



AGENDA

CHILDREN, FAMILIES AND EDUCATION POLICY OVERVIEW COMMITTEE

Thursday, 13 November 2008 at 10.00 am Ask for: **Christine Singh**
Darent Room, Sessions House, County Hall, Telephone **01622 694334**
Maidstone

Tea/coffee will be available before the meeting

Membership

Conservative (11):	Mr C J Capon (Chairman), Mr D L Brazier, Mr R B Burgess, Mr A D Crowther, Mr J Curwood, Mr R W Gough, Mr G A Horne MBE, Mr M J Northey, Mr J D Simmonds, Mr R Tolputt and Mr C T Wells
Labour (4):	Mrs C Angell (Vice-Chairman), Mrs E Green, Mr I T N Jones, DL and Mr W V Newman, DL
Liberal Democrat (1):	Mr M J Vye
Church Representatives (3):	The Reverend N Genders, The Reverend Canon J L Smith and Dr D Wadman
Parent Governor (2):	Vacancies
Teacher Advisers (6):	Mr T Desmoyers-Davies, Mrs J Huckstep, Miss S Kemsley, Mr R Straker, Mr S Thompson and Mr J Walder

UNRESTRICTED ITEMS

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

Item No		Timings*
A. Committee Business		
A1	Substitutes	
A2	Declaration of Interests by Members in items on the Agenda for this meeting	
A3	Minutes of the meeting held on 19 September 2008 (Pages 1 - 12)	
A4	Minutes of the meeting of the Children's Champions Board - 24 September 2008 (Pages 13 - 16)	10.00-10.10 am

B. ITEMS FOR CONSIDERATION

B1 Financial Quarterly Monitoring Report 200/8/09 (Pages 17 - 36) 10.10-10.30 am

B2 Medium Term Plan - 2009-10 to 2011-12 (Pages 37 - 82) 10.30-11.00 am

BREAK 11.00-11.10 am

B3 Managing Director's update (verbal) inc. Questions 11.10-11.50 am

BREAK 11.50-12 noon

B4 October Report to Cabinet Members 2008 Annual Update on the Performance of Kent Schools in 2008 (Pages 83 - 92) 12.00 -12.30 pm

B5 Update on Local Children's Services Partnership (LCSPs) Sub-Committee (Pages 93 - 96) 12.30-12.45 pm

LUNCH 12.45-1.30 pm

B6 Children and Young People of Kent Survey (NFER) 2008 (Pages 97 - 104) 1.30-2.00 pm

B7 21st Century Skills Agenda (Pages 105 - 154) 2.00-2.30 pm

BREAK 2.30-2.40 pm

B8 SEN Transport and Transport Policy (Pages 155 - 158) 2.40-3.10 pm

C. SELECT COMMITTEE WORK

C1 Select Committee update (Pages 159 - 160)

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, 5 November 2008

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

KENT COUNTY COUNCIL

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

MINUTES of a meeting of the Children, Families and Education Policy Overview Committee held on Friday, 19 September 2008 in the Council Chamber, Sessions House, County Hall, Maidstone.

PRESENT: Mr C J Capon (Chairman), Mrs C Angell (Vice-Chairman), Mrs A D Allen (Substitute for Mr R Tolputt), Mr J Curwood, Mr R W Gough, Mrs E Green, Mr I T N Jones, DL, Mr W V Newman, DL, Mr M J Northey, Mr J D Simmonds, Mr M J Vye and Mr C T Wells

CHURCH REPRESENTATIVES: Nigel Genders, Simon Parr and John L Smith

TEACHER ADVISERS: Trevor Desmoyers-Davies and Sara Kemsley

ALSO PRESENT: Mark Dance and Leyland Ridings

IN ATTENDANCE: Graham Badman (Managing Director of Children, Families and Education), Carol Parsons (Director, Standards And Achievement), Sally Morris (Head Of Strategic Planning & Review), Keith Abbott (Director, Finance & Corporate Services), Joanna Wainwright (Director Commissioning (Specialist Services)), Joy Ackroyd (Trust Development Manager), Anthony Mort (Policy Manager), Alison Cambray (Climate Change Project Manager) and Christine Singh (Democratic Services Officer)

UNRESTRICTED ITEMS

120. Membership

(Item A1)

The Chairman announced the sad and untimely death of Mr J Law and as a mark of respect stood for one minute silence.

Members noted that Mr C Hibberd and Mr L R Ridings had been replaced by Mr R Gough and Mr J D Simmonds, respectively, and Mr C T Wells had filled the vacancy.

121. Minutes of the meeting held on 3 June 2008

(Item A4)

RESOLVED that the Minutes of the meeting held on 3 June 2008 are correctly recorded and that they be signed by the Chairman.

122. Matters arising

(1) Mr Ridings advised the Committee that he had spoken with Mr Dance about suggesting to the POC a pilot newsletter on current issues to be circulated between meetings of the POC.

(2) Members welcomed the suggestion and requested that if necessary any follow up could be either brought back to the POC at an appropriate meeting or pursued directly with the Cabinet Members.

(3) It was agreed that the newsletter would be passed to Members of the POC electronically with any necessary hyperlinks to larger documents.

(4) Members felt that the recent POC reports and appendices were too long and as it was vital to give each report fair consideration, Members would prefer to receive Strategy documents as soon as they were published to allow time for Members to read and digest the information well before the item came before the POC for debate.

(5) Members requested that the Policy Overview Co-ordinating Committee needed to review agenda items to ensure that this POC was fulfilling its function to monitor and scrutinise.

(6) RESOLVED that the comments and suggestions made by the Committee be noted.

123. Dates for Future Meetings 2009

(Item A5)

RESOLVED that the meeting dates reserved for 2009 for this Committee be noted as follows:-

Friday 16 January, Friday 27 March, Friday 10 July, Friday 18 September and Thursday 12 November.

(All meetings to commence at 10.00 am)

124. Children, Families & Education Business Unit Operating Plan and Financial Outturn Monitoring 2007/08

(Item B1)

(Report by Mr M Dance, Cabinet Member for Operations, Resources and Skills and Mr L Ridings, Cabinet Member for Children, Families and Educational Achievement and Mr G Badman, Managing Director, Children, Families and Education)

(Mr K Abbott, Director of Finance and Corporate Services was also present for this item)

(1) The Committee considered the final out-turn for the Children, Families and Education budget for 2007/08 and the provisional outcome analysis of the annual operating plans of each of the CFE Units.

(2) Following a brief introduction by Mr Abbott, Members were given the opportunity to make comments and ask questions which included the following:-

- In response to a question on whether there was a discrepancy regarding the target figures on page 19 which read “BVPI 41 80% but on page 35 read BVPI 67.3%”, Mr Abbott agreed to check the figures and report back to Members.
- In response to a question on what happened to late savings on extended schools, Mr Abbott advised that the savings were rolled forward. He also agreed to provide more detail outside the meeting.

(3) RESOLVED that the comments made by Members and the report be noted.

125. Children, Families and Education Budget Monitoring 2008/09

(Item B2)

(Report by Mr K Abbott, Director, Finance and Corporate Services and Mr G Ward, Director, Resources)

(1) The Committee considered the first report on the forecast out-turn against the budget for Children, Families and Education Directorate for 2008/09 which also included a detailed update on the position on school reserves which had been previously requested by the Committee.

(2) Mr Abbott introduced the report highlighting that the Directorate was projecting a balanced budget. This forecast excluded Asylum and assumed that the planned action would ensure that the forecast overspend could be offset. There was a projected £4.3m overspend in relation to support for unaccompanied asylum seeking children. He added that there was also an update on the current position on the 60 schools that had long standing reserves. Appeal meetings had already taken place with the first set of schools that had now been notified of the outcome and would be reported back to the Schools Funding Forum in October 2008.

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

- a) In response to two questions, Mr Abbott agreed to update Members on significant facts and provide a list of the 60 schools identified with high reserves following the meeting of Schools Funding Forum on 3 October.
- b) In response to a request Mr Abbott agreed to keep Members informed of grants to voluntary organisations.

(4) RESOLVED that the comments made by Members and the report be noted.

126. Managing Director's Update (verbal report)

(Item B3)

(1) Mr Badman gave a presentation using overheads on the National Child Poverty Pilots. He advised that Kent County Council would have to bid for all funds from the national £125m set aside by the government for the pilots between 2008-11. This funding would be used to cover key areas such as: childcare affordability, child development grants, improved housing for teenage parents and innovation. The results of the EOI would be available from 30 September. The full bid would be

notified on 28 November and the pilot would begin in 2009 when the mapping of the pilots can take place.

(2) Members made comments and asked questions which included the following issue:-

- a) In response to a question, Mr Badman agreed to provide more information to the Committee on the bid for funding the pilot for new local approaches to addressing child poverty at a later date.

(3) Ms Wainwright followed up with a verbal presentation on the Waltham Forest Judgement and the implications for Kent County Council.

The Judgement would affect Looked After Children attending schools in Kent. As this information was complex, Ms Wainwright agreed to prepare a detailed note to the Committee.

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

- A Member spoke about the anomalies in the funding stream for looked after children and asked what the figures were. How much does it cost against what KCC is allowed to recoup?
- Members felt that this information was very important and would have preferred a formal report to the POC on this matter.

(5) Following the meeting Members received the following note prepared by Ms Wainwright which also answered the Members Questions

Looked After Children (LAC) attending schools in Kent and Implications of the Waltham Forest Judgement

(Comments in italics relate to Member questions)

London Borough of Waltham Forest - v – Staffordshire County Council [2007] EWHC2060 (Admin)

Summary of Judgement

London Borough of Waltham Forest v Staffordshire County Council [2007] EWHC2060 (admin)

The case has decided that the responsible authority (i.e. the authority looking after the child) for a child with a statement is responsible for arranging the child's education provision rather than the host authority (i.e. the authority where the child is placed) as was the case prior to the judgement.

The judge recorded his view that the child would benefit if the **same** authority were responsible for arranging both the social care and the education placement for the child.

This judgement appears to be consistent with earlier judgements, which decided that the responsible authority retains responsibility, as would any good parent rather than transfer that responsibility to the host authority.

Numbers

There are **165** children with statements of SEN who are looked after by another local authority in Kent maintained schools. There are an additional **142** children in non-maintained schools for whom Kent Local Authority (LA) maintains a statement.

There are around **100** referrals for statutory assessment each year for LAC living in Kent.

There are **1,271** OLA LAC in Kent of school age in total.

The LAs do not report to DCSF the authority in which they place LAC. It is therefore not possible to say how many LAC from London are placed in other SE LAs. We could ask the LAs to disclose their data but this would be very time consuming.

Situation Prior to Judgement

For LAC children with statements the receiving authority (Kent) was responsible for arranging the statutory assessment and maintaining the statement, however. The cost of the school place could be recouped.

For children with special educational needs and without statements the receiving authority is responsible for arranging and funding school places and the cost of the child's education cannot be recouped.

DCSF Position

Nigel Foulton, Lead SEN Framework has confirmed that the judgement not only covers the maintenance of statements but also the statutory assessment process and all duties relating to LAC covered by the Education Act.

DCSF say that future Kent practice is a matter for Kent but it believes that the judgement is unhelpful to LAC and have drafted new Belonging Regulations, which will put the division of responsibilities back to education authorities as they were prior to this judgement. However they must first be approved by Parliament before they become law. They will be put out to consultation and Kent (and others) could make representations if it saw fit. There is no guarantee that they will become law nor can we be certain of a time frame, although DCSF is talking about 'some time next year'.

If proposed Belonging Regulations do become law they would apply to all LAC.

LGA Position

LGA will not be issuing any guidance.

Implications for Kent Local Authority

Following the High Court Judgement, we are entitled to return files of LAC with statements to the responsible authority.

The responsible authority would then be responsible for arranging statutory assessments, maintaining statements and arranging provision.

It is likely that there would be a disincentive to place children in Kent without consultation about school places.

A referral for statutory assessment will be made to the responsible authority and that authority would have responsibility for undertaking the full assessment.

Appeals to the Special Educational Needs and Disability Tribunal would be against the responsible authority and not Kent.

Judicial reviews would be against the responsible authority and not Kent.

Should the Judgement be reversed through new regulations, files would be returned to Kent. Kent maintains a log of where files are sent in the normal course of events so would be able to track them if necessary.

Funding Implications

Funding for schools comes to the LA from DCSF based on the number of children in Kent schools in January (Direct Schools Grant/DSG). If a LAC child is on the roll of a Kent school in January, Kent will receive the funding. However due to the extreme mobility of this group a child may come onto a school roll after the January PLASC and off it before the next, attracting no funding to Kent. The DSG varies across authorities with the amount paid to London authorities being higher than the amount paid to Kent. There is potential for London Boroughs to profit.

There is also an issue about the cost of additional services. A proportion of the LAC teams' time, estimated to be at least £120K (out of £340K) is dedicated to other LA LAC issues. As there are discrepancies between the Area Based Grant (ABG) received by Kent and London Boroughs there is again potential for London Boroughs to profit.

London Boroughs will also be benefiting from Standards Funds for extended schools.

Suggested Actions

1. Consider the return of all files of LAC with statements to the responsible authority in compliance with the judgement. This would support and be consistent with Kent's lobby to make the responsible authority responsible.
2. Request meeting with DCSF to clarify position with regard to the wider implications for non-statemented LAC.

(6) RESOLVED that the verbal presentations by Mr Badman and Ms Wainwright and comments made by the Members be noted.

127. JAR Action Plan

(Item B4)

(Report by Mrs M Hodges, Director of Strategy, Policy and Performance)

(Mrs S Morris, Strategy, Planning & Review Team was present for this item)

(1) The Committee considered the findings of the JAR inspection and the JAR action plan for improvement.

(2) Mrs Morris advised that the JAR inspection was a combined inspection that provided a comprehensive report on the outcomes for children and young people in Kent. The JAR inspection process focussed its investigations on how local services ensured children and young people:

- (a) at risk are effectively cared for;
- (b) who are looked after achieved the best possible outcomes; and
- (c) with learning difficulties and/or disabilities achieved the best possible outcome.

Investigations were also carried out on; the impact of the partners' strategy on reducing variability across the county in participation and attainment by the age of 19 years; and the impact of partners' strategy in reducing the teenage pregnancy rate in targeted areas.

(3) The findings of the investigations were summarised into five key judgements on the following areas:

Safeguarding and Looked After Children
Learning Difficulties and/or disabilities
Service Management and Capacity to Improve

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

- In response to a question, Mrs Morris assured Members that there would be further updates on this item.
- A Member advised that other authorities had adolescent units which the Member felt were in deficit in Kent and that there should be more effort put on those services.

(5) RESOLVED that:-

- (a) the JAR Action Plan be noted;
- (b) further updates on the JAR Action Plan be submitted to future meetings; and
- (c) the comments made by the Members be noted.

128. Local Children's Services Partnerships (LCSPs) - Proposal to establish a Sub-Committee

(Item B5)

(Report by Head of Democratic Services and Local Leadership)

(1) The Committee were presented with a report that set out a proposal to establish a Sub-Committee for Children, Families and Education Policy Overview Committee to have an overview of the Local Children's Services Partnerships (LCSPs).

(2) Members made comments and asked questions which included the following issues:-

- Following concerns raised by the Church and Teacher representatives, there was agreement that the Sub-Committee should get under way following the extensive negotiations made to set it up, then the Sub-Committee could decide on additional people to be represented on the Sub-Committee.
- The Committee agreed that the Chairman, Vice Chairman and Spokesman would discuss how this Sub-Committee should report back to the POC allowing time for a proper debate and scrutiny.

(3) RESOLVED that subject to approval by County Council at its meeting on 16 October 2008, a time limited Sub-Committee of the Children Families and Education Policy Overview Committee be establish to have an overview of the Local Children's Services Partnerships (LCSPs) on the terms set out in the report.

129. Kent Children and Young People's Plan 2008-2011 - Positive About Our Future

(Item B6)

(Report by Mr G Badman, Managing Director, Children Families and Education)

(Mrs S Morris, Strategy, Planning and Review Team was present for this item)

(1) The Committee considered a report that provided the updated Children and Young People's Plan 2008-2011 "Positive about our Future" which included the results from the extensive consultation exercise and had been endorsed by the Kent Children's Trust Board.

(2) RESOLVED that:-

- (a) the updated Kent Children and Young People's Plan 2008-2011 "Positive about our Future" to be published in October 2008 be noted; and
- (b) regular monitoring of the plans and a summary be submitted to this Committee and LCSP Sub-Committee be agreed.

130. Towards 2010 - Second Annual Report

(Item B7)

(Report by Mr G Badman, Managing Director, Children, Families and Education)

(Mrs S Morris, Strategy, Planning and Review Team was present for this item)

(1) Mrs Morris presented the report, which set out the process for finalising the second "Towards 2010 Annual Report" prior to approval by the County Council on 16 October 2008 and a draft of the report on progress against all 68 targets, which came within the remit of this Committee.

(2) RESOLVED that due to the late despatch of the Appendix to the report, Members agreed to forward any comments they had outside the meeting.

131. June Report to Cabinet Members 2008 - Monitoring of Attainment in Schools

(Item B8)

(Report by Mrs C Parsons, Director – Standards and Achievement)

(Mrs P Harris, Head of Service Development was present for this item)

(1) The Committee received a report that provided an update from the Standards and Achievement Division for the period January to May 2008 at the request of the Members Monitoring Group.

(2) Mrs Parsons advised that over the past four years, Kent had been supporting schools to achieve the existing floor targets of 30% 5 A*-C GCSE by Summer 2008. Projections indicated that all Kent schools should meet the target on time. The new measure was more exacting and would require pupils to achieve Grade C or above in both English and Mathematics within the 5 A*-C measure. Kent had developed a number of support programmes which had improved 5 A*-C results. 18 high schools and 5 wide ability schools had been working in partnership with Advisory Service Kent (ASK) to improve achievements. This group of schools improved performance at 5 A*-C from 23.5% to 28.2% in the year 2007, 3.2% more than the overall increase for Kent schools and were expected to continue this improvement in 2008. She concluded that the performance of Kent students had consistently been above the national average for this measure, improving year on year.

(3) Members wished to express their thanks to Mrs Parsons and her team for their work on raising standards.

(4) RESOLVED that the report be noted.

132. Annual Complaints Report 2007/08

(Item B9)

(Report by Mrs M Hodges, Director Strategy, Policy and Performance)

(Mr A Mort, Policy Manager – Customer Care was present for this item)

(1) The Committee received a report on information about the number and type of complaints received by the Children, Families and Education Directorate and highlighted key issues affecting the operation of the complaints procedures during the past year.

(2) In response to a question that referred to page 304, paragraph (b), Mr Mort agreed to forward information on how many complaints had been upheld to the Committee.

(3) RESOLVED that the action in the paragraph above and the report be noted.

133. Climate Change - next steps for Children, Families and Education

(Item B10)

(Report by Cabinet Working Group on Climate Change, Cabinet Members for Children Families and Education and Mr G Badman)

(Miss A Cambray, Climate Change Project Manager was present for this item)

(1) The Committee considered a report on progress and the next steps for the CFE Directorate to contribute to the next phase of the programme.

(2) Following a brief introduction, Members were given the opportunity to make comments and ask questions which included the following:-

- In response to a question, Miss Cambray agreed to forward a breakdown on which Eco-Schools in Kent had received Bronze, Silver or Gold awards and the targets set within those awards.
- In response to a question, Miss Cambray agreed to forward to Member the capital cost for a green-roof Eco-build and the capital cost for an ordinary build.

(3) RESOLVED that:-

- (a) the progress to date and the general shape of the Climate Change Action Plan going forward be noted;
- (b) the proposed next steps for the CFE Directorate, in particular as outlined at paragraphs 3(3), 4(3), 5(7) and 6(3) of the report be agreed; and
- (c) a progress report be submitted to the POC at six monthly intervals starting at March 2009 be agreed.

134. Select Committees - Update

(Item C1)

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

(1) The Committee received a report that gave an update on Select Committees for Accessing Democracy, Autism Spectrum Disorder and Transition.

(2) The Democratic Services Officer advised the Committee that a new Select Committee: Provision of Activities for Young People had met and was currently gathering evidence.

(3) The Committee received a verbal update on the outcomes of the Policy Overview Co-ordinating Committee meeting held on 10 September 2008 which included the following:-

- (a) a draft protocol for publicising Select Committee Topic Reviews was approved, this would be submitted to Selection and Members Services for approval to pass it to the County Council so that it can be embedded in the Constitution;
- (b) they suggested a process for launching Select Committee Topic Reviews via County Council was agreed and was to be discussed with the Chairman of the County Council and Cabinet prior to consideration at Selection and Members Services Committee; and
- (c) the Chairman and Spokesman agreed to meet informally to discuss Member capacity to cover the number of ad-hoc Member Committees and Select Committees which were not part of the agreed work programme and report back to the February 2009 meeting of the Policy Overview Co-ordinating Committee.

(4) Members of the Committee hoped that the Select Committee reports going to the Selection and Members Group would not cause delay in the reports being published.

(5) Members requested a follow up report on Schools Transport and an update on the PSHE Informal Member Group to a future meeting of this Committee.

(6) RESOLVED that:-

- (a) the Members requests outlined in paragraphs (4) and (5) above be noted; and
- (b) the report and verbal update be noted.

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DRAFT, SUBJECT TO APPROVAL

KENT COUNTY COUNCIL

CHILDREN'S CHAMPIONS BOARD

MINUTES of A meeting of the Children's Champions Board held in the Swale 1, Sessions House, County Hall, Maidstone on Wednesday, 24 September 2008.

PRESENT: Mrs A D Allen (Chairman), Mr M J Vye (Vice-Chairman), Mr J Curwood, Mrs V J Dagger, Mrs M Newell (Substitute for Mrs C Angell), Dr T R Robinson and Mr J D Simmonds

ALSO PRESENT: Mr L B Ridings

IN ATTENDANCE: Miss T Grayell (Democratic Services Officer), Mrs K Lambourn (Policy & Performance Manager Child Protection) and Mr A Heather (Principal Educational Psychologist)

UNRESTRICTED ITEMS

12. Minutes of Board Meetings held on (a) 12 March 2008 and (b) 21 May 2008
(Item A3)

RESOLVED that the Minutes of the meeting held on 21 May 2008 are correctly recorded and that they be signed by the Chairman. There were no matters arising.

The Minutes of the meeting held on 12 March 2008 are already signed and had been included for reference only.

13. Dates of Future Meetings
(Item A4)

The Board noted the dates of its future meetings as follows:-

Wednesday, 11 March 2009 (Child Protection)
Wednesday, 20 May 2009 (Looked After Children)
Wednesday, 23 September 2009 (Child Protection)
Wednesday, 2 December 2009 (Looked After Children)

All meetings will start at 2.00 pm at County Hall.

14. Chairman's Announcements
(Item A5)

1. The Chairman welcomed the new Cabinet Member for Children, Families and Education Achievement, Leyland Ridings, to his first meeting in his new role. She also welcomed Sarah Hammond, new Policy and Performance Officer for Safeguarding who was observing and Andy Heather, Principal Education Psychologist, who would be attending and reporting to the Board in place of John Mitchell.

