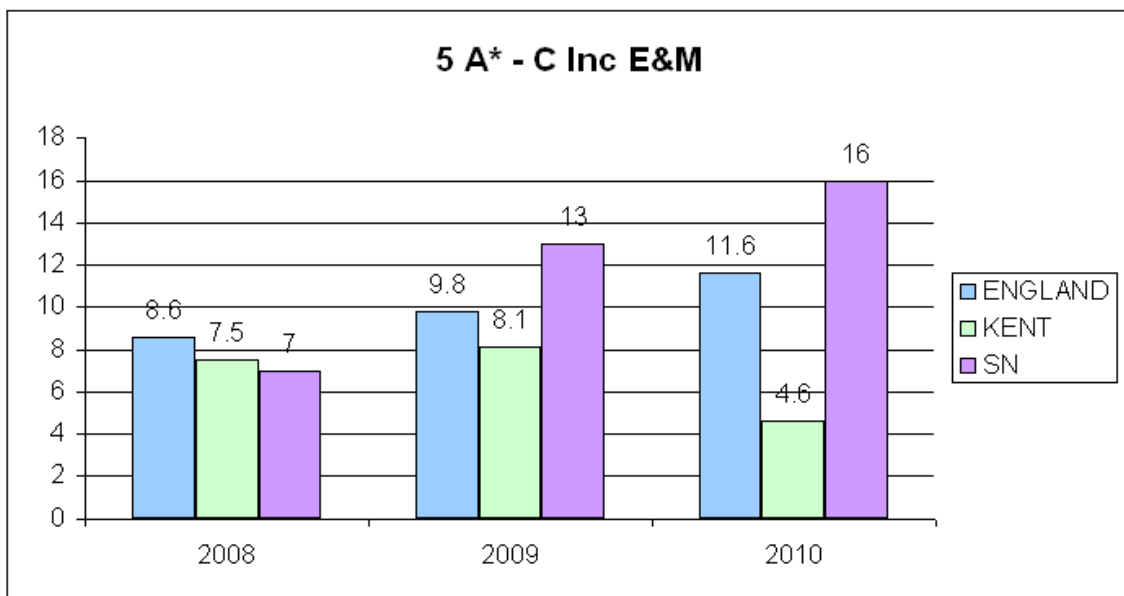


Key Stage 4

NI101 5A*-C including English & Maths (E&M)(Table 4)

Over the last 3 years KCC LAC attainment has been variable, with our students performing on average 3.27% and 5.27% below the national and statistical neighbour average respectively. Worryingly the gap was an alarming 7% with the National LAC average and 11.4% with our statistical neighbours.