2. She thanked Members of the Board who had attended the very successful meeting with young care leavers on 14 August. The event had been enjoyed and had a very positive outcome. Meeting notes were still awaiting comments from young people and would be sent when they were cleared. The next meeting would be in the October half-term week at Oakwood House, Maidstone and would be preceded by an evening meal. Marilyn Hodge, Director of Strategy Policy & Performance, had kindly offered to pay to cover the cost of the event.

3. Later in the meeting it was announced that Kent had scored a good rating in its recent adoption inspection and this news was welcomed by Members.

15. Child Trafficking

(Item B1)

Report by Director, Strategy, Policy & Performance

(Teresa Gallagher, Team Manager, West Transitions Team, was in attendance for this item)

1. Ms Gallagher introduced the report and highlighted key facts about trafficking problem, namely:-

- (a) the absence of any quantity of research into the subject, where research started to be done only recently, 2003/04. Some pilot work was being undertaken in London boroughs, eg., Harrow.
- (b) the difficulty of defining "Trafficked" as opposed to smuggled or unaccompanied young people. This difficulty hinders research into the extent of the problem and also the ability to bring cases to court.
- (c) Trafficking is not necessarily into the UK from abroad – young people can also be trafficked within and around the UK.

2. In debate, and in response to questions from Members, the following points were highlighted:-

- (a) The UK was still very attracted to young people from abroad who still they can find prosperity here. Finding relatively low paid work with wages which are exploitative by UK standards still gives them more than they would earn at home and allows them to send some money back to their families at home. Many, however, become trapped, exploitative and abusive relationships working for those who brought them into the country.
- (b) The (Transition Team) do not send a young person to live with a putative relative in the UK unless and until a detailed kinship assessment has been undertaken. This will look at the relative's ability and motivation to care for the young person and check that they have suitable accommodation for them. Assessment is similar to that undertaken prior to a foster placement. Members of the team will then

attend a supervised visit of the young person to the relative before placing them.

- (c) As trafficking is difficult to detect, Social Services rely on colleagues in other disciplines/professions to help pass on information as well as the public to report suspicious behaviour. To help with this, however, the public need to be able to identify signs of trafficking before being able to judge what is suspicious. The public also need a well publicised point of call to report suspicions comparative to the Child-line number.
- (d) The Integrated Process Scheme would help in identifying a child who may be trafficked as databases of information from different disciplines come together. Schools are a good first source of information (eg., to identify a child who suddenly stops attending and may have been moved on to another part of the UK). However, some children do not enter the education system at all.

3. From discussion, a number of ideas from possible work were put forward:-

- (a) KCC could produce a Pledge for Unaccompanied Asylum Seeker Children and Young People (UASCYP) similar to that produced for Looked After Children;
- (b) A public awareness campaign to raise public knowledge of the issue could also sent the message of traffickers that we are watching them. School children could be asked to design posters and publicity material for the campaign and an awareness week like fostering or adoption week could also be helpful.

4. RESOLVED that:-

- (a) information in the report and given in response to questions be noted, with thanks; and
- (b) a report be presented to a future meeting of the Board to set out outcomes of the Harrow pilot work. To this meeting it would be useful to invite representatives from the Police and the Immigration Services, the latter to tell the Board about training given to Immigration Officers around the issue of trafficking.
- (c) The Leader of the County Council be fully briefed on the issued of trafficking as part of the immigration issue to give a higher profile.
- (d) The ideas for suggested future works set out in paragraph 3 above be developed.

16. Aiming High Pathfinder Program *(Item B2)*

Report by Director, Children's Social Services

(Liz Totman, Head of Specialist Children's Services was in attendance for this item)

1. Mrs Totman introduced the report and set out key points of the program and the way it operated. In discussion and in response to questions the following points were highlighted:-

- (a) Kent had done very well to win Pathfinder status for short-term breaks and was one of only 21 other local authorities to do so. Kent was well placed to deliver this service and had a good reputation with the DCSF for innovative service delivery, having one more than the basis funding to run the scheme.
- (b) Although there were localised initiatives and good provision around Kent, there was previously not the sufficient co-ordination/dedicated funding to build a project like Aiming High.
- (c) Aiming High will apply to Kent's own children as well as those placed in Kent by other local authorities. However, it could only apply to children with single not multiple disabilities.
- (d) The purpose of funding under the Aiming High Scheme was to add value and it could not be used to provide services which should already be provided – eg., to allow disabled children to join in with the school outing. Members expressed concern that it was not ring-fenced but were advised that services provided under the Aiming High programme could be accessed using Direct Payments.
- (e) The short break service would link to/ make use of sports for disabled children. Members suggested adding cricket to the sports on offer.
- (f) Members suggested using celebration of the UK's Olympic and Paralympic success to raise the profile of an advertise the Aiming High programme.
- (g) It was suggested that Aiming High could link to/feed into the work of the ASD Select Committee in relation to the transition phase.

2. RESOLVED that:-

- (a) information in the report and given in response to questions be noted, with thanks;
- (b) regular future updates reports on the development of the programme be made to the Board, suggested every 6 months; and
- (c) the ideas for suggested future work set out in paragraphs in (e), (f) and (g) above be developed.

By: Keith Abbott, Director - Finance & Corporate Services
Grahame Ward, Director - Resources

To: Children Families and Education Policy Overview Committee
– 13 November 2008

Subject: Children Families and Education Budget Monitoring 2008/09

Classification: Unrestricted

1 Introduction

- 1.1 This report is the second report to this Committee on the forecast outturn against budget for the Children Families and Education (CFE) Directorate for 2008/09. It also includes a further update on the position on schools as requested by Members.

2 Quarterly monitoring report

- 2.1 At the time of writing the second quarter's monitoring for 2008/09 is not available, although the 'exception' report has been submitted to Cabinet and was considered by them on 13 October 2008. The main points to highlight are:
- a) Revenue
 - The Directorate is still projecting a balanced budget for 2008-09, as shown in Appendix 1. This forecast excludes Asylum and assumes that the planned action will ensure that the forecast overspend can be offset
 - £4.3m projected overspend in relation to support for unaccompanied asylum seeking children. Progress has been made in respect of the historic debt relating to asylum with confirmation from the Home Office that they will, subject to audit, settle in full our claims for 2006-07 and 2007-08. We are still trying to resolve the position with the DCSF
 - b) Capital
 - As indicated at the last meeting work has been undertaken to recast the Capital Programme in light of the credit crunch. This was reported to Cabinet on 13 October 2008 and the whole report, already available on the KCC website, is attached at Appendix 1, for ease of reference.

3 Schools

- 3.1 We reported in September on the steps being taken to review the balances held by those schools that had consistently reported the highest levels of reserves over the last 5 years.
- 3.2 The process of discussing their reserve levels and extent of committed expenditure has now been completed, and the recommendations of the review panels were reported to the Schools Funding Forum on 3 October.
- 3.3 Appendix 2 to this report summarises the outcomes of the review process. The first round panels recommended removing £1.8m from the reserves of 17 schools. A number of those schools then appealed against the recommendation and attended a second round of appeal meetings. Following appeal, the final amount that was agreed should be recovered was £1.476m, to be taken from 15 schools.
- 3.4 The Funding Forum, having considered the very high levels of energy price increases that were due to take effect from October, then decided that £1.3m of this sum recovered from schools' reserves, should be reallocated by formula to all schools to help cover those increased costs in the second half of the current year.
- 3.5 The Forum decided that the balance of the recovered excess balances should be used to meet the costs of additional training for schools in strategic financial management, as this had been identified as a weakness during the review panel meetings with some schools.
- 3.6 At the October meeting the Funding Forum also approved a revised Balance Control Mechanism (BCM) that will apply from the 2009-10 financial year. It had become clear that the existing scheme criteria were not sufficiently tightly drawn, leading to widely differing interpretations of what could constitute an allowable commitment.
- 3.7 The new BCM continues to allow a year-end rollover of up to 8% or 5% for primary/special schools and secondary schools respectively (the DCSF maxima), but reduces to three the number of exceptions allowable above that limit.
- 3.8 The most significant exception, and the most common purpose for which schools currently hold balances above the limit, will be revenue contributions to **approved** capital projects. To be approved schools will have to demonstrate that the project forms part of a properly drawn up asset management plan for the school, approved by the governing body, and that all other sources of capital funding, including the authority's internal loan scheme have been exhausted first.

- 3.9 Schools have just been informed of these changes, and have, therefore, 18 months notice before the new limits are applied in March 2010. This provides adequate opportunity to ensure that any current current excess reserve levels are spent wisely. We have emphasised that the purpose of BCM is to encourage schools to spend their revenue resources on the pupils in school now, not to take funding from them. A table summarising all the changes is attached at Appendix 3.
- 3.10 The first monitoring returns from schools for 2008/09 are due in October and we will update Members on the schools' latest forecast of reserves as soon as the information is available.

4 Recommendations

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

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Background documents:

- Report to Cabinet 13 October 2008
- Revenue Monitoring Exception Report
- Revised Capital Programme to address funding shortfall arising from current economic situation.

Other useful information:

None

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To: CABINET – 13 October 2008

By: Nick Chard, Cabinet Member – Finance
Lynda McMullan, Director of Finance

- 1) **REVENUE MONITORING EXCEPTION REPORT**
- 2) **REVISED CAPITAL PROGRAMME TO ADDRESS FUNDING SHORTFALL ARISING FROM CURRENT ECONOMIC SITUATION**

1. Introduction

- 1.1 The first full monitoring report for 2008-09 was presented to Cabinet in September. This exception report highlights the main movements since that report. There are a number of significant pressures that will need to be managed during the year if we are to have a balanced revenue position by year end. Further details are provided in section 2.
- 1.2 The review of the whole of our capital programme to address the funding shortfall arising from the current economic situation is ongoing. In the meantime, in order that the programme reflects a more realistic funding position, revised capital cash limits are proposed reflecting the outcomes/recommendations reached so far from the review, but it is envisaged that further changes will be required to this programme once the review is complete. Further details are provided in section 3.

2. 2008-09 REVENUE MONITORING POSITION BY PORTFOLIO

- 2.1 The current underlying net revenue position by portfolio after the implementation of assumed management action, compared with the net position reported last month, is shown in **table 1** below.

Table 1: Net Revenue Position after Proposed Management Action

Portfolio	Gross Position £m	Proposed Management Action £m	Net Position after mgmt action £m		Movement £m
			This month	Last month	
OR&S (CFE)	+1.043	-	+1.043	+1.043	-
CF&EA	+2.645	-2.250	+0.395	+0.395	-
KASS	+1.619	-1.619	-	-	-
EH&W	-	-	-	-	-
R&SI	-	-	-	-	-
Communities	+0.365	-0.365	-	-	-
Public Health	-	-	-	-	-
Corporate Support & External Affairs	-0.178	-	-0.178	-0.178	-
Policy & Performance	-0.030	-0.041	-0.071	-0.100	+0.029
Finance	+0.134	-0.751	-0.617	-0.617	-
Total (excl Asylum & Schools)	+5.598	-5.026	+0.572	+0.543	+0.029
Asylum	+4.002	-	+4.002	+4.002	-
Total (incl Asylum & excl Schools)	+9.600	-5.026	+4.574	+4.545	+0.029
Schools	-	-	-	-	-
TOTAL	+9.600	-5.026	+4.574	+4.545	+0.029

- 2.2 **Table 2** shows the forecast underlying gross position **before** the implementation of proposed management action, compared with the gross position reported last month.

Table 2: Gross Revenue Position before Management Action

Portfolio	Variance		Movement £m
	This Month £m	Last Month £m	
Operations, Resources & Skills (OR&S) (CFE)	+1.043	+1.043	-
Children, Families & Educational Achievement (CF&EA)	+2.645	+2.645	-
Kent Adult Social Services (KASS)	+1.619	+1.663	-0.044
Environment, Highways & Waste (EH&W)	-	-	-
Regeneration & Supporting Independence (R&SI)	-	-	-
Communities	+0.365	+0.299	+0.066
Public Health	-	-	-
Corporate Support & External Affairs (CS&EA)	-0.178	-0.178	-
Policy & Performance	-0.030	-0.059	+0.029
Finance	+0.134	+0.134	-
Total (excl Asylum & Schools)	+5.598	+5.547	+0.051
Asylum	+4.002	+4.002	-
Total (incl Asylum & excl Schools)	+9.600	+9.549	+0.051
Schools	-	-	-
TOTAL	+9.600	-9.549	+0.051

- 2.3 The gross underlying revenue pressure (excluding Asylum) is currently £5.598m as shown in table 2 above, but this is expected to reduce to £0.572m (excluding Asylum) by year end, after assuming the implementation of management action, as shown in table 1.
- 2.4 Table 1 identifies that even after management action, residual pressures remain forecast within the CFE portfolios of Operations, Resources & Skills and Children, Families & Educational Achievement. However, discussions are continuing within the CFE SMT on options to manage this residual pressure of £1.438m by year end and firmer proposals will be provided in the next monitoring report. If successful, this will reduce the overall KCC revenue position after management action to an underspend of £0.866m (excluding Asylum).
- 2.5 With the inclusion of the Asylum pressure of £4.002m, the overall KCC revenue position after management action is currently forecast at +£4.574m as shown in table 1, although KCC fully expects Government to meet the full costs of this national pressure. The Home Office has given an undertaking that no authority will be out of pocket in 2008-09, but until we have received something in writing clarifying the levels of income and what costs will be reimbursed for the Asylum service, we will continue to forecast this pressure.
- 2.6 Table 2 shows that there has been a small increase of £0.051m in the overall gross pressure before management action this month. Although this is only a small movement, there are some compensating changes. The main movements, by portfolio, are detailed below:

2.7 Kent Adult Social Services portfolio:

The latest forecast indicates a pressure of £1.619m, which is a small reduction of £0.044m since last month, however within this there are some larger offsetting movements which are detailed below. The forecast assumes that the savings identified in the MTP will be achieved, however in the future the forecast may need to be adjusted on a monthly basis to reflect any savings that are not achieved as predicted, although at this stage it is expected that these savings will be achieved. The Guidelines for Good Financial Practice, previously referred to as Management Action Plans were reported to Cabinet last month. Through these guidelines, the KASS directorate is wholly committed to delivering a balanced outturn position by the end of the financial year. The range of innovations implemented by the Directorate will also help to achieve this, for example telehealth and telecare, through the successful investment of the 'Whole Systems Demonstrator Programme', and extra care sheltered housing in the latter part of the year.

The movements over £0.1m this month are:

- 2.7.1 Older People -£0.323m – an increase in the underspend from £0.852m to £1.175m. The main movements are:
- 2.7.1.1 +£0.370m Residential Care – this has moved from an underspend of £0.042m to a pressure of £0.328m. Although the number of clients in a permanent placement has increased by 18 to 2,919, what is more significant is that normal residential placements have decreased by 10 but Older People Mental Health placements have increased by 28. These placements are more expensive so the impact on the financial forecast is exaggerated. The increasing number of people with higher needs or dementia is also impacting on the domiciliary budget as these clients are less likely to be able to remain at home.
- 2.7.1.2 -£0.257m Nursing Care – an increase in the underspend from £0.220m to £0.477m following a reduction of 14 permanent placements since last month and a minor reduction in the average cost per week.
- 2.7.1.3 -£0.331m Domiciliary Care – an increase in the underspend from -£0.142m to -£0.473m following review of actual costs and activity to date. Although the number of clients receiving packages of care from an independent sector provider has marginally increased from 6,696 to 6,708 the forecast remains well below the level afforded within the cash limit thus giving rise to the underspend. It was estimated that the number of clients in residential care would fall, with clients instead remaining in their own homes and receiving a domiciliary package, and as a consequence budget was transferred from residential care to domiciliary. However it may be the case that increasing numbers of clients with higher levels of need, particularly those with dementia, have no option but to go into residential care. The Domiciliary Care service remains the most volatile and difficult to monitor.
- 2.7.2 Learning Disability Care +£0.417m – an increase in the pressure from £1.759m to £2.176m. The main movements are:
- 2.7.2.1 +£0.204m Residential Care – an increase in the pressure from £1.624m to £1.828m. This includes estimates of costs for clients known to be coming into residential placements during the year ahead. The increase in the pressure this month is due to three new clients being forecast as well as increases in non-permanent/respite care and the average cost per week. Alongside demographic growth within this client group, there is increasing pressure relating to new and existing clients whose needs are becoming more complex. This is particularly true for those clients coming through transition from childhood. It should be noted that a significant amount of savings are still anticipated against this service line, predicated on clients moving to supported accommodation. This target will be monitored closely each month through the monitoring process.
- 2.7.2.2 +£0.178m Direct Payments – an increase in the pressure from £0.067m to £0.245m as the number of clients in receipt of a direct payment has increased from 365 last month to 388, which has had a very significant impact on the overall variance.
- 2.7.2.3 -£0.138m Supported Accommodation – this has moved from a pressure of £0.054m to an underspend of £0.084m. There continues to be discussion at a national level on what constitutes supported accommodation as there are many similarities with domiciliary care. This reduction should therefore be offset against an increase of £0.053m in Learning Disability domiciliary care. The reduction in the forecast is also related to the increase in Direct Payments as clients opt for a Direct Payment instead.
- 2.7.2.4 +£0.120m Other Services – this has moved from an underspend of £0.103m to a small pressure of £0.017m and results from revised estimates for daycare, supported employment and payments to voluntary organisations.
- 2.7.3 Physical Disability -£0.020m – a small overall reduction in the pressure from £0.548m to £0.528m but there are some larger offsetting movements:
- 2.7.3.1 +£0.208m Residential Care – an increase in the pressure from £0.711m to £0.919m following an increase to the forecast for non-permanent/respite care weeks. As reported to Cabinet last month, the residential budget has been adjusted with funding transferred to domiciliary, direct payments and supported accommodation to support current levels of clients and/or expected growth in these services.

2.7.3.2 -£0.142m Domiciliary Care – an increase in the underspend from -£0.068m to -£0.210m. This budget remains very difficult to forecast with great accuracy as it remains the most volatile activity line within the Directorate. As with Older People the forecast has been revised following a review of actual costs and activity to date. The adjusted budget gives an affordable level of activity which is currently in excess of actual demand. It is expected that this underspend will reduce over the course of the year as the Directorate tries to keep clients out of residential care.

2.7.4 Adults Assessment & Related (excluding Mental Health) -£0.108m – a reduction in the pressure from £0.607m to £0.499m following further savings through vacancy management.

2.8 Environment, Highways & Waste portfolio:

Although there is no change in the overall forecast for this portfolio, with a balanced position still reported, there are offsetting movements:

2.8.1 -£0.9m Waste Management – the predicted waste underspend has increased by £0.9m to £2.5m this month. This is partly due to expected increases in income (£0.44m) mainly from the sale of recyclable materials, which has improved as a result of the higher prices for raw materials currently being experienced in the general economy, and partly from the Allington waste to energy plant not being operational for part of July and August. The Allington saving, as discussed in previous reports, results from the differential between the current disposal costs at waste to energy plant and those for landfill. This differential is currently a saving of approximately £16 for every tonne that is diverted to landfill, but this option is not sustainable in the long run due to increasing landfill taxes and restrictions in the allowances.

2.8.2 +£0.9m Kent Highways Services - As discussed in last month's monitoring report, it is proposed to use the net savings declared for the portfolio to fund invest to save schemes within KHS. These are needed to help address the MTP inflation issues within the portfolio (for waste, highways maintenance, energy and transport inflation). Current schemes under investigation are streetlighting and paying off coastal protection loans to save on interest payments. The savings expected to be generated from these projects over the medium term will be reported once these schemes have been developed sufficiently, and formal virement of the funding from Waste to KHS will be requested. It is proposed that the new £0.9m saving declared on the Waste Management Group above, is added to the £1.4m agreed by Cabinet last month for invest to save proposals so that further savings and efficiencies can be developed to assist with the significant inflation issues, thus avoiding service cuts where possible.

2.9 Communities portfolio:

The gross pressure on this portfolio has increased by £0.066m this month from £0.299m to £0.365m as a result of a continuation of pressures within the Coroners Service in respect of long inquests and analytical tests, specifically within the Mid Kent and Medway area as a consequence of investigating more cases and incurring higher charges. *(Costs are recharged to Medway Council based on a fixed percentage of total cost of service rather than costs directly attributable to the Medway area as it is not always possible to separately identify these)*. The pressure on the Coroners service is now forecast at £0.293m. It is expected that the increase in the pressure this month will be offset by management action elsewhere across the directorate, from vacancy management and reducing non essential, non staffing expenditure.

2.10 Chief Executives Directorate and Financing Items budgets:

2.10.1 Policy & Performance portfolio:

- +£0.029m Democratic Services – this is due to increased transport costs. This will be offset by the over recovery of income as a result of increased internal and external demand previously reported within Legal Services, thus reducing the overall underspend on this portfolio.

2.11 Operations, Resources & Skills portfolio – Schools Delegated Reserves update:

- 2.11.1 CFE finance consulted the Schools' Funding Forum regarding the levels of school reserves and agreed with them that they would challenge those schools that have had consistently high levels of revenue reserves over the past 5 years. The 60 schools with the largest reserves were identified and they were required to explain why they are holding reserves at these levels and it was made clear that they may be subject to recovery of some of their accumulated balances. Meetings with 35 of these schools took place in early July. Any reserves recovered will need to be re-distributed amongst Kent schools' (as per DCSF regulations) and we will discuss this with the Schools Funding Forum at their October meeting.
- 2.11.2 The 35 schools that attended the meetings in early July discussed their level of reserves with one of 3 panels, all of which included representatives from the Schools Funding Forum, CFE Finance and Advisory Service Kent (ASK). In light of the panel views, CFE Finance have now written to those schools advising them of the panel decision. In the case of 10 we have stated that we will claw back a total of £1.3m and for a further 8, up to £0.7m subject to production of further evidence. A total of 8 schools have formally logged an appeal against the decision. Of these, 6 schools attended an appeals meeting on the 12 September 2008. The appeals panel upheld the majority of the original decisions to recover reserves. So far a total of £0.988m will be recovered, commencing in the October 2008 bank advance, with two further appeals still to be heard.
- 2.11.3 The remaining schools attended similar joint meetings in mid September. In light of the panel views CFE Finance have written to those schools advising them of the panel decision. In the case of 5 schools we have stated that we will claw back a total of £0.37m and a further £0.06m subject to the production of further evidence. The next formal appeals panel meeting has been arranged for October.
- 2.11.4 This exercise has raised a number of issues that we and the Forum need to consider for the future:
- There is evidence that some schools have moved revenue into capital to avoid any possible clawback
 - A number of schools are planning to use a large proportion of revenue reserves to fund capital projects with a medium/long term risk of moving into deficit
 - A number of the Heads/Governors we met were surprised at the explicit link we made between standards and their budget reserves. This raised some significant concerns among Panel members
 - The need to do more on training, especially with Primary head teachers and do more work to brief and train School Improvement Partners
 - An emerging view that our Balance Control Mechanism may be too generous

3. 2008-09 CAPITAL POSITION

- 3.1 As previously reported, a review of the whole capital programme has been required to address the funding shortfall arising as a result of the current economic situation and the impact this has had on property prices and our ability to raise capital receipts. The funding of the original 2008-11 capital programme was reliant upon £186.802m of capital receipts, but this level of receipts is no longer realisable in the short term.
- 3.2 This collapse in capital receipts realised could have resulted in a major downsizing of our capital programme. However, the recent approval of PEF2 means that we have a much more manageable situation. The consequence of PEF2 is that we have been able to keep £85m of capital projects in the programme that would otherwise have had to be cut due to lack of funding. Whilst there are some projects re-phased or removed, we still have a very ambitious modernisation, innovation and improvement programme that is in excess of £1bn over the next three years.

- 3.3 The current economic situation has also given rise to a supplementary inflationary cost, of an average of £6m per year of the MTP, as a result of the increase in building tender price inflation since the budget was set and a pressure on the highways maintenance budget in the current year of £2.4m, all of which needs to be absorbed by reducing budgets elsewhere. It is proposed that the inflationary impact on the highways maintenance budget in 2009-10 and 2010-11 of £2.9m and £3m respectively is addressed through the 2009-12 MTP process.
- 3.4 The review of the whole capital programme is continuing, but in the meantime, in order to reflect the outcomes reached from the review so far, it is recommended that we:
- Continue to dispose of assets for which negotiations are already at an advanced stage and/or the sale proceeds are not substantially reduced from the value assumed in the MTP.
 - Defer a range of capital projects to later years but within the 5 year MTP period (details provided in appendix 1)
 - Remove, defer beyond the 5 year MTP timeframe, or find alternative funding sources, a range of capital projects (details provided in appendix 2)
- In addition, there has been an increase to the programme since the 2008-11 capital programme was set, which is mainly the result of the roll forward of the re-phasing from 2007-08, as well as additional approvals made via PAG and the Leader and additional external funding streams. The resulting revised capital cash limits are provided at appendix 3, which Cabinet is asked to approve. This incorporates all of the changes shown in appendices 1 and 2 and the roll forward from 2007-08 and other adjustments. If approved, these revised portfolio capital cash limits will be used as the basis for the next monitoring report, but it is likely that there will be further recommendations for changes to the programme in the next report(s), once the review of the whole capital programme is completed.
- The revised budget book pages for each portfolio will be available on KNet on 8 October, on the assumption that all of these changes are approved.

4. RECOMMENDATIONS

Cabinet is asked to:

- 4.1 **Note** the latest forecast revenue budget monitoring position for 2008-09.
- 4.2 **Agree** that within the Environment, Highways & Waste portfolio:
- a) the additional £0.9m waste management underspend reported this month can be added to the £1.4m net underspend reported last month and used for invest to save proposals within Kent Highways Services.
 - b) if there is any further underspending on waste management throughout the remainder of 2008-09, that this can also be redirected to invest to save proposals within the portfolio, to assist in meeting the inflation issues over the MTP.
- 4.3.1 **Agree** the revised capital cash limits, as detailed in appendix 3, which address the funding shortfall arising as a result of the current economic situation and the impact this has had on property prices and our ability to realise capital receipts;
and
- 4.3.2 **Note** that further changes to the capital programme are likely to be required once the review of the whole capital programme is complete.

CAPITAL PROJECTS DEFERRED BUT WITHIN THE 5 YEAR MTP PERIOD

	Later Years					
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
	£'000	£'000	£'000	£'000	£'000	£'000
ORS						
BN - N Dartford Prim - The Bridge	-5,292	5,292				
Dartford Girls Sports Hall	36	-36				
BN Sheppey Review 3 to 2	-1,049	-1,501	1,050	1,500		
BN Templar Barracks	-800	-800		1,600		
BN Ryarsh	-169	169				
BN Goat Lees	-100	-1,100	1,200			
BN 09-10 Dunton Green		-800		800		
BN 09-10 Lansdowne PS		-500	-1,000	-500	1,000	1,000
BN Leybourne			-100	-1,900	100	1,900
BN Ebbsfleet				-1,020	-2,040	3,060
Mod Boughton Under Blean	22	-22				
Mod Crockenhill	-364	364				
Mod 06-8	-331	331				
Mod 08-9	-351	351				
Mod Sissinghurst	-124	124				
Specialist Schs	55	-55				
Dartford Campus	533	-533				
Greenfields	-30	30				
Astor of Hever (Dev Opp)	39	-39				
Childrens Centres	-736	736				
Ashford Oaks	47	-47				
Castle Hill	-1,400	1,400				
Sheppey Academy	-4,812	-24,188	19,250	9,750		
Marsh Academy	-8,023	-657	8,680			
Spires Academy	-2,059	-5,041	7,100			
Longfield Academy		6,640	-3,640	-3,000		
Longfield Sponsorship	-500	500				
Maidstone Academy	-7,966	3,350	4,616			
Sure Start, Early Yrs and Childcare	-4,705	4,705				
BSF Wave 3	-40,829	11,884	28,945			
Primary Pathfinder	1,850	-1,850				
	-77,058	-1,293	66,101	7,230	-940	5,960
CFEA						
Transforming Short Breaks	-284	284				
KASS						
Rephasing of programme	-3,215	-7,577	7,895	2,265	632	
EHW						
Preliminary Design Fees		-50	50			
Swanley HWRC	-300	300				
Sheerness HWRC	-300	300				
KHS Co Location	-3,525	-475	4,000			
Natural Burial Ground	-1,000	750	250			
Dartford Heath HWRC		200	800	-1,000		

	Later Years					
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
	£'000	£'000	£'000	£'000	£'000	£'000
Lydd/New Romney HWRC	-500		500			
Maidstone/T Malling HWRC	-200	-350	-700	1,250		
EK Waste Facilities Development	-250	-5,000		250	5,000	
EK Ashford Trf Station		-2,500	2,500			
Sittingbourne NRR		-9,409	-500	9,909		
Rushenden	-11,899	8,797	3,102			
EKA Ph 2	-1,000	-2,447	3,555	4,392	-4,500	
Maidstone Bridge Giratory	-300		300			
KTS Stratgeic Transport Programme	-75	741	5,511	8,991	27,832	-43,000
	-19,349	-9,143	19,368	23,792	28,332	-43,000
<u>RSI</u>						
Empty Property Initiative	-680	680				
Eurokent Spine Rd	-440		440			
	-1,120	680	440	0	0	0
<u>CMY</u>						
Tunbridge Wells Library		-600	600			
Ashford Library Plus	-846	846				
Community Facility at Edenbridge	-918	918				
Kent History Centre	-3,060	-540	3,200	400		
Library Modernisation Programme	-219	219				
Gravesend Library	-690	103	587			
Turner	157	508	-886	221		
	-5,576	1,454	3,501	621	0	0
<u>CSEA</u>						
Gateways	-102	470	117	-150	-335	
Sustaining Kent	455	-255	-200			
	353	215	-83	-150	-335	0
TOTAL	-106,249	-15,380	97,222	33,758	27,689	-37,040

Later Years

	2008-09	2009-10	2010-11	2011-12	2012-13	Total	2013-14
	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Projects Rephased to 2013-14 or Alternative Funding Required:							
ORS							
Sheppey Review (3 to 2) - To be funded from PCP		-1,049	-2,550	-1,500			
Implementation of Primary Strategy - To be funded from PCP	-1,000	-944					
BN John Wesley Rephased to 2013-14			-500	-1,000	-1,500		1,500
Mod Kennington - rephase to 2013-14	-1,800						1,800
Northfleet Embankment East** rephase to 2013-14					-900		900
Northfleet Embankment West - rephase to 2013-14				-600	-2,400		3,000
Special School Review - to look at phasing of projects	-1,725	-10,146	-1,761				13,632
BN Rushenden - rephase to 2013-14***			-600	-1,200	-600		2,400
	-4,525	-12,139	-5,411	-4,300	-5,400	-31,775	23,232
EHW							
Waste Programme - prudential replaced by grant	-2,468	-2,474	-614			-5,556	
RSI							
Empty Property Initiative - prudential replaced by PRG	-1,383	-617				-2,000	
CMY							
Cheesemans Green Library - rephased to 2013-14***		-350				-350	350
TOTAL	-12,950	-20,329	-8,902	-6,803	-7,929	-56,913	

** Full cost of scheme rephased, however impact on KCC funding is only £0.45m

*** Full cost of scheme rephased, however nil impact on KCC funding

	2008-09	2009-10	2010-11	2011-12	2012-13	Total	2013-14
	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Schools Managed Projects to be Self Funded:							
Bromstone		-2,600	-488				3,088
Headcorn	-1,150	-38					1,188
Highworth		-1,347					1,347
Istead	-100	-2,900	-800				3,800
Paddock Wood		-900					900
Sevenoaks	-100	-6,500	-525				7,125
Towers	-200	-940					1,140
Whitehill	-100	-850					950
	-1,650	-16,075	-1,813	0	0	-19,538	19,538

REVISED CAPITAL CASH LIMITS

	2008-09	2009-10	2010-11	Later
	£'000	£'000	£'000	Years
				£'000
<u>ORS</u>				
Total per Budget Book	255,149	299,382	146,627	165,821
Projects deferred within 5 year MTP (App 1)	-77,058	-1,293	66,101	12,250
Projects Deleted, Rephased to 2013-14 or Alternative Funding Required (App 2)	-6,904	-28,320	-7,224	33,070
Roll Forwards from 2007-08 and other adjustments	46,421	4,044	-3,987	-34,895
REVISED CASH LIMITS	217,608	273,813	201,517	176,246
<u>CFEA</u>				
Total per Budget Book	1,295	3,129	250	500
Projects deferred within 5 year MTP (App 1)	-284	284	0	0
Projects Deleted, Rephased to 2013-14 or Alternative Funding Required (App 2)	-336	-100	0	0
Roll Forwards from 2007-08 and other adjustments	1,370	0	0	0
REVISED CASH LIMITS	2,045	3,313	250	500
<u>KASS</u>				
Total per Budget Book	60,587	29,442	27,071	26,670
Projects deferred within 5 year MTP (App 1)	-3,215	-7,577	7,895	2,897
Projects Deleted, Rephased to 2013-14 or Alternative Funding Required (App 2)	0	0	-430	0
Roll Forwards from 2007-08 and other adjustments	-556	599	414	0
REVISED CASH LIMITS	56,816	22,464	34,950	29,567
<u>EHW</u>				
Total per Budget Book	83,810	106,010	102,018	237,190
Projects deferred within 5 year MTP (App 1)	-19,349	-9,143	19,368	9,124
Projects Deleted, Rephased to 2013-14 or Alternative Funding Required (App 2)	-100	-100	-100	-200
Roll Forwards from 2007-08 and other adjustments	13,933	-912	500	7,056
REVISED CASH LIMITS	78,294	95,855	121,786	253,170
<u>RSI</u>				
Total per Budget Book	11,639	5,735	2,235	0
Projects deferred within 5 year MTP (App 1)	-1,120	680	440	0
Projects Deleted, Rephased to 2013-14 or Alternative Funding Required (App 2)				
Roll Forwards from 2007-08 and other adjustments	3,520	1,849	-255	0
REVISED CASH LIMITS	14,039	8,264	2,420	0

	2008-09 £'000	2009-10 £'000	2010-11 £'000	Later Years £'000
<u>CMY</u>				
Total per Budget Book	15,038	30,683	6,594	5,520
Projects deferred within 5 year MTP (App 1)	-5,576	1,454	3,501	621
Projects Deleted, Rephased to 2013-14 or Alternative Funding Required (App 2)	-87	-3,700	-100	150
Roll Forwards from 2007-08 and other adjustments	1,303	1,139	60	0
REVISED CASH LIMITS	10,678	29,576	10,055	6,291
<u>CSEA</u>				
Total per Budget Book	5,488	2,397	1,310	1,600
Projects deferred within 5 year MTP (App 1)	353	215	-83	-485
Projects Deleted, Rephased to 2013-14 or Alternative Funding Required (App 2)				
Roll Forwards from 2007-08 and other adjustments	175	0	0	0
REVISED CASH LIMITS	6,016	2,612	1,227	1,115
<u>P&P</u>				
Total per Budget Book	500	500	500	1,000
Projects deferred within 5 year MTP (App 1)				
Projects Deleted, Rephased to 2013-14 or Alternative Funding Required (App 2)				
Roll Forwards from 2007-08 and other adjustments	26	0	0	0
REVISED CASH LIMITS	526	500	500	1,000
<u>FIN</u>				
Total per Budget Book	6,264	5,279	4,372	8,882
Projects deferred within 5 year MTP (App 1)				
Projects Deleted, Rephased to 2013-14 or Alternative Funding Required (App 2)	-3,322	-1,093	-2,247	-4,632
Roll Forwards from 2007-08 and other adjustments	1,709	0	0	0
REVISED CASH LIMITS	4,651	4,186	2,125	4,250
<u>TOTAL</u>				
Total per Budget Book	439,770	482,557	290,977	447,183
Projects deferred within 5 year MTP (App 1)	-106,249	-15,380	97,222	24,407
Projects Deleted, Rephased to 2013-14 or Alternative Funding Required (App 2)	-10,749	-33,313	-10,101	28,388
Roll Forwards from 2007-08 and other adjustments	67,901	6,719	-3,268	-27,839
REVISED CASH LIMITS	390,673	440,583	374,830	472,139

Schools with Excessive Balances - Round 1									
Initial Interviews 3 and 4 July									
DCSF	School	Cluster	Year End Reserve	Year End Reserve as a % of budget	Panel decision		Appeal		Clawback after appeals
						Clawback			£
2176	Park Way	Maidstone (MC2)	206,938	26%	No clawback				
2229	Graveney	Swale Rural	110,287	29%	No clawback				
2269	Whitstable	Canterbury Coastal	203,250	20%	No clawback				
2296	Mundella	Shepway 1	148,636	19%	No clawback				
2300	Sellindge	Shepway Rural	83,160	20%	No clawback				
2434	West Minster	Swale Urban	205,176	20%				Yes	33,000
2454	Aycliffe	Dover	105,280	22%				Yes	20,000
2474	St Paul's	Maidstone (MC2)	140,052	22%				Yes	35,000
2534	Bysing Wood	Swale Rural	107,669	21%				No	12,100
2553	Northdown	Thanet 1	499,253	37%	No clawback				
2559	Capel le Ferne	Dover	141,082	20%	No clawback				
2650	Dymchurch	Shepway Rural	140,389	18%	No clawback				
2672	Palm Bay	Thanet 1	163,044	17%			7,900	No	7,900
3090	St Margarets	Maidstone 1	213,277	52%	No clawback				
3150	St Peter's CEP	Shepway 1	187,090	36%			80,000	No	80,000
3295	Herne C of E Infants	Canterbury Coastal	236,693	24%	No clawback				
3349	St Mary's CEP	Shepway 1	302,805	22%	No clawback				
3351	Cartwright & Kelsey	Deal & Sandwich	139,039	22%			19,000	Yes	11,100
3708	St Johns RC Primary	Gravesham	433,384	23%			250,000	Yes	150,000
3748	Diocessan & Payne	Canterbury City and Country	157,346	19%	No clawback				
3893	Phoenix	Ashford (A.S. One)	353,832	43%	No clawback				
3898	Greenfields	Maidstone (MC2)	249,317	20%	No clawback				
3900	Whitehall	Gravesham	453,731	29%			244,000	Yes	237,000
3903	Rayenhurst	Gravesham	304,242	18%	No clawback				
4065	Holmesdale Tech	Malling	1,247,457	33%			100,000	Yes	100,000
4120	King Ethelbert	Thanet 1	957,512	18%	No clawback				
4122	Ellington	Thanet 2	459,003	21%	No clawback				
5221	Wincheap	Canterbury City and Country	228,413	16%	No clawback				
5225	Harcourt	Shepway 1	118,398	20%	No clawback				
5430	Bradbourne	Sevenoaks South	994,213	27%			500,000	Yes	500,000
5456	Northfleet	Gravesham	1,022,428	20%			200,000	Yes	100,000
	Total Round 1		10,312,394				1,501,000		1,228,100

Schools with Excessive Balances - Round 2

Initial Interviews 15 and 16 September		Panel decision		Appeal		Clawback after appeals	
DCSF	School	Cluster	Year End Reserve	Year End Reserve as a % of budget	Clawback	£	£
2233	Lynsted & Norton	Swale Rural	94,209	25%	No clawback		
2329	Callis Grange N & I	Thanet 2	227,880	22%		56,000	20,500
2530	Tunbury Primary	Malling	287,011	19%		113,500	113,500
2611	St Stephens Infants	Canterbury City and Country	134,989	18%		80,000	50,000
3043	Sundridge & Brasted	Sevenoaks South	47,550	17%	No clawback		
3059	St Marks, Eccles	Malling	94,336	20%	No clawback		
3073	St Michaels Infants	Maidstone 1	89,843	21%		40,000	14,000
3126	Littlebourne	Canterbury City and Country	87,614	22%	No clawback		
3906	Palace Wood	Maidstone 1	253,138	22%		80,500	50,000
4219	Hextable Secondary	Swanley & District	400,993	10%	No clawback		
	Total Round 2		1,717,563			370,000	248,000
	OVERALL TOTAL		12,029,957			1,871,000	1,476,100
	# subject to planning permission						

Appendix 3

SUMMARY OF BCM EXCEPTION CRITERIA

Allowable under Former BCM Exemption Rules	2008-09 Financial Year-end	2009-10 Financial Year-end
Standards Funds	Up to 5/17ths eligible, where supported by finance system records	No longer eligible
Private Funds balances	Where these are identifiable within the school's accounting records, but correct accounting procedure should anyway be followed for receipts in advance	No longer eligible (correct accounting procedure should be followed for receipts in advance)
Reorganisation funding (also any new Federation allowances)	Unspent element still eligible	Unspent element eligible but with a time limit of two full financial years following the 'event'.
Reserves held on behalf of other schools	Still eligible (but ensure discussions take place to prepare for 2009-10 change)	No longer eligible Banker school can claim to have balances attributed to partner schools
Roll fluctuations and Three Year Plan	Short term provisions eligible (these should be evident within the school's submitted 3 year plan)	No longer eligible
Late funding allocations	January to March allocations eligible, but not reimbursements or those where prior notification was issued	No longer eligible Possibly some specific government grant exceptions, but only as determined by KCC
Building Projects or Major ICT purchases	Eligible, but 'commitment' should be evidenced, and devolved capital balance exhausted	No longer eligible unless formally approved under new procedure (see Appendix 2)

Note: The criteria for 2008-09 have not changed. Where additional notes are included in the 2008-09 column above, these are provided as an aid to schools to deal with any potential challenge as to 'reasonableness of interpretation' at the end of the 2008-09 year.

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By: Graham Badman, Managing Director

To: Children, Families and Education Policy Overview Committee – 13
November 2008

Subject: MEDIUM TERM PLAN 2009-10 TO 2011-12

Classification: Unrestricted

Summary:	<p>To update the committee on the Autumn Budget Statement report to Cabinet on 15 September 2008 and any later announcements by Government departments. To provide a strategic summary of the proposed service pressures and enhancements for the next three years.</p> <p>Members are invited to comment on the key issues for the services provided by the Children, Families and Education Directorate.</p>
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1. Introduction

- 1.1 The Autumn Budget Statement report by the Leader, Cabinet Member for Finance, Chief Executive and Director of Finance to Cabinet on 15 September 2008 set out the national and local context for KCC's medium term plan (MTP) for the period 2009-12 to 2011-12.
- 1.2 This report expands on that report, updates for the latest developments, looks in more detail at specific elements in the directorate medium term plan, and invites Members to comment on the key issues for the services provided by the Children, Families and Education Directorate.

2. Background

- 2.1 This paper summarises the current budget position for 2009-10 and is based on submissions to Corporate Finance as part of the Medium Term Plan process. Indicative cash limits for 2009-10 and 2010-11 were approved by County Council in February 2008 in the MTP for 2008-11. These figures are being updated for known changes such as transfers of activities or staff between portfolios and the forthcoming provisional local government finance settlement, expected in late November or early December.

3. Latest Developments: National Context

- 3.1 There are a number of national factors to take into account.

- 3.2 The government's Comprehensive Spending Review 2007 which was published on 9 October 2007 set out national spending plans for the next three years, 2008-11. The overall position and direction of the UK and world economy has continued to clearly and significantly deteriorate since that point.
- 3.3 Inflation is running at 4.7% (CPI - August) and 4.8% (RPI – August), well above the levels assumed in the government's spending plans and well above the level of our indicative grant settlement increase.
- 3.4 The latest OECD forecast issued in September predicts growth of just 1.2% for 2008 in the UK and shrinkage in the economy for the latter two quarters of 2008-09, which meets the working definition of a recession, two quarters of negative growth. This is around half the medium term level assumed in the government's spending plans.
- 3.5 The "credit crunch" continues to provide instability in financial markets and credit markets. There are clear spill over effects on the ability of any one individual or organisation to lend and borrow, to know whom it is "safe to do so", at what is a "reasonable" rate of interest for the "risk" involve. These consequentially affect the ability of individuals and organisations to fund planned capital expenditure, thus limiting proven demand for assets, limiting the ability for counterparties to sell assets at a firm "market" price. KCC is less directly affected by the "credit crunch", but not exclusively insulated, from the wider effects that we are all experiencing in every day life.
- 3.6 There are no significant changes to our budget assumptions which were set out in the autumn Budget Statement in September. Key assumptions remain:
- 3.2% formula grant increase for each of the next two years (although net of LABGI losses this is worth an effective 2.0% in 2009-10) given the pre-announced provisional local government finance settlement;
 - Approximately 1% reduction in cash terms each year for Area Based Grant on like for like basis as some initial start up grants cease (Area Based Grant will increase by approximately £32m in 2009-10 to allow for the transfer of Supporting People grant into ABG – but this is merely a transfer and not new money);
 - Specific grants (which are increasingly primarily targeted at education and children's services and of course ring-fenced) increase as set out in the three year local government finance settlement (e.g. DSG headline increases of 3.4% for 2009-10, 4.1% for 2010-11, Sure Start, Early years and Childcare headline increases of 10.6% for 2009-10 and 13.9% for 2010-11);
 - 5% maximum increase in council tax per annum given the threat of capping but equally a desire to keep actual council tax increases as low as practicable;
 - Council Taxbase grows by 1% per annum;

- That there is no deterioration beyond that already provided for in the collection fund as the housing market stalls;
- A limit on pay having due regard to the Chancellor of the Exchequer’s stipulation to all pay review bodies that public sector pay increases must be contained within a 2% limit;
- That specific grant changes and risks do not adversely move against us, but if they do and funding is directly reduced, we will have no option but to reduce services;
- That Dedicated Schools Grant is sufficient to meet all government promises on service extension and minimum funding guarantees;
- That costs of asylum seekers are fully met and reimbursed by government;
- That we have fully captured updated pressures on our services (pay, prices, demographics, demand, legislation, impact of the “credit crunch” etc.);
- That we deliver significant efficiencies and savings in specific services and through a series of cross cutting reviews of services.

4. The current budget

4.1 The current budgets for portfolios under the oversight of this POC are as follows:

Table 1

Portfolio	Gross spend £'000	Income £'000	Net spend £'000
Operations, Resources & Skills (CFE)	1,090,857	-1,029,964	60,893
Children, Families & Educational Achievement	231,967	-99,877	132,090
Total for POC	1,322,824	-1,129,841	192,983

Further detail is outlined in Appendix 1.