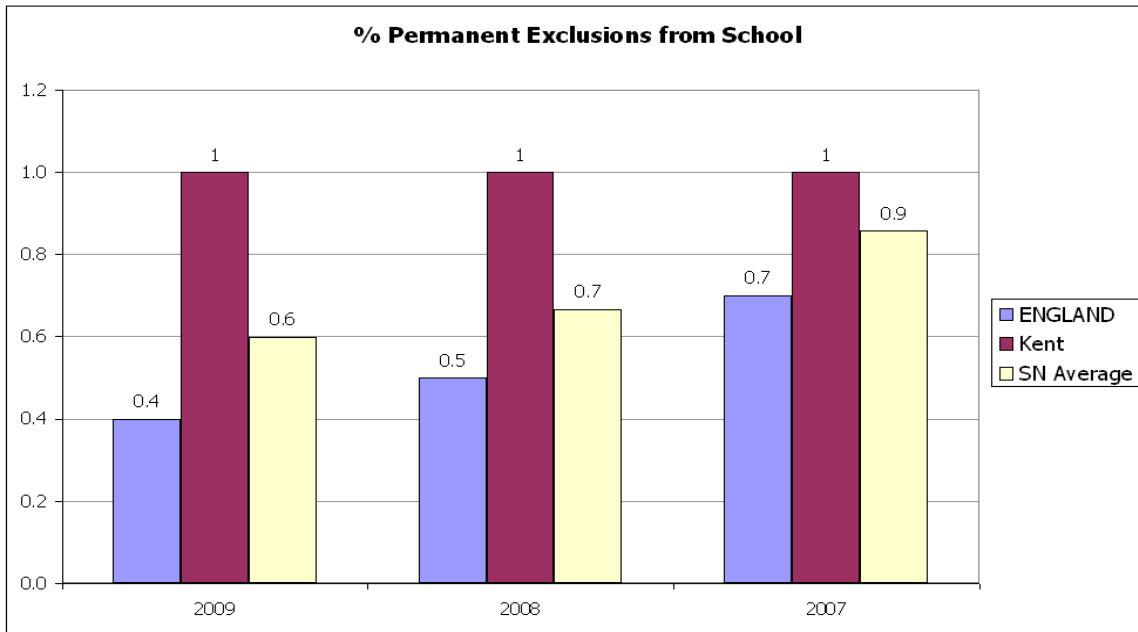
Table 4



LAC Permanent Exclusions

Table 5 shows that the rate of permanent exclusions for LAC has not reduced over the last 3 years and is significantly above the national average of 0.4% (150% above Nat Av.). Worryingly 2010 data shows no improvement and the gap is widening against both our statistical neighbours and the national average.

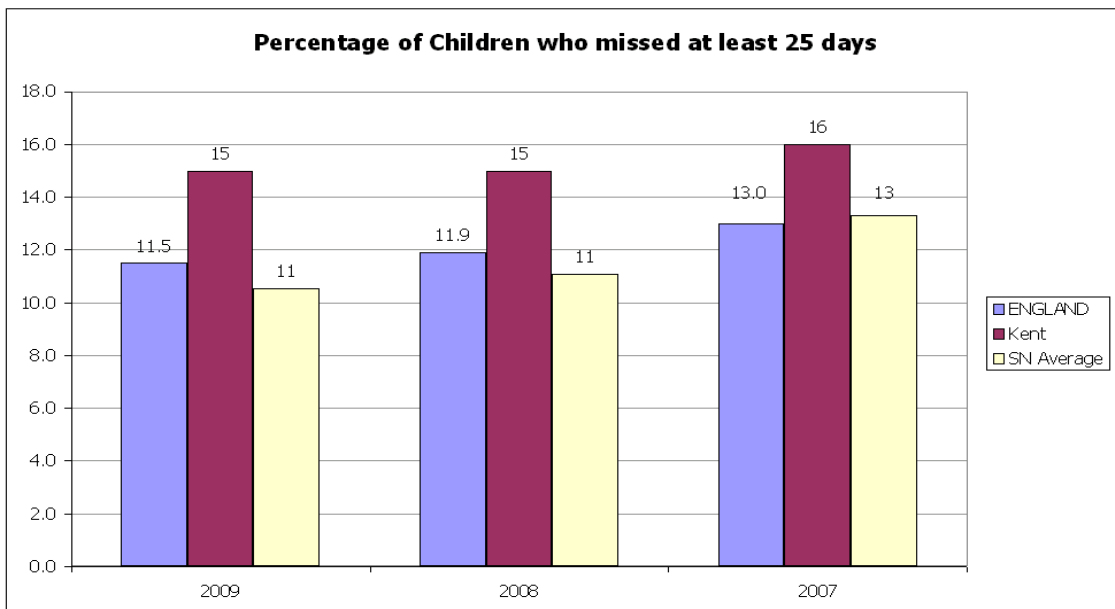
Table 5



LAC Attendance

Table 6 evidences a variable picture which again evidences the gap between our statistical neighbours and national averages. 2010 25+ days absence data set evidenced an increase in LAC from 15% 2009 to 16.3% 2010.