4.2 In very brief summary this budget provides for the following outcomes, outputs and/or service improvements:

- To provide support for 575 schools and approximately 2,500 early years providers covering over 200,000 children.
- To provide home-to-school transport for approximately 21,000 children and 3,400 children with Special Educational Needs.
- To support 7,500 governors at 575 schools.
- To provide advice, guidance, support and challenge to all schools to raise standards of pupil achievement and implement national strategies.
- To provide early years settings advice, support, challenge and training for practitioners including approximately 740 private,

voluntary and independent settings, 416 maintained schools with nursery and reception classes, 1 nursery school and 1,800 childminders.

- To provide education for “formally” excluded pupils and those children who are at risk of exclusion through 21 pupil referral units.
- To provide advice, guidance and processing of student loans for approximately 20,000 students and their families
- Establishment of 72 children’s centres and plans to create an additional 31 centres by 2011.
- To provide approximately 1,450 number of weeks residential care to children, including those with a disability.
- To provide safe and appropriate care for looked after children through approximately 48,000 weeks of foster carer placements and approximately 90 adoption plans.
- To assess children with SEN and support over 6,500 children with statements. Plus provide independent sector provision for 225 statemented children and young people.
- Establish and support 23 Local Children’s Services Partnerships.

Further detail is outlined in Appendix 2.

4.3 As reported in the 1st quarterly monitoring report to POC on 19th September 2008 there are significant spending pressures in the following areas:

- +£0.821m Capital Strategy: This pressure relates to the budget for maintenance costs of non-operational sites (+£0.543m) which is due to the boarding up of closed schools and repairs caused by vandalism. The remaining pressure of relates to the hiring and moving of mobile classrooms.
- +£2.184m Independent Sector Residential Care: This pressure relates to an increase in demand and a number of high cost placements. This is partially offset by additional funding agreed by the Joint Residential Assessment Panel (JRAP).
- +£1.000m ASK Early Years: This pressure has resulted from additional targets as part of the outcomes, quality and inclusion sure start grant. The directorate anticipates managing this pressure from underspends in Children Centres.
- +£1.366m Independent Sector Fostering: This pressure relates to an increase in the demand for this service and is offset by a savings of £1.317m on other fostering lines such as KCC fostering.
- +£0.818m Other Support Services: The majority of the pressure on this budget line relates to the Legal services budget +£0.650m.

Further detail is outlined in Appendix 3.

5. Children, Families and Education Directorate Priorities for the Medium Term Plan

- 5.1 The overall direction for Children, Families and Education (CFE) directorate is now well established, and enclosed with this report at Appendix 4 is a first draft paper of the Medium Term Service Priorities for CFE which will shape our contribution to Section 3 of the Medium Term Plan.
- 5.2 Members will appreciate, from the information in Section 3 above, that the financial framework for the medium term will be very tough for all Directorates and comes at a time when demand for services has never been higher, both because more people need services and because of greater public expectations.
- 5.3 Whilst the Directorate is implementing modernisation changes that will increase efficiency and effectiveness, this will not avoid altogether the need for some difficult decisions over the medium term.
- 5.4 Areas of cost pressures and spending priority for which significant additional funding is proposed:

Pay £3.029m (ORS and CFEA Portfolio) – In line with the current medium term plan we are forecasting an annual pressure of 2% for centrally retained staff including those staff in national pay schemes as well as the Kent scheme. The pay provision does not include staff in externally funded or trading functions.

Transport Price Pressure £2.396m (ORS Portfolio) – This pressure relates to the projected increase in pupil transport costs (Mainstream, SEN and College). £1.457m of this pressure had already been reflected within the MTP for 2008-11. The increase relates to re-contracting and increased fuel costs. Failure to fund this pressure will lead to an inability to deliver our statutory requirement resulting in possible intervention by the DCSF and/or major claims from parents through courts.

Academy Central Recoupment £0.780m (ORS Portfolio) – Under the new DCSF arrangements, when a maintained school transfers to academy status, the Local Authorities DSG settlement is reduced for a proportion of the central services. This deduction affects a number of different service units. There is no linear relationship between the number of schools and the budgets of central services so this pressure will mean cuts to front line and back office services. These reductions will not affect just centrally managed services but also the very services we are moving out to the Local Children's Services Partnerships (LCSPs) that we are currently establishing. The vast majority of these reductions will be on statutory services. The rhetoric that we could recover such costs through selling such services to schools is not based in reality given the nature of the services concerned. For us it will be "easier" (though more painful) to make budget savings rather than trying to set up bureaucratic contractual arrangements for Academies knowing full well that most will not look to buy back.

Schools Additional Pressures £2.510m (ORS Portfolio) – This pressure reflects the projected additional costs of funding schools for energy costs over and above the initial funding already included within the 2008-11 MTP and reflected in schools indicative 2009/10 formula budgets. Schools are experiencing increases in energy bills three times higher than previously estimated. For 2008/09 this has been funded from the recovery of surplus balances from 15 schools. The impact of resisting this pressure would be felt by all schools, some of which are already in or are close to experiencing financial difficulty. As reported to the CFE POC on 19th September 2008; 11 schools are forecasting deficit in 2008/09, 43 Schools in 2009/10 and 65 schools in 2010/11.

Designated Units Review £1.167m (ORS Portfolio) – The Local Authority is committed to reviewing the way in which it provides funding to schools for pupils who attend special educational needs units. This pressure of £1.167m relates to the parallel running of existing units and severe & complex needs funding, and the new lead schools. The additional funding ensures support arrangements can continue for all existing pupils while new unit provision is being developed concurrently.

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

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

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

improvements from funding this pressure as it reflects the current demand for this service.

Legal Services £0.753m (CFEA Portfolio) – Like independent sector residential care, the pressure on this service has been reported through last years outturn and this years monitoring return. Legal services have also indicated there is no scope to reduce CFE costs in future years. The service implications of resisting this pressure would result in delays in taking appropriate steps to protect children from harm which may result in increased numbers of children in care. There is also a future risk of claims of damages from children who have been left at home suffering harm.

Additional payments to PVI providers £4.000m (CFEA Portfolio) – Government requirements to re-align the funding provided to support the Free Entitlement to Early Years education in a fairer and more transparent way has highlighted the disparity between rates paid to PVI providers and maintained settings. This additional cost pressure equates to 50p per hour per child for all PVI providers who provide a free entitlement to three and four year olds, and is over and above the normal inflation increase. It attempts to bring the PVI providers' hourly rate closer to that which maintained schools currently receive who provide the same free early years education. This pressure has no direct impact on the current levels of service provided, but begins to help address the issue of quality in some PVI settings where current hourly rates cannot sustain the higher levels of staff qualifications that are now required by Ofsted to meet their 'high quality' provision criteria. A sub group of the Schools Funding Forum is charged with recommending revised scales of hourly payments to reflect cost differences in various settings. This budget increase would greatly assist in addressing the current disparities.

5.5 The position can be summarised as follows:

Table 2

	2009-10 £'000	2010-11 £'000	2011-12 £'000
Existing pressures in published MTP 2008- 2011			
Pay	3,029	3,039	0
Prices	5,146	5,380	0
Legislative	1,273	7,057	0
Demand	315	0	0
Towards 2010	0	0	0
Service Improvements	674	357	0
School Block	23,442	28,938	0

Table 2 continued

	2009-10 £'000	2010-11 £'000	2011-12 £'000
New pressures			
Pay	0	37	3,137
Prices	1,124	739	6,411
Legislative	6,102	1,509	1,069
Demand	7,653	250	100
Towards 2010	0	0	0
Service Improvements	3,571	778	-133
School Block	1,452	259	34,999
Total Pressures (existing and new)	53,781	48,343	45,583

Table 3 below separates the MTP pressures between DSG and base.

Table 3

	2009-10 £'000	2010-11 £'000	2011-12 £'000
DSG funded pressures	38,954	34,337	39,591
Base funded pressures	14,827	14,006	5,992
Total Pressures	53,781	48,343	45,583

More detail is set out in the attached draft Medium Term Plan Financial Appendix 5. For reference, the previous published MTP for 2008-11 is reproduced in Appendix 6.

- 5.6 The DCSF provided indicative DSG totals for the current 3 year CSR period. Therefore, the rate of increase in DSG can be predicted for the next two years, subject to final pupil counts in January 2009 and January 2010. The table below summarises the expected shortfall in DSG for 2009-10. Full details of the DSG pressures are outlined in Appendix 7, along with an explanation of the DSG calculation and its implications. It is County Council policy not to top-up the DSG therefore to balance we must either find savings or reduce pressures. We have a meeting with the Schools Funding Forum to discuss ways to resolve this shortfall on 7th November 2008 and a verbal update will be given to POC on 13th November.

Table 4

	Schools and PVI £'000s	Centrally retained £'000s	Total £'000s
Indicative DSG funding	-24,384	-2,198	-26,582
Pressures	31,199	5,609	36,808
Shortfall	6,815	3,411	10,226

5.7 In relation to the budget, the detailed proposals are still being iteratively developed and will be subject to consultation and deliberation over relative service priority. This POC is asked to prioritise the CFE functions and budget and indicate what types and areas of savings, broadly, might be achievable and acceptable, if there were savings requirement of:

- 1% = £2m;
- 2% = £4m; or
- 3% = £6m;

of the base funded budget. To assist and remind Members, the current budgets for CFE are attached at appendix 1.

6. Recommendation

6.1 Members are asked to note and comment on the above proposals.

6.2 Members are invited to identify and express their relative priorities for services and to indicate, broadly, areas and types of savings and efficiencies that they consider could realistically be achieved.

Appendix 1 – Existing 2008-09 budgets

Operational, Resources and Skills (CFE) 2008-09 budget agreed by County Council on 19th February 2008

2007-08 Spending Plans £'000	Spending Plans	2008-09 Total £'000	Income £'000	Net Cost £'000		Managing Director
737,216	Delegated Schools Budgets	837,252	-80,517	756,735	Funding directly managed by 575 schools.	GB
51,888	Devolved Standards Fund for Schools	53,421		53,421	Funding devolved to all schools by means of a formula.	GB
7,019	Targeted Standards Funds for Schools	8,051		8,051	Funding devolved to specific schools for specific purposes/projects.	GB
27,972	Direct Funding for Schools	42,119		42,119	Schools Standards Grant allocated directly to 575 schools (including SSG personalisation).	GB
2,513	Finance	3,719	-1,071	2,648	Budgeting, accountancy & financial management support for the Directorate and 575 schools.	GB
4,070	Awards	5,019	-827	4,192	Advice, guidance and processing of student loans for 20,000+ students and their families. Overseeing the free school meals budget & Home to College transport.	GB
-874,712	Grant income and contingency	19,115	-927,280	-908,165	Includes specific grant income from DCSF (DSG, SDG and SSG), Sure Start, LSC post 16 funding & unallocated ISB.	GB
11,915	Personnel & Development	15,734	-3,606	12,128	Professional support to Directorate and budgets including premature retirements, teachers' maternity pay, Criminal Records Bureau checks and crossing patrols.	GB
1,596	Capital Strategy Unit	5,850	-3,284	2,566	Managing the capital programme and asset management plan.	GB

**Operational, Resources and Skills (CFE) 2008-09 budget agreed by
County Council on 19th February 2008 (continued)**

2007-08		2008-09				Managing Director
Spending Plans £'000	Spending Plans	Total £'000	Income £'000	Net Cost £'000		
	BSF/PFI/Academy Unit	450		450	Manages the development and delivery of the BSF programme and individual Academy schemes.	GB
1,310	Client Services	4,691	-3,471	1,220	Managing major contracts (e.g. meals and cleaning) on behalf of schools.	GB
2,660	Business Management	2,449	-143	2,306	Cost of offices and related support staff.	GB
6,457	ICT	3,074	-1,880	1,194	Managing National Grid for Learning E-government and broadband developments with schools (now co-funded by capital grant).	GB
421	Health and Safety	437	-8	429	Includes health & safety and outdoor education adviser.	GB
1,472	Strategic Management	1,808	-103	1,705	Directorate senior management and strategic support to schools.	GB
	Extended Services	6,398	-510	5,888	Working with Kent Schools and partners to develop extended services for children and families, e.g. childcare, study support, parent support and community access to school facilities.	GB
832	Kent Music	838		838	Kent Music provides access to instrumental music tuition and county groups for Children and Young People in Kent.	GB
1,397	14 - 24 Unit	2,417	-202	2,215	Working to provide a high quality universal service for 14-24 year olds by commissioning a range of demand led services.	GB

**Operational, Resources and Skills (CFE) 2008-09 budget agreed by
County Council on 19th February 2008 (continued)**

2007-08 Spending Plans £'000	Spending Plans	Total £'000	2008-09 Income £'000	Net Cost £'000		Managing Director
5,402	School Organisation	2,758	-66	2,692	Organising school places for children; training & support for governors at 575 schools.	GB
14,948	Mainstream Home to School Transport	16,405	-484	15,921	Daily transport of 20,000+ children.	GB
12,831	Clusters	17,054	-263	16,791	Co-ordinates critical support to schools in a variety of areas, e.g. welfare, behaviour, SEN, early years etc., and supports collaborative working between schools.	GB
9,390	Additional Educational Needs and Resources	15,332	-5,552	9,780	Fulfils LA duty to assess children with SEN & proactively meet a child's needs without the need for a statement. Much funding now delegated to schools. Supports over 6,500 statements.	GB
14,806	Special Educational Needs Transport to Schools	15,483		15,483	Transport of around 3,500 children with SEN to education provision.	GB
9,459	Independent Sector Provision	10,983	-697	10,286	Independent sector provision for 225 'statemented' children and young people whom Kent are financially responsible.	GB
50,862	Budget Controlled by this Portfolio	1,090,857	-1,029,964	60,893		

**Children, Families and Educational Achievement 2008-09 Budget agreed
by County Council on 19th February 2008**

2007-08 Spending Plans £'000	Spending Plans	2008-09		Net Cost £'000	Managing Director
		Total £'000	Income £'000		
6,804	Policy & Performance				GB
	Strategic Planning and Review (Strategy, Policy & Performance)	2,307	-250	2,057	GB
	Policy & Performance (Vulnerable Children)	4,124	-145	3,979	GB
	Managing Director's Office and Democratic Services	1,966		1,966	GB
	Project Management (Strategy, Policy & Performance)	113		113	GB
3,059	Advisory Service Kent - Secondary	3,349	-160	3,189	GB
3,853	Advisory Service Kent - Primary	4,773	-150	4,623	GB

**Children, Families and Educational Achievement 2008-09 Budget agreed
by County Council on 19th February 2008 (continued)**

2007-08 Spending Plans £'000	Spending Plans	2008-09				Managing Director
		Total £'000	Income £'000	Net Cost £'000		
5,931	Advisory Service Kent - Early Years	5,781	-12	5,769	Provide advice, support, challenge and training for practitioners to 740+ private, voluntary and independent settings, 416 maintained schools with nursery and reception classes, 1 nursery school and 1,800 childminders.	GB
2,624	Advisory Service Kent - Improvement and Leadership				Budget transferred to other lines within the Advisory Service Kent.	GB
3,992	Advisory Service Kent - Improvement Partnerships	4,683	-1,197	3,486	To develop effective improvement partnerships between 575 schools, 740+ early years settings and 23 clusters. Teaching and support staff. Facilitate effective networks of specialist schools/colleagues and 14-19 collaborations.	GB
2,560	Advisory Service Kent - Professional Development	5,155	-2,262	2,893	To provide effective continuing professional development for teaching and support staff in 575 schools, for practitioners in 740+ early years/pre-school settings, the Advisory Service and other divisional staff.	GB
16,288	Early Years & Childcare	22,665	-234	22,431	Supporting childcare providers covering the age range 0-14 (0-16 for children with SEN).	GB
28,080	Management Information	30,623	-35	30,588	Collection and analysis of statistical information from educational establishments, and payments to over 740 providers of early education. Budget funds places for 3 & 4 year olds.	GB

**Children, Families and Educational Achievement 2008-09 Budget agreed
by County Council on 19th February 2008 (continued)**

2007-08 Spending Plans £'000	Spending Plans	Total £'000	2008-09 Income £'000	Net Cost £'000		Managing Director
94	International Development	195	-100	95	Developing international partnerships & securing external funding.	GB
3,533	Educational Psychology Service	3,770	-94	3,676	Psychologists are involved in statutory assessment & meeting the needs of children in schools.	GB
10,820	Attendance & Behaviour Service	16,348	-5,292	11,056	Investigating truancy & non-attendance at school. Providing education for "formally" excluded pupils, and those children who are at risk of exclusion.	GB
1,691	Minority Community Achievement Service	1,674	-96	1,578	Support provided for children who have English as an additional language. Statutory requirement to provide education to traveller children.	GB
612	Children's Safeguard Service				Meets the statutory requirements of the Children Act (in 08-09 part of Policy & Performance - Vulnerable Children).	GB
3,081	Specialist Teaching Service	2,728	-257	2,471	Specialist teachers who provide support and training to teachers in mainstream schools who deal with special educational needs.	GB
1,717	Joint Commissioning Service	1,695		1,695	Commissioning services to improve the well being and educational attainment of children in Kent.	GB
200	Commissioning - General	1,640	-614	1,026	Jointly commission and provide targeted and specialist services to secure better outcomes for children and young people. Lead development of integrated working and processes incl. CAF and ContactPoint.	GB

**Children, Families and Educational Achievement 2008-09 Budget agreed
by County Council on 19th February 2008 (continued)**

2007-08	2008-09				Managing Director	
Spending Plans £'000	Spending Plans	Total £'000	Income £'000	Net Cost £'000		
2,487	Residential Care provided by KCC	2,051	-25	2,026	Provision of in-house residential care to children including those with a disability.	GB
2,990	Independent sector residential care	3,844	-403	3,441	Provision of independent sector residential care for looked after children including welfare secure and children with a disability.	GB
467	Residential care - not looked after children	664	-7	657	Provision of residential care for children not looked after.	GB
8,890	KCC family support	10,797	-960	9,837	KCC family support includes 13 Family Centres across Kent.	GB
867	Family group conferencing	1,129	-241	888	A scheme to empower families to make decisions about how their family can provide support to vulnerable children at risk of being admitted to care.	GB
19,329	Fostering Service	23,001	-97	22,904	Provision of short, medium and for older children, long term placements. Includes related and non-related payments, independent sector fostering and County fostering team. Special guardianship and Kinship payments are also included.	GB
5,780	Adoption Service	6,172	-22	6,150	Provision of safe and appropriate substitute care for those of KCC's Looked After Children with an adoptive plan. Includes adoption payments and County Adoption Team.	GB
1,486	Independent sector day care	920		920	Provision of independent sector day care services for children, including those children with a disability.	GB

**Children, Families and Educational Achievement 2008-09 Budget agreed
by County Council on 19th February 2008 (continued)**

2007-08 Spending Plans £'000	Spending Plans	2008-09		Net Cost £'000		Managing Director
		Total £'000	Income £'000			
2,339	Section 17	870	-5	865	Provision of preventative services, which supports families, prevents family breakdown and admission of children into Local Authority Care.	GB
232	Link placements	236		236	A volunteer scheme for Children with a disability.	GB
7,276	Grants to voluntary organisations	7,674	-398	7,276	Provision of preventative support to vulnerable children and families in the Community, through use of voluntary organisations.	GB
290	Direct payments	847		847	Direct payments are offered to parents/carers, where their child has been assessed as requiring services, to enable families to purchase their own community care services directly.	GB
526	Teenage pregnancy	706		706	Supports strategies that prevent teenage pregnancies.	GB
3,400	Leaving care/16+	3,413		3,413	Supports care leavers and Looked After Children 16+ preparing to leave care, who KCC is responsible for as a corporate parent. Includes payments under sections 23 and 24 of Children Act 1989.	GB
3,763	Other Services Support	5,377	-824	4,553	Support for Children's Services including Out of Hours service, Duty Service, Legal Fees, Facilities, Planning and Contracting.	GB
17,743	Assessment and Related	19,003	-16	18,987	Provision of social work services and its related support.	GB

**Children, Families and Educational Achievement 2008-09 Budget agreed
by County Council on 19th February 2008 (continued)**

2007-08			2008-09			
Spending Plans £'000	Spending Plans	Total £'000	Income £'000	Net Cost £'000		Managing Director
	Asylum Seekers	13,450	-13,450		Providing support to all categories of asylum seeker.	GB
-70,527	Grant income and contingency	18,224	-72,531	-54,307	Includes specific grants from DCSF (DSG, Standards Fund, SSG and Sure Start) and Connexions Services.	GB
102,277	Budget Controlled by this Portfolio	231,967	-99,877	132,090		

Appendix 2 – Activity and output data – what the current budget “buys”

Section 4.2 of the report highlights some key facts about the scope of the services and there is a brief line by line explanation set out against each of the budget line in Appendix 1. This appendix outlines some additional information about some of the key services the 2008-09 CFE budget “buys”:

Service	Net Budget £'000s	Outputs and outcomes
Mainstream Home to School transport	15,921	The budget provides transport for approximately 21,000 children based on an average cost of £758 per child per year
Special Educational Needs Transport to schools	15,483	The budget provides specialist transport for approximately 3,400 children based on an average cost of £4,560 per child per year.
School Organisation	2,692	This budget includes support to the admissions process (including PESE) and Governor support for to approximately 7,500 Governors. The budget also funds the Area Children Services Officers who provide support to 575 schools.
Attendance and Behaviour	11,056	The budget includes funding for 21 Pupil Referral Units – 11 Behaviour units, 7 alternative curriculum units and 3 medical units. These units provides approximately 900 placements.
Management information	30,588	The majority of this budget funds payments to early years provider for the 3 & 4 year old free entitlement. This budget provides over 7.9 million hours of early years provision based on £3.60 per hour per child.
Advisory Service Kent (all services)	19,960	This budget provides advice, support, training and challenge to 575 schools and approximately 740 private, voluntary and independent settings, and 1,800 childminders, along with training for up to 7,500 governors.
Early Years and Childcare Operations Unit	22,431	A significant proportion is funded from the sure start grant and provides advice, support and training to approximately 740 private, voluntary and independent settings, and 1,800 childminders. The budget includes funding to support 72 children centres this is due to increase to 103 by 2011.
Fostering service	22,904	This budget includes funding for: Approximately 46,300 weeks KCC fostering care based on an average cost of £338 per week per child. Approximately 1,500 weeks independent sector foster care based on an average cost of £1,010 per week per child.
Independent Sector Residential Care	3,441	This budget funds the following: Approximately 1,400 weeks residential care (including disability) at an average cost of £2690 per week. Approximately 50 weeks secure accommodation based on an average cost of £4228 per week.

Service	Net Budget £'000s	Outputs and outcomes
Direct Payments	847	As at October 2008 there were 290 clients receiving direct payments. This is an increase of 106 clients from 31 st March 2008.
Adoption Service	6,150	This budget funds the county adoption team and adoption payments for those eligible. In 2007/08 there were 92 Adoptions and there have been 48 adoptions between April and August 2008.

Appendix 3 – Current budget monitoring details

Below is a table detailing the latest published monitoring position for CFE.
This was presented to Policy Overview Committee on 19th September 2008.