Table 6



(4) Current Progress

10/11 cohort

Limited up to date data on current progress due to the Personal Education Plan (PEP) audit being cancelled post Ofsted. MIU have requested a progress audit unfortunately which has had a poor response especially with the KS2 return, but continue to pursue. NI 99 & 100, the cohort size is currently 54 students and based on the poor return only 12 students met the on track criteria to meet NI99 and only 8 for NI100 representing 22.2% and 14.8% respectively. This evidences the lack of current progress data we have access to and will have no reflection on actual attainment levels. This year group is made up of 25% Statement of Special educational Needs (SEN), with a further 4 percent awaiting statutory assessment and 52% of the cohort have been in care less than 2 years.

NI 101 cohort size 121 students, with only 15 meeting the Green criteria. Within the 09/10 cohort, only 58% of the Green group achieved NI 101 and 0% of the Amber and Red cohort meeting the required standard. If this were to be replicated 10/11 then only 9 students would gain 5 A* - C (including E&M) which would indicate an improvement in NI101 to 7.2%. This cohort has 24% SEN and 47% have been in care less than 2 years.

Related Issues

3. LAC Educational Progress

To ensure that we can improve outcomes for our LAC there needs to be a holistic approach which is strategically targeted based upon accurate data. To achieve this it is imperative that there is a functional integrated data set (2.1(iii)), which can be used proactively to track and monitor students progress (2.4), attendance and exclusions (2.3).

Next Steps

4.

- Effectively translate the business case into cohesive locality teams around LAC.
- Develop and implement the IDS which is fit for purpose for a multitude of services and external users.
- Identify vulnerable cohorts / learners within our LAC population and effectively deploy resources in a timely manner to maximise LAC outcomes.

Recommendations:

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

- Note the proposal to change the name of the service from Integrated Looked After children Support service (ILSS) to Virtual School Kent (VSK) as supported by our LAC.
- Support the ongoing development of the Integrated Data Set (IDS) which is currently off trajectory.

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Background Documents:
None

Other Useful Information
None

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By: Des Crilley Director, Communities Cultural Services
Gill Bromley, Strategic Manager, Libraries and Archives
Jo Winkler, Senior Adviser Teaching and Learning/Curriculum

To: CFE Learning and Development Policy Overview and Scrutiny
Committee -1 March 2011

Subject: Involving the Whole Community; the Kent Approach to Literacy and
Reading 2011-2021

Classification: Unrestricted

Summary

This report updates CFE on activity relating to the “*Kent Approach to Literacy and Reading – Involving the Whole Community*”

FOR CONSULTATION

Introduction and Aims

1. (1) In February 2010 CFE Learning and Development POSC endorsed a report on “*Kent Approach to Literacy and Reading*”. The focus is on the need to engage the whole community to help KCC and its partners to raise standards and promote the benefits of reading in our daily lives.

(2) Literacy and Reading are a core business of Libraries and Archives, which has led work to develop the Kent Approach. CFE is actively involved on the Project Board and Implementation Team including Alternative Provision, Early Years, Minority Ethnic and Bilingual Service, Parenting, Reading Recovery and Study Support

(3) In January 2011 a detailed paper was presented to Communities POSC. Members are advised to refer to papers presented to Communities Policy Overview and Scrutiny Committee on 11th January 2011. See [http://democracy.kent.gov.uk/Published/C00000135/M00003472/AI00015171/\\$ItemB7.doc](http://democracy.kent.gov.uk/Published/C00000135/M00003472/AI00015171/$ItemB7.doc) [A.ps.pdf](#) The appendix to the report highlights the aims for this long-term approach; the drivers for a Kent Approach to Literacy and Reading; the barriers to literacy; the need to involve the whole community; target audiences; and how the Kent Approach will be delivered, monitored and evaluated.

Summary of Progress

2. (1) Partners have identified 15 priority audiences ranging from early years children and their families to NEETs and people who are out of work or on benefits. A range of new partnerships have developed and new approaches tested

(2) The project has attracted national recognition and endorsement including the opportunity to engage with 2 national pilots led by the National Literacy Trust on behalf of the Department for Education. *Partners in Literacy* aims to increase reading in the home

during a child's early years. *Words for Work* has engaged local businesses to support communication skills development in 9 secondary schools through a mentoring scheme.