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
OPERATIONS, RESOURCES AND SKILLS portfolio							
Delegated Budget:							
- Delegated Schools Budget	852,367	-80,517	771,850	0	0	0	
- Devolved Standards Fund	102,835	0	102,835	0	0	0	
- Targeted Standards Fund	0	0	0	0	0	0	
- Direct Financing for schools	0	0	0	0	0	0	
TOTAL DELEGATED	955,202	-80,517	874,685	0	0	0	
Non Delegated Budget:							
- Finance	3,810	-1,071	2,739	0	0	0	
- Awards	5,058	-827	4,231	89	-49	40	
- Grant income & contingency	4,384	-934,827	-930,443	0	0	0	
- Personnel & Development	16,007	-3,606	12,401	70	0	70	Redundancy costs for school staff underspend £398k, pensions overspend £468k
- Capital Strategy Unit	2,808	-242	2,566	821	-2	819	Revenue maintenance due to school closures and vandalism £543k, 3 new projects for mobile moves £278k
- BSF/ PFI and academies unit	450	0	450	83	0	83	
- Client Services	5,165	-3,471	1,694	11	0	11	
- Business Management	2,276	-143	2,133	118	0	118	Delay in achieving the full administrative staff saving in 2008/09 £118k
- ICT	7,630	-1,880	5,750	-16	-38	-54	
- Health & Safety	437	-8	429	6	0	6	
- Strategic Management	1,714	0	1,714	0	-2	-2	
- Extended Services	5,955	-350	5,605	0	0	0	
- Kent Music	858	0	858	0	0	0	
-14-24 unit	2,307	-202	2,105	0	0	0	
- School Organisation	2,984	-66	2,918	-48	0	-48	
- Mainstream HTST	16,555	-484	16,071	0	0	0	
- Clusters	19,426	-263	19,163	0	0	0	
- AEN & Resources	15,981	-5,552	10,429	0	0	0	
- SEN Transport to Schools	15,483	0	15,483	0	0	0	
- Independent Sector Provision	10,983	-697	10,286	0	0	0	
TOTAL NON DELEGATED	140,271	-953,689	-813,418	1,134	-91	1,043	
OR&S Assumed Mgmt Action				0		0	

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
OR&S non delegated Forecast after Mgmt Action	140,271	-953,689	-813,418	1,134	-91	1,043	
Total OR&S incl schools delegated	1,095,473	-1,034,206	61,267	1,134	-91	1,043	
CHILDREN, FAMILIES AND EDUCATIONAL ACHIEVEMENT portfolio							
- Strategic Planning & Review	1,436	0	1,436	0	0	0	
- P & P (Vulnerable Children)	4,263	-395	3,868	0	0	0	
- Managing Directors Office & Democratic Services	2,070	0	2,070	0	0	0	
- Project Management (SPR)	113	0	113	0	0	0	
- Advisory Service Kent (ASK) Secondary Team	3,373	-160	3,213	65	0	65	
- ASK Primary Team	5,741	-360	5,381	55	0	55	
- ASK Early Years Team	5,756	-12	5,744	1,000	0	1,000	Additional targets linked to Outcomes, quality and inclusion strand of Sure Start overspend £1m
- ASK Improvement Partnerships	3,486	0	3,486	0	0	0	
- ASK Professional Development	5,080	-2,262	2,818	0	0	0	
- Early Years & Childcare	22,570	-154	22,416	0	0	0	
- Management Information	30,965	-35	30,930	0	-7	-7	
- International Development	195	-100	95	0	0	0	
- Educational Psychology Service	3,725	0	3,725	-125	0	-125	Psychologist vacancies £125k
- Attendance & Behaviour Service	17,208	-5,292	11,916	40	0	40	
- Minority Community Achievement	1,720	-96	1,624	0	0	0	
- Specialist Teaching Service	3,061	-590	2,471	0	0	0	
- Joint Commissioning	1,847	-310	1,537	0	0	0	
- Commissioning General	13,047	-614	12,433	0	0	0	
- Residential Care provided by KCC	2,261	-25	2,236	11.0	-11.0	0.0	
- Independent Sector res. care	5,119	-403	4,716	2,184.0	-728.0	1,456.0	Overspend due to increased demand and high cost placements. Increased income from joint funding arrangements as agreed by JRAP
- Residential care - not looked after children	664	-7	657	22.0	-64.0	-42.0	
- KCC Family support	10,942	-960	9,982	-1,090.0	183.0	-907.0	Planned underspend to cover the pressures on Assessment & Related
- Family group conferencing	1,129	-241	888	12.0	-11.0	1.0	

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
- Fostering service	23,403	-97	23,306	124.0	-124.0	0.0	Increase in independent fostering allowances £1,366k, overspend on County Fostering Team £75k, underspend on other fostering lines £1,317k. Additional income from placements, training and OLAs.
- Adoption service	5,988	-22	5,966	-257.0	-9.0	-266.0	Underspend on adoption allowances £502k, overspend on County Adoption Team £245k
- Independent Sector day care	920	0	920	-198.0	0.0	-198.0	Lower than anticipated number of clients
- Section 17	908	-5	903	119.0	5.0	124.0	Higher than anticipated number of clients, more expensive support
- Link placements	236	0	236	-10.0	0.0	-10.0	
- Grants to voluntary organisations	5,678	-266	5,412	9.0	-9.0	0.0	
- Direct payments	735	0	735	-108.0	-10.0	-118.0	Expenditure charged to new strand of the Sure Start Grant for Transforming Short Breaks for Disabled Children leading to a base underspend.
- Teenage pregnancy	706	0	706	6.0	-6.0	0.0	
- Leaving care/16+	3,413	0	3,413	-101.0	0.0	-101.0	Lower than anticipated take up of places
- Other services support	6,789	-824	5,965	818.0	-47.0	771.0	Legal overspend £650k, Out of Hours additional staff overspend due to transition £80k, other minor overspends £88k
- Assessment and related	19,077	-16	19,061	1,260.0	-353.0	907.0	Staffing overspend covered by planned underspend on Family Support
- Grant income & contingency	5,706	-74,197	-68,491	0.0	0.0	0.0	
Total C,F&EA	219,330	-87,443	131,887	3,836	-1,191	2,645	

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
CF&EA Assumed Mgmt Action				-2,250		-2,250	
CF&EA Forecast after Mgmt Action	219,330	-87,443	131,887	1,586	-1,191	395	
- Asylum Seekers	13,450	-13,450	0	0	4,002	4,002	
Total C,F&EA incl. Asylum	232,780	-100,893	131,887	3,836	2,811	6,647	
Total Delegated	955,433	-80,517	874,916	0	0	0	
Total Non Delegated (excl. Asylum)	359,601	-1,041,363	-681,762	4,970	-1,282	3,688	
Total Directorate Controllable (excl. Asylum)	1,314,803	-1,121,649	193,154	4,970	-1,282	3,688	
Directorate Assumed mgmt action				-2,250		-2,250	
Total Directorate Controllable (excl. Asylum) after mgmt action	1,314,803	-1,121,649	193,154	2,720	-1,282	1,438	
Directorate Net Total (incl. Asylum) before mgmt action	1,328,253	-1,135,099	193,154	4,970	2,720	7,690	
Directorate Net Total (incl. Asylum) after mgmt action	1,328,253	-1,135,099	193,154	2,720	2,720	5,440	

Appendix 4 – Draft Submission for Section 3 of the Medium Term Plan – Children, Families and Education Directorate 13th November 2008

3.1 CHILDREN FAMILIES AND EDUCATIONAL ACHIEVEMENT

3.1.1 Overall Objectives of the Portfolio

The key objectives of Children and Family Services within the Children, Families and Education Directorate are:

- Progress work on the portfolio specific and relevant cross-cutting targets in the Towards 2010 plan.
- Give particular focus to safeguarding and promoting the welfare of children across all agencies, ensuring that Kent fulfils its responsibilities to the children in its care, and ensuring the effectiveness of Kent's Safeguarding Children Board
- Progress work on the LAA 2 targets for which this portfolio leads on behalf of the Kent Partnership specifically:
 - Obesity among primary school children in reception year
 - Effectiveness of child and adolescent mental health services
 - Achievement of 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and maths (floor)
- Pursue within the Supporting Independence Programme (SIP) priorities and work with relevant units and partners to embed the principles of SIP across the portfolio.
- Progress work on the Children and Young People's Plan 2008-2011 and effective delivery mechanisms
- Implementation of the Early Years Strategy
- Implementation of Kent's Strategy for Supporting Parents
- Continued implementation of the Primary and Secondary Strategies.
- Reduce the impact of poverty on children's lives by tackling the underlying causes and mitigating the effects

3.1.2 Medium Term Service Priorities

Priority areas to ensure progress is maintained in achieving these objectives include:

- Continue to give top priority to the protection of children and continue to develop and support Kent's Safeguarding Children Board
- Continue to progress work on the development of local Children's Services Partnerships and the Kent Children's Trust
- Continue to raise standards of attainment at all key stages of education and narrow the attainment gap of targeted groups of children by reducing low attainment, under-performance and in-school variation.
- Continue to offer and further develop multi agency services for parents, carers and families
- Reduce disruptive behaviour, bullying and vandalism in schools.
- Improve provision for pupils at risk of exclusion, excluded, out of school and poor attenders to provide full time education with particular focus on early intervention and an expansion of alternative curriculum approaches.
- Work with partners to redefine and strengthen multi agency commissioning of services for children through the local children's services partnerships and the

Kent Childrens Trust, to deliver key priorities within the Children and Young People's Plan

- Support for the family group conferencing service to provide a framework for better decision making, keeping children in their families, reducing the number of children being looked after and tackling school exclusions.
- Prioritise better transition planning and independence for all children and young people, particularly those with learning difficulties and/or disabilities, into adulthood, in partnership with the Adult Services Directorates.
- Promote improved life chances and quality of life for Kent's disabled children.
- Encourage children and young people to be physically healthy, reducing the proportion of children who are an unhealthy weight
- Support children and young people to be emotionally healthy, promoting self esteem and finding ways to reduce inappropriate risk taking behaviour which should lead to a reduction in drug and alcohol misuse and teenage pregnancy
- Improve access to mental health services ensuring children and young people with mental health problems receive timely support and appropriate ongoing care
- In partnership, continue to implement the Looked After Children action plan and pledge to improve the life chances and educational outcomes of Looked After Children
- Continue to develop adoption services and a wide range of stable fostering options
- Further develop services to meet the needs of asylum seekers and refugee children within allocated KCC resources and lobby central government for funding to cover the full cost of services
- Improve outcomes for children and young people with medical needs by developing a consistent County-wide service.
- Continue to work towards greater integration with health services through the Public Health Unit within KCC, led by a Director of Children's Health from the Primary Care Trusts (PCTs), with a position on the Children, Families and Education Directorate senior management team.
- Develop, agree and implement integrated processes across all agencies in the Kent Children's Trust, including the Common Assessment Framework ,the Lead professional functions, ContactPoint and systems and processes for better data sharing between agencies with the benefit of linking ICT systems
- Address under-achievement of vulnerable minority ethnic and bilingual learners within the context of Kent
- Work with schools and communities to help children and young people feel safer.

JOINTLY WITH OPERATIONS, RESOURCES AND SKILLS

- Continue to promote the involvement of children, young people, their carers and the public generally in services for children and families
- Actively seek and listen to the views and opinions of children and young people to inform planning and improve services in Kent
- Improve, in partnership with the private and voluntary sector, the quality of and take up of early years provision through strengthened links, quality assurance and the development of Children's Centres.
- Continue with the implementation of the Children's Centre programme and where possible deliver integrated services from Early Years education, Family Centres , Adolescent Resource centres, Extended schools and other relevant services
- Maximise opportunities for children with additional educational needs and disabilities , ensuring that there is a good range of coherent multi-agency local

services that meet their needs and enhance our work with families and schools to ensure equality of access and achievement of ambitious educational outcomes.

3.1.3 Risk Assessment –

The key risks to children and family services to be managed in the medium term are as follows:

- **Demand Outstripping Resources:** While resources always have to be managed, we expect in the medium term that demand will increase substantially, but growth in resources will be constrained. For children in need, this is a significant issue since Kent has moved to implement fully policies geared towards prevention, as advocated by Government. Consequently, more unmet need has been identified which in consequence has seen a significant increase in referrals. Our policy of keeping children out of care wherever possible increases the number of calculated risks being taken on a day-to-day basis to maintain highly vulnerable children in their families.

Other areas of risk relate to Special Educational Need (SEN) for example: an increasingly rights driven society generates the potential for demand for choice of education by parents for children with severe and complex needs, especially for education in schools not maintained by the County Council, thus placing pressure on this volatile demand driven budget.

- **The placement of children by other local authorities in Kent** continues to create risks across a range of services including the need to provide additional support without the potential for cost recoupment from placing authorities. However efforts taken to highlight this issue are slowly resulting in a reduction in children placed from elsewhere.
- **Children not in education:** While there have been significant improvements in identifying, with partners in other agencies, those children who are not in education and in placing them, significant numbers of children and young people are still not presented by their parents for admission to school. This can lead ultimately to legal cases for failure to educate as well as exacerbating potential disadvantage to the safety and life chances of the individuals involved.
- **Child Protection:** We will continue to review CRB processes to ensure that children are safe. A further protective factor, the Common Assessment Framework and its associated provisions may be difficult to implement for reasons which relate to technical difficulty, financial pressures and/or staff capacity.
- **The county Asylum seekers and Refugee Service unit:** Unaccompanied minors (children seeking asylum) provide a particular challenge to resource management. Given its unique position as the 'gateway' to Europe, Kent has the largest asylum seeker and refugee service in the country. Lengthy delays and shortfalls in the allocation of the Home Office grant leave the service with a severe funding deficit. Delays in the issuing of guidance and levels of grants, make it difficult to plan services for these children and young people, whose needs are complex, necessitating specialist input and services across the education and social care sectors. The funding provided does not meet all these requirements. The volume of demand is unpredictable, and outside our control.

- **Primary School attainment and standards in early years** : Kent's primary school attainment and the quality of its early years provision are key to the success of a number of specific and related local and national priorities . Action to improve has been taken through improved monitoring and support, this is being maintained and further developed through the Primary Strategy, Kent School Improvement Partners and Clusters.
- **Secondary School attainment at GCSE:** The National Challenge Programme has introduced a new floor target for Secondary schools across the Country. By 2011 every school must achieve at least 30% 5+A*-C at GCSE to include English and Maths. This applies to a number of schools in Kent and improvement action plans are in place.
- **Staffing:** During the period of this plan there are major issues affecting childrens' services that are likely to have a significant impact on the Directorates staffing, structures, recruitment and retention and training. Providing good quality services for children and young people is dependent on a high calibre, flexible and committed workforce.
- **Health and Safety:** We will continue to review and develop policies, procedures and guidelines to ensure potential accidents to pupils, staff, clients and members of the public are minimized.
- **Changes arising as a result of the implementation of Children's Services Partnerships and other national changes:** Across England, all authorities will be implementing structural change with associated new professional responsibilities. Careful management will reduce the potential for change to affect frontline services and staff training will ensure that new roles are properly discharged, but it cannot be guaranteed that no additional risks will arise from this complex process.
- **Technological and Information sharing:** Information sharing is a national requirement to help prevent a vulnerable child slipping through the net. A number of new and replacement systems are planned to support this requirement, all of which have associated risks.
- **Health economy:** Structural changes and shortfalls in funding in the health economy may result in risk to children's social care and service integration

3.2 OPERATIONS, RESOURCES AND SKILLS

3.2.1 Overall Objectives of the Portfolio

To ensure that each child and young person is inspired and supported to extend their potential, with particular reference to the Every Child Matters Outcomes, our key objectives are:

- Progress work on the portfolio specific and relevant cross-cutting targets in the Towards 2010 plan.
- Progress work on the LAA2 targets where the portfolio leads on behalf of the Kent Partnership specifically: 16-18 year olds who are not in education, employment or training (NEET).

- Pursue within the Supporting Independence Programme (SIP) priorities and work with relevant units and partners to embed the principles of SIP across the portfolio.
- Progress work on the Children and Young People's Plan 2008-2011 and effective delivery mechanisms
- Implementing the early years and parenting strategies.
- Continued implementation of the Extended Services, 14 to 19 and Primary and Secondary Strategies.
- Implement the Strategic Plan for the Provision of Secondary School Places 2007-2017
- Reduce the impact of poverty on children's lives by tackling the underlying causes and mitigating the effects

3.2.2 Medium Term Service Priorities

Priority areas to ensure progress is maintained in achieving these objectives include:

- Continue to progress work on the development of local Children's Services Partnerships and the Kent Children's Trust
- Improve primary education through the implementation of the Primary Strategy including providing support for schools facing challenges as a result of falling rolls.
- Provide all 13-19 year olds with first class careers guidance and master classes presented by members of the business community
- Build strong business-education partnerships that benefit both employers and schools
- Expand pre-vocational opportunities for 14 to 16 year olds and widen opportunities for all 14 to 19 year olds through extended curriculum choice, independent guidance and the development of vocational centres
- Support economic and community regeneration to ensure all the educational, health, social and emotional needs of young people are met and suitable employment opportunities are available.
- Encourage healthy eating by providing nutritious lunches through the healthy schools programme and a range of community based healthy eating pilots
- Exploit opportunities for making more effective and efficient arrangements for home to school transport and continue to investigate and promote the feasibility of staggered school hours.
- Work systematically towards the comprehensive and appropriate deployment of ICT both for personalised learning and for pupil, school and directorate management.
- Develop capacity and structures by further extending partnerships and federated systems to enhance collaboration and to improve leadership, choice, personalisation and attainment
- Ensure that progress is made in taking forward the Kent Academies programme by implementing approved proposals and formulating new bids to raise attainment particularly in schools facing challenging circumstances
- Manage the admissions process for 40,000 pupils annually.
- Further develop leadership at all levels, including training and support to school governors, to secure improvements in the quality of educational provision and support the recruitment and organisation of the workforce to achieve our objectives
- Transform secondary education through the implementation of the Secondary Strategy and our Building Schools for the Future programme.
- Support schools in developing of a range of extended services, in partnership, to raise attainment and support community and economic renewal.

- Implement the review of Special schools and complete the review of resourced units attached to mainstream schools linking into Building Schools for the Future programme.

JOINTLY WITH CHILDREN FAMILIES AND EDUCATIONAL ACHIEVEMENT

- Continue to promote the involvement of children, young people, their carers and the public generally in services for children and families
- Actively seek and listen to the views and opinions of children and young people to inform planning and improve services in Kent
- Improve, in partnership with the private and voluntary sector, the quality of and take up of early years provision through strengthened links, quality assurance and the development of Children's Centres
- Continue with the implementation of the Children's Centre programme and where possible deliver integrated services from Early Years education, Family Centres , Adolescent Resource centres , Extended schools and other relevant services
- Maximise opportunities for children with additional educational needs and disabilities , ensuring that there is a good range of coherent multi-agency local services that meet their needs and enhance our work with families and schools to ensure equality of access and achievement of ambitious educational outcomes.

3.2.3 Risk Assessment –

The key risks to Education and School Improvement Services to be managed in the medium term are:

- **Financial risks:** National economic conditions including rising costs of services may impact on affordable activity. Financial activity will continue to be carefully managed through Kent's robust performance and budget monitoring frameworks.
- **Changing pupil demographics :** Uncontrollable movements of pupils across areas and schools - Schools need to take early action to respond to the effect of falling/increasing rolls on resources both human and financial ,leading to a potential impact on the quality of education and bad public and media relations. Monitoring and support is being provided to schools to help them manage this issue at an individual level and is also being managed through the Primary Strategy.
- **Primary School attainment and standards in early years :** Kent's primary school attainment and the quality of its early years provision are key to the success of a number of specific and related local and national priorities . Action to improve has been taken through improved monitoring and support, this is being maintained and further developed through the Primary Strategy, Kent School Improvement Partners and Clusters.
- **Secondary School attainment at GCSE:** The National Challenge Programme has introduced a new floor target for Secondary schools across the Country. By 2011 every school must achieve at least 30% 5+A*-C at GCSE to include English and Maths. This applies to a number of schools in Kent and improvement action plans are in place.
- **Staffing:** During the period of this plan there are major issues affecting children's services that are likely to have a significant impact on the Directorates staffing

structures, recruitment and retention and training. Providing good quality services for children and young people is dependent on a high calibre, flexible and committed workforce.