Next Steps

3. The Project Manager will:
 - develop web pages on kent.gov.uk
 - establish a Kent Literacy and Reading Partnership Forum and explore opportunities for District-based Forums
 - identify Kent Reading and Literacy Champions; people who live in the county or have strong associations with Kent to act as ambassadors for literacy and reading
 - deliver a high profile Launch and programme of promotional activities
 - continue to link literacy and reading to Kent's highest priorities

Resourcing

4. (1) The aims of the Kent Approach can be achieved through directing and prioritising existing services. Most importantly the human resources already exist; not only teachers, tutors and librarians but the people of Kent who love to read. The aim is to harness the enthusiasm of readers to help us to reach Kent's non-readers.

(2) The Kent Approach has attracted investment including DfE/ National Literacy Trust for Partners in Literacy, a scheme which promotes the importance of early reading in the home; from AimHigher to initiate a storytelling initiative; and from AmicusHorizon to engage families in Swale. The Kent Connexions service has identified literacy as a top priority and, like other partners, is investing resources to raise standards.

(3) Further investment opportunities will be sought including sponsorship for high profile promotional events and seedcorn funding to test new approaches. We will welcome offers of funding to help kick-start projects at local or county level.

Recommendations

5. CFE Learning and Development POSC Members are asked to:

NOTE this report and endorse the need for "*Involving the Whole Community; the Kent Approach to Literacy and Reading*"

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By: Merrill Hauesler, Director – Learning Group
Malcolm Newsam, Interim Managing Director, Children,
Families & Education Directorate
Sarah Hohler, Cabinet Member for Children, Families &
Education Directorate

To: Learning and Development - Children, Families &
Education Policy Overview Committee -1 March 2011

Subject: Kent SACRE Annual Report 2009-10

Classification: Unrestricted

Summary: This paper provides Members with information on the Annual Report (2009-2010) of Kent's Standing Advisory Council for Religious Education. It also highlights particular developments and gives an update on the review of the locally agreed syllabus for Religious Education.

Introduction

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

(2) It is also a requirement for LAs to prepare and bring into operation a locally agreed syllabus (LAS) for RE.

The Annual Report for 2009-10 on the work of Kent SACRE

2. (1) The annual report on the work of Kent SACRE 2009-10 has been submitted to the QCDA. The format of the report conforms with the report framework set by the QCDA. The report covers:

- Standards and quality of RE provision in schools
- Managing the SACRE and partnership with the LA & stakeholders
- Effectiveness of the locally agreed syllabus for RE
- Collective worship
- Contribution to the community cohesion agenda.

(2) It is usual practice that the report is submitted to the QCDA at the end of each calendar year. With the forthcoming closure of the QCDA, arrangements for the submission of future annual reports are not yet known.

(3) The annual report is published on the KCC web-site and can be found at:
[http://kent590w3:9070/Published/StdDataDocs/1/8/1/1/SD00001181/\\$SACREAnnualReport0910final291110.doc.pdf](http://kent590w3:9070/Published/StdDataDocs/1/8/1/1/SD00001181/$SACREAnnualReport0910final291110.doc.pdf)

The Kent SACRE Development Plan

3. For a number of years the Kent SACRE has used a Development Plan as a tool to guide the work of the SACRE. The Development Plan is an evolving document which is under constant review and updated regularly to reflect current areas of work to focus on. The current Development Plan (Version 6.4) can be found at appendix four of the Annual Report.

The review of the Locally Agreed Syllabus for RE

4. (1) The current LAS was approved by the LA in December 2006 and LAs must undertake a review of the LAS not more than five years from the completion of its last review. Given this, work on the new LAS commenced in November 2010 with a view to having a revised syllabus ready to go out schools by September 2011.

(2) Since the preparation of the current LAS in 2006, there have been a number of important developments that have affected schools, the curriculum and religious education. For example, 2007 saw the beginning of the implementation of the New Secondary Curriculum, an increasing number of primary schools are developing more creative curriculum approaches that reflect the direction of the Primary Curriculum reviews that took place between 2008 and 2010, the implications to the LA of the increase in the number of academies and the new opportunities for Free Schools needs to be considered. There has also been a change in the focus of school inspections with more attention to outcomes for children and young people, including well being, and curricular provision as a whole, rather than individual subject content and effectiveness of provision.