- **Changes arising as a result of the implementation of Children's Services Partnerships and other national changes:** Across England, all authorities will be implementing structural change with associated new professional responsibilities. Careful management will reduce the potential for change to affect frontline services and staff training will ensure that new roles are properly discharged, but it cannot be guaranteed that no additional risks will arise from this complex process.
- **Technological:** A number of new and replacement systems are planned all of which have associated risks.
- **Reduction/ cessation of funding:** All funding reductions will be managed in a planned manner leading in some cases to a reduction in levels of service or services. Any budget or service reduction will inevitably lead to further pressures and poor public perception.
- **Child Protection:** We will continue to review CRB processes and provide advice and training to ensure that children are safe. A further protective factor, the Common Assessment Framework and its associated provisions may be difficult to implement for reasons which relate to technical difficulty, financial pressures and/or staff capacity.
- **Health and Safety:** We will continue to review and develop policies, procedures and guidelines to ensure potential accidents to pupils, staff, clients and members of the public are minimised.
- **Health economy:** Structural changes and shortfalls in funding in the health economy may result in risk to children's social care and service integration

Appendix 5 – Draft of MTP pressures financial appendices for Operation, Resources and Skills (CFE) portfolio

The table below provides a summary of the MTP pressures for the Operation, Resources & Skills Portfolio. New MTP pressures for 2009-10 are marked with an asterisk:

	Summary of MTP Pressures	New	2009-10	2010-11	2011-12	DSG
			£'000	£'000	£'000	Funded
Pay:						
All	Pay		1,012	1,023	1,043	Part DSG
			1,012	1,023	1,043	
Prices:						
Awards	College Transport		50	52	54	
Awards	College Transport	*	77	65	75	
Sch Org	Mainstream Transport		703	735	764	
Sch Org	Mainstream Transport	*	462	296	334	
AEN&R	SEN Transport		704	736	765	
AEN&R	SEN Transport	*	400	400	400	
AEN&R	Independent/non-maintained schools		823	778	832	DSG
ICT	SIMS License		60	66	66	DSG
Awards	Free School Meals		71	73	0	DSG
Awards	Free School Meals	*	49	52	130	DSG
			3,399	3,253	3,420	
Government/Legislative Pressures:						
Awards	Free School Meals		25	26	27	DSG
Personnel	Criminal Records Bureau (contact point) - FYE from 2008/09		16	0	0	
All	Academy central recoupment		356	0	0	DSG
All	Academy central recoupment	*	414	518	0	DSG
Awards	Phasing of student award reductions		432	164	0	
Personnel	Criminal Records Bureau re-checks and Independent Safeguarding Authority	*	84	544	0	
Sch Org	School competition notices	*	25	0	0	
AEN&R	Partnership with parents	*	187	133	0	
Personnel	School Workforce Census	*	70	18	0	
			1,609	1,403	27	
Schools Budget/Block:						
Schools	Schools Delegated Budgets		23,722	28,938	31,734	DSG
Schools	Schools Delegated Budgets	*	-1,338	-1,031	0	DSG
Schools	Additional pressures (Energy, contract cleaning and caretaking)	*	2,510	1,290	3,265	DSG
			24,894	29,197	34,999	

Draft of MTP financial appendices for Operation, Resources and Skills (CFE) portfolio (continued)

	Summary of MTP Pressures	New	2009-10	2010-11	2011-12	DSG
			£'000	£'000	£'000	Funded
Dedicated Schools Grant Increase:						
Contingency	Dedicated School Grant (DSG) increase		-18,378	-23,729	-28,022	DSG
Contingency	Adjustment for primary falling roll		-6,041	-5,835	-5,365	DSG
			-24,419	-29,564	-33,387	
Service Strategies & Improvements:						
Capital Strat	Prudential borrowing		559	334	0	
Capital Strat	Development Opportunities Prudential Borrowing Revision		77	96	-173	
LCSPs	Local children's service partnership managers	*	1,720	0	0	Ref 1 & DSG
LCSPs	LCSP Administrative support	*	193	0	0	Ref 1 & DSG
Finance & personnel	Net increase in finance & personnel support to Directorate	*	92	40	40	Ref 1 & Part DSG
Schools	Designated units review - phase 2	*	1,167	667	0	DSG
Sch Org	Replace PESE IT system	*	85	-85	0	DSG
			3,893	1,052	-133	

Ref 1 - Transfer of clusters managers to local children's partnerships

Appendix 5 - Draft of MTP financial appendices for Children, Families and Educational Achievement portfolio

The table below provides a summary of the MTP pressures for the Operation, Resources & Skills Portfolio. New MTP pressures for 2009-10 are marked with an asterisk:

	Summary of MTP Pressures	New	2009-10	2010-11	2011-12	DSG
			£'000	£'000	£'000	Funded
Pay:						
All	Pay		2,017	2,053	2,094	
			2,017	2,053	2,094	
Prices:						
Children's SS	Children's social services unavoidable price increases		1,311	1,350	1,391	
A&B	Alternative Curriculum Placements		218	224	231	DSG
Policy & Serv Dev	Collective Licenses		19	20	21	DSG
MI	Payments for 3 Year olds in private and voluntary settings		799	831	865	DSG
MI	Payments for 4 Year olds in private and voluntary settings		339	352	367	DSG
All	Legal Prices		40	40	41	
Children's SS	Client Transport	*	50	40	57	
Children's SS	Increase in energy costs for in-house establishments	*	95	0	0	
A&B	Alternative Curriculum Placements	*	0	9	18	
			2,871	2,866	2,991	
Government/Legislative Pressures:						
ASK (EY)	Supporting improvement in 740 Early Years settings		251	250	0	
MI	Increase in early education entitlement for 3 yr olds (from Sep 2009)		1,343	4,244	0	Ref 2
MI	Increase in early education entitlement for 4 yr olds (from Sep 2009)		576	1,820	0	Ref 2
MI	Additional school census returns - FYE from 2008/09		33	0	0	
ASK (EY)	Foundation Stage Profile modernisation programme - FYE from 2008/09		23	0	0	
ASK (EY)	Phase 2 Setting Improvement Partner Programme - FYE from 2008/09		62	0	0	
ASK (EY)	Phase 3 SIP rollout to remaining 60% plus children's centres		0	250	0	

Draft of MTP financial appendices for Children, Families and Educational Achievement portfolio (continued)

	Summary of MTP Pressures	New	2009-10	2010-11	2011-12	DSG
			£'000	£'000	£'000	Funded
ASK (EY)	Targeted leadership programme for settings Phase 1-3 - FYE from 2008/09		30	90	0	
ASK (EY)	Increase in Early Years Practitioners		150	200	0	
ASK (EY)	Kent Quality Assurance Mark - FYE from 2008/09		100	0	0	
ASK (EY)	Leading Early Years Teachers (LEYT) improvement project - FYE from 2008/09		145	0	0	
Children's SS	Looked after children - pledge, personal education allowances and top up to children trust fund accounts	*	1,300	0	0	
Educational Psychology	Educational psychology entry training	*	63	0	0	
Commissioning General	Tribunals Courts and Enforcements Act 2007	*	235	15	17	
Commissioning General	Web based Arete system	*	100	-100	0	
Commissioning	Common Assessment Framework (CAF) / Lead Professional (LP) - Support for staffing	*	200	0	0	DSG
Commissioning	Common Assessment Framework (CAF) / Lead Professional (LP) - eCAF roll out and training	*	150	-50	-50	DSG
Commissioning	Common Assessment Framework (CAF) / Lead Professional (LP) - Recruitment and dedicated CAF co-ordinators in local partnership areas	*	575	-115	0	DSG
Commissioning	CAF Module - continuation of temporary system due to delay by central government	*	80	-80	0	DSG
A&B	Alternative curriculum PRU places - increase rate to £9k per place	*	300	300	500	DSG
STS	Mandatory qualifications for HI, VI and MSI	*	50	0	0	DSG
Children's SS	Children and Young Persons Bill	*	0	339	575	
			5,766	7,163	1,042	
Demand/Demographic Led:						
Children's SS	Family support - FYE from 2008/09		83	0	0	
Children's SS	Fostering and Adoption - FYE from 2008/09		61	0	0	

Draft of MTP financial appendices for Children, Families and Educational Achievement portfolio (continued)

	Summary of MTP Pressures	New	2009-10	2010-11	2011-12	DSG
			£'000	£'000	£'000	Funded
Children's SS	Special Guardianship - FYE from 2008/09		88	0	0	
Children's SS	Adoption Support - FYE from 2008/09		64	0	0	
Children's SS	Adoption (British Association of Adoption & Fostering) - FYE from 2008/09		19	0	0	
Children's SS	Independent sector residential care - non secure	*	1,140	0	0	
Children's SS	Independent sector residential care - secure	*	400	0	0	
Children's SS	Legal services	*	753	0	0	
Children's SS	Training	*	200	0	0	
Children's SS	Therapeutic fostering	*	300	150	0	
Children's SS	Family group conferencing	*	100	100	100	
Children's SS	16+ service	*	90	0	0	
Policy	Legal services	*	60	0	0	
A&B	Health needs education service	*	200	0	0	DSG
A&B	Home tuition	*	200	0	0	DSG
A&B	Children missing education officers	*	50	0	0	DSG
MCAS	Increase demand on service from unaccompanied asylum seeking children and young people	*	160	0	0	DSG
MI	Additional payments to PVI providers to cover inflationary pressures, sustainability issues and EY foundation stage curriculum	*	4,000	0	0	DSG
			7,968	250	100	
Dedicated Schools Grant Increase:						
Contingency	Dedicated School Grant (DSG) increase		-2,163	-2,267	-2,341	
Contingency	New Specific grant for increase in early education entitlement		0	-6,176	0	Ref 2
Contingency	New Specific grant for increase in early education entitlement		-1,919	112	0	Ref 2
			-4,082	-8,331	-2,341	
Service Strategies and Improvements:						
MI	Software licenses - FYE from 2008/09		25	28	0	

Draft of MTP financial appendices for Children, Families and Educational Achievement portfolio (continued)

	Summary of MTP Pressures	New	2009-10	2010-11	2011-12	DSG
			£'000	£'000	£'000	Funded
ASK (Sec)	Personal, Social and Health Education (PSHE) adviser - FYE from 2008/09		29	0	0	
Policy & Serv Dev	Local Children's Trusts - FYE from 2008/09		45	45	0	
MI	Additional Capita modules - FYE from 2008/09		33	0	0	
MI	Increased analysis of pupil data - FYE from 2008/09		33	0	0	
Children's Commissioning	Occupational Therapy Equipment		97	0	0	
	YOS Board post inspection recommendations	*	90	10	0	
			352	83	0	

Ref 2 - Additional standards funding provided by DCSF to increase early years free entitlement from 12.5 hours per week to 15 hours per week

Appendix 6 – Existing 2008-11 MTP

Operations, Resources and Skills (CFE) Portfolio Revenue Budget					
		Staffing FTE	2008-09 £000s	2009-10 £000s	2010-11 £000s
Base budget controlled by this portfolio			0	60,893	61,849
	Transfer from E&SI portfolio		33,815	0	0
	Transfer from C&FS portfolio		17,047	0	0
Revised base budget after transfer from previous portfolios			50,862	60,893	61,849
Base Budget Adjustments:					
	Airwave		-10	0	0
	Kent Scheme		530	0	0
	Full year effect of transfer of recruitment assistant to CED in 2007/08		-18	0	0
	E-Recruitment saving		-64	0	0
	Development Opportunities - Prudential Borrowing		-215	0	0
	Special Schools Review - Prudential Borrowing		0	-559	-334
	Reduction in Formula Grant - student finances		-142	-432	-164
	Kent Rewards		-61	-22	0
	Remove increase in employer's pension contribution		-291	0	0
	14-24 Unit	5.0	280	0	0
	Area Based Grant		9,114	2,015	-1,855
		5.0	9,123	1,002	-2,353
Revised base budget after corporate adjustments		5.0	59,985	61,895	59,496
Dedicated Schools Grant increase:					
Contingency	Dedicated Schools Grant (DSG) increase		-21,111	-25,776	-30,690
Contingency	Adjustment (Academies and Primary falling roll)		-11,955	0	0
			-33,066	-25,776	-30,690
Pay:					
All	Pay		1,206	1,012	986
			1,206	1,012	986
Prices:					
Awards	College Transport		48	50	52
Sch Org	Mainstream Transport		673	703	735
Sch Org	Mainstream Transport - Impact of Freedom pass		300	0	0
AEN&R	SEN Transport		674	704	736
AEN&R	Independent/non-maintained schools		781	843	911
ICT	SIMS Licence		55	60	66
Awards	Free School Meals		67	69	72
			2,598	2,429	2,572
Government/Legislative Pressures:					
Awards	Free School Meals		38	25	26
Personnel	Criminal Records Bureau (contact point)	1.0	32	16	0
School Org	Public consultation		35	0	0
All	Academy central recoupment		120	356	0
Awards	Phasing of student award reductions		142	432	164
Capital Strategy	Tree safety and hiring and moving mobile classrooms		970	0	-100
		1.0	1,337	829	90
Delivery of Towards 2010 Targets:					
14-24 unit	Expand pre-vocational 14-16 programme	1.5	250	0	0
14-24 unit	Double student participation in Skill Force programme		125	0	0
			375	0	0

Operations, Resources and Skills (CFE) Portfolio Revenue Budget

		Staffing FTE	2008-09 £000s	2009-10 £000s	2010-11 £000s
Service Strategies and Improvements:					
School Org	Support to Sheppey reorganisation		50	0	-50
Capital Strategy	Prudential borrowing		215	559	334
		1.5	265	559	284
Schools Block:					
Schools	Schools Delegated Budgets		30,850	23,442	28,938
			30,850	23,442	28,938
Income generation:					
Finance	Charge schools for finance training		0	-120	0
Client Services	Charge schools for client services		0	-217	0
H&S	Charge schools for outdoor education support		0	-185	0
			0	-522	0
Savings:					
Bus Man	Postage costs		-95	0	0
Bus Man	Photocopying/stationery		-100	0	0
Bus Man	Administrative support	-10.0	-135	0	0
Awards	Home to college transport		-48	0	0
Personnel	Recruitment budget		-70	0	0
AEN&R	Reduce database team	-1.0	-30	0	0
AEN&R	Full year effect of 2007/08 staff savings		-56	0	0
ICT	Savings on broadband connectivity		-1,532	0	0
All	Efficiency savings across all units		-463	0	0
All	Technology refresh project		-132	0	0
All	Use of PRG funding to help with phasing issue		192	0	0
All	Cross cutting savings		-188	0	0
All	Targeted reduction in net spend		0	-2,019	-1,344
		-11.0	-2,657	-2,019	-1,344
Budget controlled by this portfolio		-3.5	60,893	61,849	60,332

Children, Families and Educational Achievement Portfolio Revenue Budget

	Staffing FTE	2008-09 £000s	2009-10 £000s	2010-11 £000s
Base budget controlled by this portfolio		0	132,090	133,504
Transfer from E&SI portfolio		20,999	0	0
Transfer from C&FS portfolio		81,278	0	0
Revised base budget after transfer from previous portfolios		102,277	132,090	133,504
Base Budget Adjustments:				
Budget disaggregation with Adult Social Services		300	0	0
Paediatric Occupational Therapists		242	0	0
e-Recruitment saving		-171	0	0
Transfer to communities - Church in Society - Appropriate Adult		-41	0	0
Volunteer Service				
Teenage Pregnancy		180	-90	-90
Swift Disaggregation		88	0	0
Kent Rewards		-10	-4	0
Formula Grant - Childrens Services		4,477	0	0
Remove increase in employer's pension contribution		-400	0	0
Area Based Grant		20,731	1,103	610
		25,396	1,009	520
Revised base budget after corporate adjustments		127,673	133,099	134,024
Contingency	Dedicated Schools Grant (DSG) increase	-2,153	-2,154	-2,259
Contingency	New specific grant for increase in early education entitlement	0	0	-6,176
Pay:				
All	Pay	2,542	2,017	2,053
		2,542	2,017	2,053
Prices:				
Childrens	Childrens social services unavoidable price increases	1,249	1,311	1,350
A&B	Alternative Curriculum Placements	199	205	211
Policy & Serv Dev	Collective Licences	18	19	20
MI	Payments for 3 Year olds in private and voluntary settings	850	799	831
MI	Payments for 4 Year olds in private and voluntary settings	365	343	356
MI	Software licences - Integrated childrens system (ICS)	100	0	0
All	Legal Prices	39	40	40
		2,820	2,717	2,808
Government/Legislative Pressures:				
Commissioning	Data Sharing/Common Assessment Framework (CAF)		350	-350
General				0
ASK (EY)	Supporting improvement in 740 Early Years settings	4.0	251	251
MI	Increase in early education entitlement for 3 yr olds (from Apr 2010)		0	0
MI	Increase in early education entitlement for 4 yr olds (from Apr 2010)		0	0
MI	Additional school census returns	2.0	47	33
ASK (EY)	Foundation Stage Profile modernisation programme		32	23
ASK (EY)	Phase 1 Recovery Programme		56	0
ASK (EY)	Phase 2 Setting Improvement Partner (SIP) Programme		86	62
ASK (EY)	Phase 3 SIP rollout to remaining 60% plus children's centres		0	0
ASK (EY)	Local public service agreement (LPSA) Project Extension - Private, Voluntary and Independent early years providers		55	0
ASK (EY)	Targeted leadership programme for settings Phase 1 to 3		0	30
ASK (EY)	Early childhood environment rating scale (ECERS) validation		48	0
ASK (EY)	Increase in early years practitioners		0	150
ASK (EY)	Kent Quality Assurance Mark		30	100
ASK (EY)	Leading Early Years Teachers (LEYT) improvement project		45	145
Childrens	Therapeutic support foster treatment		80	0
Childrens	Family support		500	0
Childrens	Estimated shortfall of care matters grant	97	591	0
		6.0	2,171	444
			6,967	

Children, Families and Educational Achievement Portfolio Revenue Budget

		Staffing	2008-09	2009-10	2010-11
		FTE	£000s	£000s	£000s
Demand/Demographic Led:					
MI	Take up of additional places for 3 Year olds in private and voluntary settings		254	0	0
MI	Take up of additional places for 4 Year olds in private and voluntary settings		88	0	0
Childrens	Family support		578	83	0
Childrens	Secure Accommodation		200	0	0
Childrens	Fostering and Adoption		672	61	0
Childrens	Special Guardianship		62	88	0
Childrens	Adoption Support	2.0	26	64	0
Childrens	Adoption (British Association of Adoption and Fostering)	1.0	26	19	0
		3.0	1,906	315	0
Delivery of Towards 2010 Targets:					
ASK (Sec)	Expand competitive sport in schools		75	0	0
			75	0	0
Service Strategies and Improvements:					
MI	Software licences		20	25	28
ASK (Sec)	Personal, Social and Health Education (PSHE) adviser	1.0	41	29	0
Joint Commissioning	Full year effect of Joint Commissioning - Head of Service		44	0	0
Joint Commissioning	Full year effect of Joint Commissioning - Support/Development post		25	0	0
Policy & Serv Dev	Local Children's Trusts		0	45	45
MI	Additional Capita modules	2.0	47	33	0
MI	Increased analysis of pupil data	2.0	47	33	0
MI	Education Management System (EMS) module update		150	-150	0
Childrens	Occupational Therapy Equipment		0	100	0
Childrens	Competency payment for foster carers		89	0	0
		5.0	463	115	73
Savings:					
Childrens	Out of Hours	-1.0	-20	0	0
Childrens	Section 17 (Children's Act)		-200	0	0
Childrens	Adoption staffing	-2.0	-62	0	0
Childrens	Administration staffing and infrastructure costs	-8.0	-175	0	0
Childrens	Ready for practice and training	-10.0	-117	0	0
Childrens	Business Unit	-2.0	-29	0	0
Childrens	Interagency/specialist fees		-20	0	0
Childrens	Rebadge of Early Years expenditure		-50	0	0
Childrens	Closure of Alderden House		-450	0	0
Childrens	Review all residential placements		-132	0	0
ASK (LI)	Capitalisation of Building Schools for the Future (BSF) advisers		-1,120	0	0
ASK (LI)	Management		-20	0	0
ASK (LI)	Full year effect of 2007/08 staff savings		-195	0	0
ASK (PD)	Training & development		-75	0	0
ASK (PD)	Curriculum development funding		-79	0	0
ASK (Primary)	Modern Foreign Language (MFL) adviser		-30	0	0
Commissioning - All	Existing staff savings	-17.0	-506	0	0
JCO	Joint commissioning officer (JCO) and central admin support	-1.5	-50	0	0
Policy & Serv Dev	Local Authority Initiatives		-27	0	0
Childrens	Service review / use of Area Based Grant (ABG)		-447	0	0
All	Use of Performance Review Grant (PRG) funding to help with phasing issue		795	0	0
All	Cross Cutting savings		-398	0	0
All	Targeted reduction in net spend		0	-3,049	-1,917
		-41.5	-3,407	-3,049	-1,917
Budget controlled by this portfolio		-27.5	132,090	133,504	135,573

Appendix 7: Further details of DSG proposed pressures

The Table below provides details the proposed DSG pressures and funding gap for 2009-10:

Dedicated Schools Grant Budget Position Statement

		2009/10		
		£'000		
Indicative DSG increase		-20,541		
Reuse existitng DSG from falling rolls		-6,041		
Available funding		-26,582		
Based on central expenditure limit rules and current split, the DSG increase should be split as follows:				
		Schools & PVI	Central	Totals
		£'000	£'000	£'000
Total Available funding		-24,384	-2,198	-26,582
Pressures				
<u>Schools & PVIs</u>				
		Schools & PVI	Central	Totals
		£'000	£'000	£'000
Schools Delegated Budgets	Schools	22,384		22,384
Additional energy	Schools	2,510		2,510
PVI inflation increase	Prices	1,138		1,138
PVI	Demand	4,000		4,000
Units Review	Schools	1,167		1,167
Sub Total - Schools & PVI pressures		31,199	0	31,199
<u>Centrally Retained</u>				
Pay	Pay		1,524	1,524
Independent/ Non Maintained	Prices		823	823
Alternative curriculum	Prices		218	218
Free school meals	Prices		120	120
SiMS licences	Prices		60	60
Collective Licences	Prices		19	19
Free school meals	Gov/Leg		25	25
Academy recoupment	Gov/Leg		770	770
CAF	Gov/Leg		1,005	1,005
Alternative curriculum PRU places	Gov/Leg		300	300
Mandatory Qualifications for HI, VI, MSI	Gov/Leg		50	50
Health Needs	Demand		200	200
Home tuition	Demand		200	200
MCAS (Asylum)	Demand		160	160
Children missing education officers	Demand		50	50
LCSP Managers and support (from 1 Sept 08)	SSI		2,146	2,146
Replace PESE IT system	SSI		85	85
Sub Total - Central DSG pressures		0	7,755	7,755
Removal of LEO and JCO posts (from 1 Sept 08)	SSI		-2,146	-2,146
Sub Total - Central DSG pressures less realised savings		0	5,609	5,609
Current Funding gap		6,815	3,411	10,226

Dedicated Schools Grant (DSG)

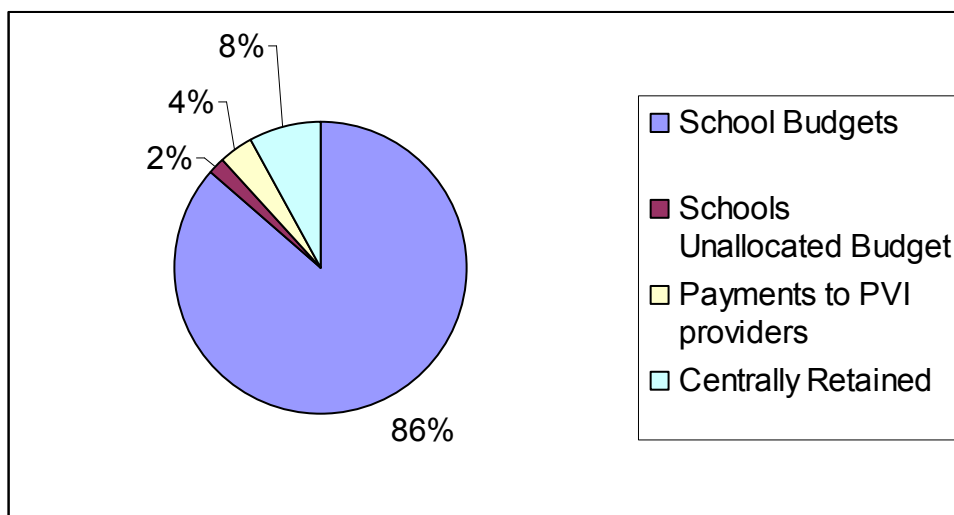
As the name implies this is a ring-fenced grant provided to support schools, and other services supporting pupils, including all three and four year olds accessing the Free Entitlement to Early Years education in non-local authority maintained settings.

The grant is calculated in a highly simplistic way. A single count in January of all pupils for whom the grant is intended is multiplied by a single value per pupil. For 2008-09 the January 2008 pupil count totalled 197,113 pupils. Multiplied by the DSG pupil value set by DCSF for Kent of £3,938 produced a DSG total of £773.9m. The DCSF also provided indicative DSG totals for 2009-10 and 2010-11 using estimated pupil numbers and **guaranteed** DSG pupil values. We already know, therefore, the rate of increase that can be anticipated in DSG for the next two years, subject to final pupil counts in January 2009 and January 2010.

Many DSG services, and indeed many elements of the school funding formula are not, however, directly geared to pupil numbers; they are more akin to fixed costs varying only if there are very major changes in the pupil population or age profile. Other elements of costs such as supporting very severe and complex special educational needs pupils may rise, even if the overall pupil population is falling – as is the case now in Kent. So the grant calculation does not take account of any service pressures other than raw total pupil numbers, nor does it recognise localised cost pressures. DSG annual pupil rate increases are based only on government's broad perception of expected RPI and pay movements, which for the current 3 year CSR period did not anticipate the energy price and credit crunch issues.