(3) More recently, new Non-Statutory Guidance on Religious Education in English schools was published in January 2010 by DCSF. This updated parts of the previous guidance contained in Circular 1/94. In June 2010, Ofsted published "Transforming Religious Education" following its review of RE between 2006-09. In November 2010, the Department for Education published the long awaited Schools White Paper: The Importance of Teaching. This indicates a review of the National Curriculum is to be undertaken during the spring 2011. The outcomes for Religious Education and Collective Worship are likely to have important implications for schools, SACRE and the LA. Each of these recent developments needs to be considered in the preparation of the Kent Agreed

Syllabus for RE 2011 to ensure that Kent schools are provided with the most effective and suitable materials that reflect local and national requirements and policies.

Equality considerations

5. (1) Learning about religion and learning from religion are important aspects of learning and supporting community cohesion. In particular, it underpins:

- The appreciation of one's own and of other cultural traditions.
- Valuing and celebrating a range of traditions and life-styles.
- Widening horizons and deepening understanding of the norms and ways of life of others.

(2) Kent SACRE is proud of the fact that it has maintained a truly inclusive membership that reflects the religious diversity of Kent, with each of the main world faith groups, a wide range of Christian denominations, and some minority religions/belief groups being represented.

(3) An Equality Impact Assessment will be conducted as part of the review of the LAS for RE.

Conclusions and Next Steps

6. The Kent SACRE is committed to working in partnership with the LA to improve the quality of RE and collective worship in Kent schools. The annual report is a useful vehicle for demonstrating the effective working of the SACRE.

Recommendations:

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

- (i) Note that Kent SACRE's annual report 2009-10 has been submitted to the QDCA and published on the KCC web-site.
- (ii) Endorse the work of the Kent SACRE.
- (iii) Note that the review of the Locally Agreed Syllabus for Religious Education has commenced.

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Background Documents: None
Other Useful Information: None

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By: Overview, Scrutiny and Localism Manager

To: Learning and Development Policy Overview and Scrutiny Committee - 1 March 2011

Subject: **SELECT COMMITTEE - UPDATE**

Classification: Unrestricted

Summary: This report updates Members on the progress of the Select Committee on Extended Schools, Educational Attainment and the Student Journey which are within the remit of the Learning and Development POSC.

Select Committee: Extended Schools

1. The action sheet for the Extended Services Select Committee recommendations was due to be submitted to the 5 April meeting of Communities POSC and 14 April Education, Learning and Skills POSC but, with the agreement of the Chairmen, has been postponed until the July meetings of the POSC's as a process of informal and formal consultation meetings will be in progress from the 18th March to 8th April on the future resources and structure for Extended Services. Until this process is completed it will not be clear what resources, if any, will be available moving forward which will naturally then have an impact on the services ability to deliver on the recommendations of the Select Committee. Members will be given an update at a future meeting when a more robust and accurate action plan can be presented reflecting what can realistically be achieved and in what timescale.

Select Committee: Educational Attainment

2. The Select Committee on Educational Attainment held its first meeting on 3 February when Mr Wells was appointed Chairman and the terms of reference and scope were discussed.

New Select Committee Topic Review – “The Student Journey”.

3. Mr Kit Smith is the Chairman designate for this review and the Membership of the Committee is currently being identified. Initial background research has started, along with discussions to focus its scope. Approval will be sought for the timescale for this review at a future meeting of the Scrutiny Board, once the terms of reference and scope of the review have been approved.

Suggestions for Select Committee Topic Reviews

4. If Members have any suggestions for future Select Committee topic reviews could they contact the Democratic Services Officer for this POSC.

Recommendation

5. Members are asked to note the progress report from the Select Committees on Extended Services, Educational Attainment and The Student Journey and are invited 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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Agenda Item D1

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