There are complex and restrictive rules governing the use of this grant, and the way in which it is divided up between the main services it supports. Government regulations give priority to delegated school budgets requiring them to increase annually by a minimum percentage (set each year by DCSF). Regulations also prohibit the non-school parts of DSG increasing annually at a greater rate than the schools part, **unless** agreed by the Schools Funding Forum or, exceptionally, the Secretary of State. This is referred to as the Central Expenditure Limit (CEL).

In 2008/09, Kent's £773.9m DSG is used to fund the following:



These structural features and restrictions have significant implications for the 2009-10 and 2010-11 MTP periods. These are itemised below:

- i) The overall forecast increase in DSG for 2009-10 is £20.5m. This is only a 2.6 % cash increase. The value of the grant per pupil will increase by 3.6%, but because of falling school rolls, the cash grant will rise by a lower percentage. Similarly in 2010-11, the grant per pupil rises by 4.2%, but because of continuing falling rolls, the cash grant will only rise by £26m or 3.2%
- ii) School rolls (mainly primary) are forecast to fall by around 1800, resulting in a loss of DSG of £7.6m in 2009-10, but the saving in amounts that have to be delegated to schools by formula will only reduce by around £6.0m. This immediately creates an effective loss of grant in real terms of £1.6m.
- iii) Although this loss of grant relates mainly to primary schools, the CEL mechanism results in the loss of grant having to be shared between the centrally retained budgets, and school budgets, adding to other central budget pressures.
- iv) The identified budget pressures affecting centrally managed DSG services in 2009-10 total £7.8m, an increase of 9.6%. Identified pressures on the schools' elements of DSG total £31.2m, an increase of 4.5%. Because of the limit on central expenditure increases (CEL), there cannot be any rebalancing of the shares of these pressures in favour of the centrally retained side, unless agreed by the Forum. Only £2.2m of the £20.5m DSG increase is automatically allowed to be used for centrally managed services, leaving a funding gap of £3.4m (4.1% of centrally retained budgets).
- v) On the schools side, the picture is slightly more favourable, although still tough. When school rolls reduce, there is a saving in the amounts

delegated by formula which are available to contribute to other school and/or PVI pressures. Thus increased funding available to the schools' part of DSG services comes in two parts: the share of the DSG cash increase (£18.4m) plus the cash released by falling rolls (£6.0m).

- vi) There is therefore a total of £24.4m available towards the identified pressures of £31.2m, leaving a gap of £6.8m (1% of schools-related budgets)
- vii) One further feature of the grant regime that adds to budget pressures is the way the DCSF adjusts DSG for schools transferring to Academy status. As well as reducing Kent's DSG for the delegated funding that an Academy receives (as this is paid directly to Academies by DCSF) a further top-slice from DSG is taken based on the presumption that a direct proportion of certain centrally managed services budgets are attributable to the Academies. There is in fact no linear relationship between these services and the number of schools, and this adjustment merely adds therefore to the shortfall of funding needed to maintain these services at current levels.
- viii) DCSF and Ofsted now expect PVI providers of early years education to meet high standards of quality, particularly in the qualification levels of staff. To achieve these standards most settings would need to incur significantly increased costs, but the DSG assumptions about price rises make no allowance for this. In addition, from 1 September 2008, POVI providers are required to deliver the early years foundation stage curriculum like maintained settings. There is, therefore little or no scope to respond to this pressure without an adverse effect on the remainder of the schools' part of DSG budgets, ie the direct formula funding of maintained schools.

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By: Leyland Ridings, Cabinet Member for Children, Families and Educational Achievement
Carol Parsons. Director, Standards & Achievement

To: Children Families and Education Policy Overview Committee - 13 November 2008

Subject: OCTOBER REPORT TO CABINET MEMBERS 2008 ANNUAL UPDATE ON THE PERFORMANCE OF KENT SCHOOLS IN 2008

Classification: Unrestricted

Summary: This report has been prepared to provide an annual update on the performance of Kent Schools in 2008.

Introduction/Background

1. (1) Every year the autumn report for Cabinet Members analyses all key stage assessments and external examination results for the children and young people in Kent maintained schools. The Members Monitoring Group has requested that this information be presented to the Children, Families and Education Policy Overview Committee.

(2) In 2008 Kent schools recorded excellent academic results in each key stage of education.

Foundation stage

2. (1) From September this year the new Early Years Foundation Stage (EYFS) has been introduced and this brings together the learning, development and welfare requirements for children from birth to the end of the reception year. In anticipation of this new statutory targets were set in 2007 for summer 2008:

The first is a **general improvement target** that reflects the focus on all round achievement, as well as key skills for learning and communication. Local Authorities must focus on increasing the proportion of our youngest children achieving:-

- at least six points¹ in all aspects of communication, language and literacy (CLL)
- **and** at least six points in all aspects of personal, social and emotional (PSE) development

¹ Each aspect of learning has a scale from 0 to 9 and guidelines indicate that children achieving:

- 0 to 3 points are working **below** expectations
- 4 to 7 points are working **within** expectations
- 8 or 9 points are working **above** expectations

Children who achieve 6 or more points at the end of reception year are considered to be working “**securely**” within the expected level and deemed to have reached a good level of development in readiness for Key Stage 1 of the National Curriculum.

- **and** also achieving a point score overall of at least 78 points in their Foundation Stage Profile.

(2) The second is **an equalities target** that focuses on reducing the achievement gap, between *the average score of the lowest achieving 20% of pupils* and the median (middle) score of each whole cohort of children. To meet this target requires the pace of improvement for children in areas of deprivation, to be significantly faster than that of all other children.

(3) It is pleasing to report that the proportion of pupils in Kent achieving the expected 6 points in each area of learning, has improved all thirteen dimensions.

(4) The improvement target that was agreed in 2007, was exceeded this summer by 3.9% and there were improvements in all other measures. This is the second year of significant improvements which consolidated the excellent results of 2007.

(5) The Early Years team has used a number of strategies and key programmes to support children to meet or exceed national expectations. Full details of these programmes and their impact on outcomes for children can be found in Appendix A.

Primary Performance

3. (1) The primary phase is divided into two key stages and children are assessed at the end of Key Stage 1, aged 7 years and again at the end of Key Stage 2, aged 11 years.

Key Stage 1

(2) Performance at key stage 1 has reached the national average in all 3 aspects of reading, writing and mathematics at the expected Level 2, for the very first time and now actually exceeds national for the higher level in all three subjects.

Key Stage 2

(3) Kent eleven year olds have achieved their best ever results in English and mathematics, improving in both subjects at level 4, (the level that pupils of this age are expected to achieve prior to moving to secondary school). Kent schools have also achieved excellent results in reading at levels 4 and 5.

(4) The most significant gains have been made where support has been targeted through programmes such as *Raising Achievement in Your School* and the *Intensifying Support Programme*). A key focus has been the implementation of the revised *Frameworks for Literacy and Numeracy*, aimed at raising standards. School Improvement Partners (SIPs) for each primary school provide additional support and challenge, tracking the performance of individuals and groups of children.

New national KS2 targets

(5) The government is introducing new performance targets for 2009, which will measure the proportion of children who make 2 levels of progress between the end of key stage 1 and the end of key stage 2, in English and separately in mathematics

(6) Each autumn, SIPs analyse pupil achievement and review with headteachers the progress made by individual children or groups of children. This will always include particular consideration of the intervention strategies to be used to meet the needs of vulnerable groups and the performance of boys and Children in Care. The information analysed by each school informs their own school self-evaluation and enables school leaders to make adjustments to priorities in improvement plans.

(7) A number of key programmes and strategies are in place in the primary phase of education to support children to meet or exceed national expectations. Full details of these programmes and their impact on outcomes for children can be found in Appendix B.

Secondary performance

4. (1) The secondary phase is divided into three key stages, 3, 4 and 5 (or post-16). Pupils have been assessed aged 14 and again at aged 16 and at the time of writing all results are provisional.

Key Stage 3

(2) Outcomes in key stage 3 this year have been affected by issues related to Educational Testing Service Europe, the company contracted to undertake marking of the tests. This report is based on results for 97 schools although, at the time of writing, not all schools have had a full set of results returned and national results will not be available for some time.

(3) The Average Point Score per pupil for key stage 3 takes into account the performance of pupils across English, mathematics and science and it remains above the national average.

(4) As far as we can state at present it would appear that the proportion of pupils reaching the nationally expected Level 5 in English matches national results and at level 6 Kent schools improved on 2007.

(5) The proportion of pupils achieving the expected level 5 in mathematics increased this year. The proportion of pupils reaching level 5 in science matches national results.

Key Stage 4

(6) In 2008 pupils once again achieved their best ever results with 66.8% achieving 5+ A*-C at GCSE or equivalent, 2.2% above national.

(7) Kent pupils also made good progress at 5+ A*-C including English/mathematics with 49.5% of students achieving this measure in 2008. This was an increase of 1% from the 2007 results, which were above the national average.

(8) The percentage of pupils gaining 5+ A*-G or equivalent has remained approximately the same and is now 1.4% above national at 92.7%.

(9) All secondary schools in Kent achieved 30% 5+ A*-C or above, for the first time in 2008, exceeding the national floor target set by the government for this year

(10) A number of High and Wide Ability schools made progress at the same rate as the top 25% nationally. Common features in these schools are:

- high expectations of pupil achievement, which often includes the setting of challenging individual targets for all pupils;
- robust and regular tracking of pupil progress and current attainment against their targets
- effective intervention strategies for pupils who are not meeting their targets.

(11) A number of key programmes and strategies are in place in the secondary phase of education to support children to meet or exceed national expectations. Full details of these programmes and their impact on outcomes for children can be found in Appendix C.

Targets for 2009

(12) New targets have recently been announced for 2009 which are quite different from those set in the past. Schools will only have to set targets for the proportion achieving 5+ A*-C grades at GCSE and equivalent including GCSE (E/M)

(13) There will only be one attainment measure (schools no longer have to set targets for 5+ A*-C or APS) and two progress measures, focused particularly on progress in English and mathematics

Post 16

(14) The **proportion** of Kent students attaining at least 2+ A Levels (A-E) remained virtually static although the **number** of pupils increased by 441.

(15) The APS per student rose from 737.1 to 750.5 in 2008 and is now 17 points above national. The APS per examination entry rose.

(17) More students are achieving the recognised standard for a Level 3 qualification, which in turn allows greater choice beyond the sixth form, including the opportunity to go onto higher education courses at university or college.

Recommendations

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

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Background Documents:

None

Other useful information:

None

KEY SUPPORT & INTERVENTION PROGRAMMES

Early Years Phase

The Leuven Project

Kent has a well established partnership with Leuven University in Belgium and has piloted materials that are designed to fully engage very young children and to secure their sense of well-being. Early years teachers and practitioners learn to observe their pupils very carefully and to organise classrooms for independent learning.

The 'Leuven approach' has been used to support the work of the Local Area Agreement, for settings in the Surestart areas of Swale, Gravesham and Dover. The methodology provides a framework to assess children's levels of engagement but also promotes proactive and reflective practice.

The Communication, Language and Literacy Development (CLLD) Project

This project focuses on improving teachers' skills and thus their ability to accelerate children's progress in using and applying their knowledge of phonics. It has targeted 15 schools and 35 settings in Dover and Maidstone. This Primary Strategy Programme has demonstrated very good evidence of pupil progress through the stages of phonic acquisition. The next phase of this project will be to continue this intensive work and to target schools and early year's settings in the Gravesham Local Children's services Partnership.

Setting Improvement Partner (SIP) Programme

In September 2007, Phase 1 of the programme began with SIPs allocated to the 20 operational Children Centres and to 103 of the most vulnerable early year's settings. The criteria used to assess the level of support required has been agreed and published within the *Kent Improvement Strategy for Schools and Early Years Settings* (revised September 2008). The SIP programme moves into Phase 2 from September 2008 when 243 settings will have a SIP deployed to provide regular support and challenge.

Improving staff qualifications in the Private, Voluntary and Independent sector

The Advisory Service will continue to promote pathways to increase levels of practitioners' qualifications by working with Higher Education and Further Education Colleges to disseminate information. The Government Transformation Fund, (operational from April 2006 to March 2008) was successfully managed by Kent and provided bursaries and supply cover for staff in PVI settings to increase their levels of qualifications. 1433 practitioners in Kent benefited from this opportunity.

In partnership with the Specialist Teaching Service, 20 early years Special Educational Needs Co-ordinators (SENCOs) have undertaken an Early Years Special Educational Needs course that provides participants with credits towards a foundation degree. This modular approach, for many practitioners who have not recently engaged in adult study, allows them to gain confidence in their own skills and capabilities in a supportive peer group.

Kent Quality Mark

The new Kent Quality Mark (a quality assurance scheme) has been in a pilot developmental phase this year. It is based on the Leuven principles, but also has strong links with the new EYFS, the Partnership with Parents in Early Learning and audit tools such as the Early Childhood and Infant and Toddler Environmental Rating Scales. The model supports self-evaluative and reflective practice and will support settings in their plan, do and review improvement cycle. The planned rollout of the Kent Quality Mark will be phased aiming to recruit 100 settings in the first wave.

Parents as Partners in Early Learning

This 9 month national pilot project was completed in July and the aims were to:

- Improve the levels of well-being and involvement in children in all aspects of their daily lives, promoting and supporting children's overall growth and holistic development
- Empower parents, including absent parents, and other family adults to feel confident in sharing in children's learning
- Increase practitioners understanding of the importance of involving parents fully in their child's learning and experiences.

The project involved 12 Children Centres in four areas of highest deprivation in Kent (Gravesend, Swale, Thanet and Dover) and parents and carers were offered ten two hourly weekly workshops with crèche provision.

Other aspects included the acquisition and support of language development, the value of spontaneous storytelling and book reading in the process of literacy development, singing nursery rhymes and the value of creative play.

Kent Creative Partnerships taught parents/carers how to make books and Kent Librarians identified and purchased children's books to help young children to develop emotional expression.

Intensive Support Programme

The *Intensive Support Programme* continues in 2008/09 to provide schools with both funding and additional adviser support, to work with the whole school and particularly school leadership teams. The programme aims to raise attainment in many of our most challenging schools that have a history of low attainment in English and mathematics. Specific funding is allocated to support 20 of the larger schools in Kent that need to reach floor targets at Key Stage 2.

The continuing success of the programme is demonstrated by the impressive gains made by schools, with performance at Level 4 improving in English by 8.5% and in mathematics by 12.2%.

Ensuring Success Programme

Ensuring Success is a Kent designed programme, financed through Standards Fund, which supports schools that have still to achieve 65% in either English or mathematics. It is also an effective exit strategy for schools that have successfully implemented the *Intensive Support Programme*.

The aims of the programme are to increase the number of children working at or above age-appropriate levels; raise awareness of age-related expectations across the primary phase; provide quality training tailored to the needs of the school; further improve leadership and management in identified areas.

Schools in the programme made gains at Level 4 with improvements of 4.9% in English and 3.7% in mathematics.

The Quality, Excellence-Seeking Teachers (QUEST) Project

Since 2004, ASK has worked in partnership with 48 of the largest primary schools, identified as part of the Local Area Agreement as still to achieve floor targets of 65% in English and mathematics at Level 4.

The project has now come to a very successful conclusion and the average performance of project schools has significantly improved and English and mathematics targets have been exceeded.

Within School Variation Project

Appendix C

For the past two years 22 schools have worked together with the Advisory Service and the Specialist Schools and Academies Trust, to improve their standards at GCSE and to reduce variation between school departments. These schools have improved their performance considerably by 6.9%

Project schools also made a 7.3% improvement compared to 3.5% improvement made by Kent schools overall between 2006 and 2008 for 5+ A*-C (E/M).

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

To: Children, Families and Education Policy Overview Committee
13 November 2008

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

Classification: Unrestricted

Summary: This report updates the Committee on the current situation regarding the establishment of a LCSP Sub-Committee and also gives feedback from an informal meeting to discuss the early progress of LCSPs.

Introduction

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

(2) The Committee agreed that subject to approval by County Council at its meeting on 16 October 2008, a time limited Sub-Committee of the Children Families and Education Policy Overview Committee be established to have an overview of the Local Children's Services Partnerships (LCSPs) on the terms set out in the report.

(3) At this meeting Members commented as follows:-

- "Following concerns raised by the Church and Teacher representatives, there was agreement that the Sub-Committee should get under way following the extensive negotiations made to set it up, then the Sub-Committee could decide on additional people to be represented on the Sub-Committee.
- The Committee agreed that the Chairman, Vice Chairman and Spokesman would discuss how this Sub-Committee should report back to the POC allowing time for a proper debate and scrutiny."

It should be noted that as this is being constituted as a Sub-Committee its agendas will be available. The meetings will be open to the public and others to attend and observe.

(4) A report was submitted to the Selection and Member Services Committee on 8 October 2008 as part of the process for establishing a Sub Committee as set out in the constitution. At this meeting a number of items including this one were deferred to be considered at an additional meeting which is due to be held on 26 November 2008. It has therefore not been possible for the Sub-Committee to formally start its work. Subject to approval by the Selection and Members Services

Committee it is anticipated that this will be on the agenda for the meeting of the County Council on 11 December 2008.

Feedback from Informal meeting

2. (1) Although the Sub-Committee has not yet been established, the Members that it is anticipated will form the Sub-Committee have met on an informal basis. They met on 14 October and discussed an overview of the development of Children's Trust Arrangements in Kent, and the experiences of the Local Children's Services Pathfinders; Tunbridge Wells, Shepway 1 and 2, and Maidstone 2. A positive discussion took place regarding the key challenges and successes of the pathfinder period, and an overview of the priorities from the Local Children and Young People's Plans from the three localities. A number of issues were identified to be discussed at future meetings if the Sub-Committee is established, including Integrated Processes, Integrated Commissioning and the funding arrangements for LCSPs. Feedback from attendees demonstrated that the informal meeting had been useful to both Members and LCSPs in understanding the key issues at this developmental stage. It was agreed that a further informal meeting of members would take place on the 12 December 2008 focusing on the Swanley, Dartford West and Dartford East LCSPs.

(2) A programme of proposed meetings for the Sub-Committee is attached for Members information.

Recommendation

3. That the progress made to establish the LCSP Sub-Committee and the informal meeting of Members be noted.

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Background Documents: None

CFE POC Informal Meetings and Sub Committee on LCSPs Meetings
Revised Schedule 24.10.08

Group meeting dates	Subject/Area	Venue	Report lead-in deadline	CFE POC dates
14-10-2008 (Tues 10 am - 1pm incl. lunch)	Informal Members Group: Introduction & meeting on LCSP Pathfinders Tunbridge Wells, Maidstone 2, Shepway Urban & Rural	Medway Room, Sessions House	22-10-2008	13-11-2008
11-12-2008	County Council to be requested to approve the establishment of the LCSP Sub-Committee			
12-12-2008 (Fri 9.30 am - 12.30 pm incl. lunch)	Informal Members Group meeting on: Swanley, Dartford West, Dartford East,	Medway Room, Sessions House	22-12-2008	16-01-2009
20-02-2009 (Fri all day incl. lunch)	STUDY VISIT including Sub-Committee meeting Thanet 1, Thanet 2, Deal & Sandwich, Dover	Localities TBC	06-03-2009	31-03-2009
22-04-2009 (Weds 10 am - 1pm incl. lunch)	Sub-Committee meeting on: Ashford 1, Canterbury City & Country, Ashford Rural,	Pendragon, Invicta House	17-06-2009	10-07-2009
The following dates are subject to confirmation of membership following on from the County Council election in June 2008				
23-07-2009 (Thurs 10 am - 2pm incl. lunch)	Sub-Committee meeting on: Sevenoaks South, Tonbridge, Cranbrook & Paddock Wood	Waterton Lee, Invicta House	26-08-2009	18-09-2009
30-09-2009 (Weds all day incl. lunch)	STUDY VISIT including Sub-Committee meeting on: Swale Rural, Swale Urban, Canterbury Coastal	Localities TBC	20-10-2009	12-11-2009

Membership

Ann Allen (Chair designate of Sub-Committee) - Wilmington (Con)
Michael Northey - Canterbury South East (Con)
Godfrey Horne, MBE - Tonbridge (Con)
Jeffrey Curwood - Maidstone Central (Con)
Ivor Jones - Swanscombe & Greenhithe (Lab)
TBC - (Lab)
Martin Vye - Canterbury City South West (Lib Dem)

Officers

Dr Ian Craig - Director of Operations
Joy Ackroyd - Kent Children's Trust Development Manager
Matthew Redmond - Kent Children's Trust Policy Development Officer

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By: Leyland Ridings - Cabinet Member for Children Families and Educational Achievement
Mark Dance - Cabinet Member for Operations, Resources and Skills
Marilyn Hodges - Director, Strategy, Policy & Performance

To: Children, Families and Education Policy Overview Committee - 13 November 2008

Subject: CHILDREN AND YOUNG PEOPLE OF KENT SURVEY (NFER) 2008

Classification: Unrestricted

File Ref:

Summary: This report provides CFE Policy Overview Committee with information about the 2008 Children and Young People Survey completed by NFER.

Introduction

1. (1) The 2008 Children and Young People of Kent survey has now been completed. The survey is a key instrument in obtaining the views of a large number of children and young people in the county. The survey reflects the importance attached to hearing from children and young people as demonstrated in the KCC 2010 target 14 "Listen to young people's views and opinions and develop their ideas to improve education and life in Kent".

(2) The National Foundation for Educational Research (NFER) was commissioned to conduct the 2008 survey.

(3) In total, 45,531 children and young people completed the survey. This includes:

- 33,056 children aged 7 to 11 from 389 schools
- 11,790 young people aged 11 to 16 from 84 secondary schools
- 685 young people post 16.

(4) This response represents an increase of 6% on the 2007 survey when 42,832 children and young people participated.

(5) To allow comparisons over time, the key themes and questions were the same as the previous survey. These were the Every Child Matters outcomes - Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution, and Achieving Economic Well-Being, views were also obtained on children and young people's perceptions of living in Kent.

(6) The survey produced a wealth of information at a county level but also for the Local Children Service Partnerships (LCSP) and for participating schools. Each school and LCSP received its own data report from the survey. As in 2007, NFER considered any significant differences in response from the following groups:

- Looked After Children.
- Children with special educational needs
- Pupils eligible for free school meals
- Speakers of a first language other than English
- Black and Minority Ethnic groups (new in 2008).

Key Findings From the 2008 Children and Young People Survey

2 The full report provides a wealth of information on the perceptions of children and young people. Some of the key findings are summarised below.

Being Healthy

3. (1) Children and young people in Kent have a good understanding of healthy living and are aware of the dangers of drinking alcohol and smoking. Findings from the survey, however, suggest that children and young people are not always leading such healthy lifestyles.

(2) Primary children in 2008 are more likely than children in 2006/07 to think that it is healthy to eat different types of food (67 per cent and 61 per cent respectively). But they are more likely than children in 2006/07 to eat sweets or chocolate on most days (66 per cent and 62 per cent respectively).

(3) Most young people feel they receive enough information about healthy living, however nearly half of 11 –19 years olds say they need more information and advice about relationships and about a quarter feel they need more information about sexual health (24% in 2008 compared to 26% in 2006/07).

(4) Almost all secondary and post -16 young people are aware that smoking causes health problems (93% of 11- 16s and 94% of post 16 young people). Similarly, most young people understand the dangers of getting drunk (83% of 11 to 16s and 85% of post 16 young people). However, around a fifth of post 16 young people (21%) and 6% of 11 to 16 year olds say they get drunk at least once or twice a week with a further 2% of 11-16 years and 3% of post 16 year olds saying they get drunk on most days.. Also, 17% of post 16s and 9% of 11 to 16 year olds say they smoke at least once or twice a week.

Actions

- Improve access to services, support and information to stop smoking, and misuse of drugs/alcohol. (CYPP target 14)
- Encourage healthy eating and an understanding of the role of nutrition in living a healthy life style. (CYPP target 16)
- Promote healthy eating in children and young people by providing nutritious lunches through the “Healthy Schools” programme and launch a range of community based healthy eating pilots aimed at parents and carers. (2010 target).

- Increase access to physical activities. (CYPP target 15)
- Provide support to children and young people who are, or thought to be, at risk of becoming an unhealthy weight. (CYPP target 17)
- Ensure young people have access to information about relationships and sexual health. (CYPP target 13)

Staying Safe

4. (1) The majority of children say they know how to stay safe (92%) and young people say they make choices to help them to stay safe (70%). Young people also report that they feel safe most of the time travelling to and from school (67% most of the time and a further 25% sometimes), whilst at school (70% say most of the time and a further 22% say sometimes), and in the area where they live (68% say most of the time and 23% sometimes). There are, however, particular things in their local area that worry some children and young people:

- Primary children worry most about broken glass on the ground (41%) and groups of people hanging around (37%).
- People carrying knives was the most frequently identified concern for 11-19 year olds (identified as a concern by 37% of secondary young people and a 21% of post –16 young people).

(2) However, overall the proportion of children and young people who worry about glass on the ground, groups of young people hanging around and people carrying knives, has declined slightly since 2006/07.

(3) Around half of primary children said they have experienced being pushed or hit by other children (55%) or called names or talked about by other children (54%). As children get older, reports of bullying decrease, 29% of 11-16 year olds say they have been bullied in the past year, with verbal bullying the most common form of bullying experienced by young people in this age group. (Of those that said they'd been bullied, 77% said it was verbal bullying).

Whether children (aged 7 to 11) have been bullied.

Type of Bullying	2007	2008
Pushed or hit by other children	55%	55%
Called names or talked about by other children.	54%	54%
Left out or stopped from joining in.	49%	49%
Picked on or bullied at school	38%	37%
Had their possessions broken or stolen on purpose	33%	32%
Picked on in the area where they live	27%	25%
Picked on going to or from school	13%	12%

Whether secondary young people (11 to 16) have been bullied in the last year

	2007	2008
Bullied in the last year	31%	29%

(4) Younger children and those from specific groups like young carers and SEN are more likely to report being bullied (43% of young carers and 42% of secondary young people with SEN).

Actions

- Identify and target specific areas to reduce crime and disorder. (CYPP target 71)
- Reduce anti social behaviour involving young people – particularly where it is alcohol and drug related. (CYPP target 70)
- Promote safe environments for children and young people. (CYPP targets 48 and 49).
- Improve access for children and young people needing help or advice about dealing with bullying or discriminatory behaviour.
- Provide advice to children and young people and their families about using the internet safely. (CYPP target 73)

Enjoying and Achieving

5. (1) A significant proportion of primary children enjoy going to school (44%), a further 38% report they sometimes enjoy going to school and 16 % of primary children said they do not like going to school. Most secondary young people either agree or strongly agree with the statement “I like being at school” (54%). Slightly more post 16 young people agree or strongly agree that they enjoy being at school/college (58%). Young people were asked what aspects of school they enjoy, in response to specific questions, 78% of young people said they enjoy seeing friends, 36% said they enjoy sports and 23% said they enjoy drama/music productions. However, 52% of secondary and 42% of post –16 young people said that the disruptive behaviour of other pupils makes it difficult for them to learn.

(2) Overall, most children (66%) think they are doing well at school and 80% of 11 to 16 young people feel that they are doing well or quite well at school.

(3) Slightly more primary children (49 per cent) reported using the internet after school in 2008 compared to those who used it in 2006/07 (46 per cent)

(4) Children and young people participate in a range of activities after school and at the weekends. Around a third of young people aged 11 to 19 would like to do more activities in their spare time. Some of the barriers for young people age 11 to 16, not doing more activities include cost (31%), lack of time (27%) and activities not being available locally (24%).

Actions

- Ensure that young people have safe places to meet and things to do. (CYPP target 48)
- Make sure that children have safe, accessible and exciting places to play. (CYPP target 49)
- Work with Headteachers to encourage a zero tolerance approach towards disruptive behaviour, bullying and vandalism in our schools (2010 target).
- Attendance and Behaviour Service, Kent Safe Schools and Advisory Service addressing disruptive behaviour through a range of actions.
- Use the opportunity represented by the 2012 Olympics to inspire children and young people to participate in sports. (CYPP target 50)
- Encourage and promote opportunities for children and young people to volunteer. (CYPP target 51).

Making a Positive Contribution

6. (1) Around 69% of secondary and 72% of post 16 young people feel they have the opportunity to have their say about school issues. However only approximately a third of secondary young people (36%) and post 16 young people (30%) feel they can have a say on issues affecting the area where they live at least sometimes.

(2) Around 60 per cent of secondary and post- 16 young people said they would not be interested in joining a school council and just over 40 % would not vote in a school or college election.

(3) Looked After Children are more likely to be a member of a school council or college council than other secondary pupils (37% compared to 21%).

(4) Many children (81%) aged 7 –11 say they help other people and 46% raised money for charity.

(5) 75% of primary children recycle compared to 67% in 2006/07 and 66% of 11 to 16 year olds say they recycle compared to 56% in 2006/07.

Actions

- Increase engagement and participation by young people in education, employment and society. (CYPP priority 7).
- Increase opportunities for children and young people to have a say in their local community through participation and consultation by the Local Children Service Partnerships.
- Provide opportunities for children and young people who are seldom heard to express their views. For example, a children in care council and focus groups with particularly vulnerable groups e.g. disabled children.

Achieving Economic Well-Being

7. (1) Most children (65%) say they know what job they want to do when they are grown up. Also most secondary young people (65%) and post 16 young people (62%) know what sort of job they want to do in the future and think they will be able to get it (67% and 61% respectively).

(2) Just under two thirds of secondary young people (64%) and post 16 young people (65%) think that their school or college is giving them useful skills and knowledge for work. However, only 43% of 11 to 16 year olds and 38% of post 16s agree that they are receiving good careers advice.

(3) About 67% secondary and 65% of post –16 feel positive about their future but about 20% are unsure.

Actions

- Reduce the impact of poverty on children’s lives by tackling the underlying causes and by mitigating the effects of poverty. (CYPP priority 1).
- Increase the proportion of young people who participate in education, training and employment post –16. (CYPP target 64).
- Plan and deliver a broad and inclusive 14 to 19-curriculum and qualifications framework with clear and accessible pathways for progression. (CYPP target 61)
- Improve careers advice for young people. Provide careers education, work related learning and enterprise within the curriculum. (CYPP target 66)
- Reduce the number of people dependent on welfare benefits through strategies such as the Supporting Independence Programme. (CYPP target 9),

Living in Kent

8. Just over 80 per cent of primary children in Kent like the area they live in (a slightly higher proportion than in 2006/07). 11 – 19 year old young people are slightly less positive, with 44% reporting that their area is a good place to live and a further 41% think that it is an “okay” place to live.

Actions

- Provide opportunities through the Local Children Service Partnerships for young people to influence their local communities.
- Ensure that young people have safe places to meet and things to do. (CYPP target 48).
- Provide the Select Committee on young people’s leisure activities with findings from the survey.

Ethnicity

9. (1) The 2006/07 survey included some analysis of the results by various groupings one of which was children and young people with a first language other than English. However it was thought it would be more informative if the 2008 survey could identify key differences for children and young people from different ethnic backgrounds.

(2) Appendix B to the main report provides data and commentary on the responses for the various topics in the questionnaire. A few examples of the findings include:

Primary children with an Asian or Asian British background are most likely to agree with the statement “I like going to school” than children from other ethnic backgrounds (67% compared with 43% for White British children).

Primary children from a Black or Black British ethnic background are the most likely to say that they like after-school clubs (67%). Whereas children from a Gypsy, Roma or Traveller background are the most likely to say that they do *not* like after school clubs (27%)

Secondary young people from an Asian or Asian British ethnic background are less likely to exercise for an hour or more on most days (44%) compared to young people of dual heritage or mixed ethnic background (59%).

Using and Communicating the Results of the 2008 Survey

10. (1) Results from the survey will be put to good use to inform the commissioning and delivery of services.

(2) Early results from the survey were used to reinforce themes in the development of the Kent Children and Young People’s Plan (2008-2011), and will be useful for confirming Local Children Service Plans, and local School Plans. It is also expected to inform the Children and Young People needs assessments 2009.

(3) The results should also be of value for CFE staff in their business plans and for partner agencies in the Kent Children’s Trust. It should also be of use to any KCC select committees concerning young people including the current one addressing provision of activities for young people.

(4) The previous survey findings were used to inform various forums, policy and strategy developments. For example it was used by the Crime and Disorder Reduction Partnership, Connexions and KDAAT and helped to inform the development of policies re transport, PSHE, bullying etc. It is anticipated that the 2008 survey will also be useful for a similar range of children and young people services in the county.

(5) It is important that the survey results are communicated widely. It is proposed that:

- Summary findings be considered within the CFE divisional management teams to establish that relevant actions are being taken in all areas.
- Local Children Service Partnerships make use of the main survey findings in planning and developing children and young people’s services at a local level.
- Presentations are made to a wider group of Members, to relevant staff groups, teams, and partnership and project groups.
- A summary report is put on the KCC website and Kent Trust website and reported to the Kent Children’s Trust Board.

Recommendations

11. Members of the CFE Policy Overview Committee are asked to:

Note the summary findings from the 2008 children and young people survey.

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Background Documents:

None

Other Useful Information:

None

By: Paul Carter, Leader of the Council
 Mark Dance, Cabinet Member for Operations, Resources and Skills (CF&E)
 Peter Gilroy, Chief Executive (CED)
 David Whittle, Corporate Policy Manager (CED)

To: Children, Families & Education Policy Overview Committee – 13 November 2008

Subject: Skills for the 21st Century: No More Wasted Opportunities

Classification: Unrestricted

Summary: ‘Skills for the 21st Century: No More Wasted Opportunities’ is a policy discussion paper commissioned by the Leader and Chief Executive and prepared by Corporate Policy and the 14-24 Innovation Unit. The paper analyses the key skills and welfare issues facing young people aged 14-24. The paper provided the basis for a series of seminars held by KCC at all three main political party conferences in Autumn 2008.

1. Background:

- 1.1 The increasing centralisation of all government's over the last twenty years has led to the capacity, knowledge and expertise of local government in developing responsive solutions to local problems being too often ignored and sidelined by Westminster and Whitehall at the expense of local people and businesses. The Leader and Chief Executive have therefore made it their priority that KCC should seek to influence the national public policy debate and demonstrate in light of previous experience how KCC can develop innovative solutions to complex policy and delivery problems. To this end, the Leader and Chief Executive have commissioned Corporate Policy to prepare a series of policy discussion papers with colleagues across Directorates and Business Units that will set out KCC's thinking across a broad range of key public policy issues.
- 1.2 The audiences for the policy papers will include Government departments and agencies, political parties, think tanks, NGOs, businesses and the voluntary sector.

2. Skills for the 21st Century: No More Wasted Opportunities:

2.1 Skills for the 21st Century: No More Wasted Opportunities’ analyses the key skills and welfare issues facing young people aged 14-24 and is a policy area considered a top priority by the Leader of the Council. The broader welfare and skills policy arena is currently very fluid, with a range of national policy changes coming online including the extension of the compulsory participation age, the introduction of 14-19 Diplomas and the transfer of Learning and Skills Council (LSC) 16-19 function to local authorities by 2010. The paper provides an analysis of the current policy landscape, the costs of failure and examines the opportunities that exist for improving the system, setting conclusions/recommendations around:

- The need to fully devolve LSC functions to local authorities, and replacing the LSC with new quangos - the Skills Funding Agency (SFA), Young People's Learning Agency (YPLA) and the regional delivery structure - will hinder rather than assist local government in its role as strategic commissioner of FE provision.
- The need for central Government to support vocational qualifications, ideally moving towards a single integrated Qualifications Framework and providing some stability for vocational qualifications by avoiding a continuous programme of reform.

- That assessment of individual students and institutions should be broader than GCSE league table measures and based around individual progress and include a range of measures, including post-participation destination and an assessment of employability skills.
- The need to deliver a world class careers service, which increasingly provides individuals with skills to manage their own careers, through understanding the needs of the local economy, their own skills requirements and how to access the training required to gain those skills. This will allow individuals to better manage their career in an increasingly fast changing global economy.
- The need to radically increase the provision of apprentices and the work based learning for many of our young people as a means to meet the skills requirements of the local economy and provide young people with the qualifications and experience they need to succeed in the world of employment. There is an urgent need to think about how the bureaucracy associated with the current apprenticeship provision can be removed for businesses, especially Small-Medium Enterprises (SMEs), in order to encourage the take up of apprenticeships. Radical options in regard to post-16 funding also need to be considered to increase both volume and quality of provision.

3. Conference Events:

3.1 In order to publicise the paper and influence as wide an audience as possible KCC held a seminar at each of the party conferences in September. The seminars were jointly sponsored with the Centre for Economic and Social Inclusion and chaired by its Chief Executive, David Simmonds. The Leader of the Council shared the platform at the seminars with a range of speakers including:

- John Hayes MP, Conservative Shadow Minister for Vocational Education;
- Keith Donnelly, General Manager responsible for training at Carillion.
- Rt. Hon Charles Clarke MP, former Secretary of State for Education and Skills.
- Gordon Marsden MP, Labour Chair of the All Party Parliamentary Group on Skills and Member of the House of Commons Select Committee on Innovation, Universities and Skills.
- Phil Willis MP, Liberal Democrat Chair of the House of Commons Select Committee on Innovation, Universities and Skills.

3.2 The feedback from each of the seminars has been extremely positive. A range of stakeholders attended the seminars, including organisations such as:

- Audit Commission
- Birmingham Council
- British Gas
- Centre for Cities
- Chartered Institute of Personnel & Development
- Cheltenham BC
- City & Guilds
- Commission for Employment
- Essex CC
- Government Office South East
- Hastings BC
- IFS: School of Finance
- Improvement & Development Agency
- Institute of Groundsmanship

- Learning & Skills Council
- National Union of Teachers
- RB Kingston upon Thames
- South East England Development Agency
- West of England Aerospace Forum
- Working Links

4. Next steps:

4.1 Following on from the publication of 'Skills for the 21st Century: No More Wasted Opportunities' Corporate Policy is working with colleagues across the Council to prepare a series of policy papers on issues such as welfare provision; the ageing population; 16-19 funding opportunities and a follow on paper from Skills for the 21st Century on careers advice and guidance.

5. Recommendations

- a) Members of the Policy Overview Committee are asked to note the policy discussion paper 'Skills for the 21st Century: No More Wasted Opportunities'.

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Background Documents:

'Skills for the 21st Century: No More Wasted Opportunities', September 2008

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Skills for the 21st Century:

No more wasted opportunities

Policy Discussion Paper

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EXECUTIVE SUMMARY

Generation after generation of young people have left education and training in this country without the necessary skills to enter into sustainable employment and meet the needs of businesses. The net effect has been a skills shortage, lower productivity than our main competitors and increasing social inequality. As globalisation increases and new economic superpowers rise in East Asia, the UK economy will no longer sustain those low skilled jobs that have long provided a safety net for many low skilled workers.

We can no longer afford to continue with our current approach. The costs of failure are increasingly too high. The welfare bill for 16-24 year olds in Kent alone is £74.6million per year. Across England and Wales the estimate is £2.9billion. Rising social inequality is leading to community tensions with increasing national concern about young people not in education, employment or training (NEET). Our inability to produce young people who can meet the high skill demands of the future UK economy is a consistent concern of the business community. The UK will lose ground in an increasingly competitive global market if we do not act.

Local Government is central to meeting the skills challenge. Through its place shaping mandate and leadership role across the public sector, it can act as a key link between education provision and the sub-regional economic demand for young people with appropriate work related skills. We need to address the root causes behind the failure of the education and training system – a narrow focus on the academic approach, the failure to provide applied learning and promote wider employability skills, passive teaching and learning styles which fail to keep young people engaged, a failure to truly develop a coherent apprenticeship model and a Further Education (FE) system focussed on delivering national targets rather than meeting local economic need.

If we are to transform education and training provision we need to tackle these failures. KCC has been in the vanguard of providing reformed and modern education and training provision. Placing the skills agenda at the heart of its corporate vision, it has set about transforming the 14-16 curriculum to enable students to become autonomous learners by designing a curriculum that is both relevant, in content and teaching method, for individual young people in a modern day IT rich society. With an increasingly wide curriculum offer, providing vocational and applied learning opportunities for all young people, greater choice and personalisation of the learning experience is keeping young people engaged in learning, raising their aspirations and broadening their horizons. In some of our most challenging areas we are seeing impressive results, with entire cohorts of 16 year olds moving into positive post-16 education or training provision and staying off welfare benefits.

We firmly believe that the apprenticeships are the key to providing the opportunity for many of our young people to learn applied vocational and technical skills that will benefit both them and their employer. KCC has established its own apprenticeship service, which aims to have 1000 apprentices across the public and private sector in Kent by 2010. Using our procurement power, we are increasingly ensuring that our contractors make a commitment to provide apprenticeship and work based learning. The first wave of our Building Schools for the Future programme will deliver an additional 400 apprentices.

Central to the revolution in skills should be the provision of world class careers advice and guidance. Increasingly evidence shows that poor careers advice and guidance is leading people into wrong choices in regards to their education and training or jobs that fail to make the best use of their abilities or jobs they just

don't want to do. The economic and social loss as a result is a complete waste and it has been estimated that effective careers advice could add 1% to UK GDP. KCC has started to transform its careers provision, using information technology to provide students with accessible information over the curriculum offer and careers options that are available to them. Yet we must do more. Careers advice must be truly independent so young people are presented with the entire range of options available to them at each stage of their learning journey. We need to transform our approach by increasingly teaching career management and life skills so that young people can manage and take charge of their own careers development through the course of their life.

The reform programme set out by the Government for 14-19 education, which increasingly places local government at the centre of the skills agenda, whilst welcome, does not go far enough. We believe a range of measures could further help local government deliver the revolution in skills our young people need. Measures should be based around the following range of suggestions:

- Responsibility for 16-19 provision should be fully devolved to local authorities. New quangos such as the Skills Funding Agency, Young People's Learning Agency, and regional delivery structures will only limit local government's ability to get the job done.
- We need to move towards a single integrated Qualifications Framework covering both vocational and academic qualifications which provides true opportunities for comparison and transfer of credits between qualifications.
- Constant reform undermines confidence in the value of vocational qualifications. Any future reform should be incremental to develop parity of esteem for vocational qualifications with the academic route.
- Assessment for individual students and institutions such as schools and FE colleges should be broader than the current GCSE league table measure. It should be centred around individual student progress, and include a range of measures, such as positive post-participation destination and an assessment of employability skills gained, as well as formal qualifications achieved.
- 14-19 Diplomas, central to the Government's ambition to raise the compulsory participation age of education and training may actually offer less applied learning and a narrower curriculum choice for young people instead of the varied curriculum, innovative teaching and learning methodologies which young people respond to and which Kent has pioneered. This needs urgent attention from Government.
- A single National Diploma that would encompass all the academic and vocational options through the 14-19 curriculum (such as that originally proposed by Tomlinson) would provide a single qualification framework that would bring academic and vocational qualifications into greater alignment with each other.
- Given the importance of careers advice we need to move towards an all-age careers service. In order to ensure a clear link between careers advice and sub-regional economic need, a national all-age careers service should be managed locally (sub-regionally) by local authorities under a national branding and framework.
- The potential benefits, both for individuals and the state, from getting careers advice and guidance right are potentially so significant that we cannot afford not to do it. We need to think about innovative ways of

funding transformed careers provision. One option that we believe should be explored is to front end some of the estimated £2.9billion annual welfare spending on 16-24 year olds on an invest to save basis.

- Kent has proved that local government can run a successful apprenticeship service. The proposed National Apprenticeship Service (NAS) role should be devolved to local government. If the NAS must exist, should be strategic in focus with its operational delivery integrated with local government apprenticeship arrangements to facilitate apprenticeship provision in local authorities' 16-19 commissioning arrangements.
- There should be a huge increase in the take up of apprentices. The public sector must lead the way. Consideration needs to be given as to whether all public sector authorities should be required to consider how they could make provision, through their planning and budgeting arrangements, to provide work-based learning, apprenticeships or sandwich degree courses - relative to the needs and economy of their business.
- Bureaucracy needs to be taken out of the apprenticeship system – especially for Small to Medium sized Enterprises – with the bureaucratic burden falling on local government to facilitate the increase in apprenticeships. Skills brokerage needs to be greatly expanded, to facilitate employer and learner interaction and matching so that we create a win-win situation for employer and learner alike.

Transformational change will deliver enormous benefits in the productivity of the county and has the potential to reduce welfare dependency and its consequent burden on the public purse.

1. FOREWORD - THE NEED FOR CHANGE:

A decade ago the learning experience for young people in secondary schools across the country was generally uninspiring and failing to educate young people for a fast changing technological, and increasingly globalised world. The secondary curriculum was prescriptive and measured by the 'gold standard' of 5 A*-C GCSEs in the pursuit of getting as many young people as possible on the path towards university. Although 65 per cent of young people achieve 5 GCSE grade A*-Cs, what are we doing to support the majority of young people who won't, nor wish to, progress on to higher education?

In Kent over the last eight years, we have been on a journey of secondary school transformation; broadening the curriculum to allow diversity and choice whilst embracing technology to deliver a radical and personalised learning agenda, enabling us to deliver our major goal of ensuring that all young people in the county fulfil their ambition and reach their full potential. Our aim is to create a stimulating learning journey for 14-24 year olds - developing the necessary employability skills fit for the 21st century by giving them real choice and diversity of provision appropriate to meet their ambitions, aspirations and ability.

In addition, Kent has pioneered its own apprenticeship programme (Kent Success) on the basis that work based learning is the appropriate path for a substantial number of young people, providing opportunities to acquire industry relevant skills in the workplace supported by approved training packages. We endeavour to see all our 16-19 year olds either in full-time education or employment and all our 19-24 year olds either in appropriate higher education or full-time employment, contributing to society and not becoming a burden on the welfare state.

In parallel Kent has started to explore new methods and ways to deliver the very best careers advice and guidance, for far too long underplayed and undervalued across the country. How do young people plan and develop career goals? How are they supported? The result is dismal and depressing. The vast majority of school leavers at 16 and 18 have no clearly articulated career paths. 48 per cent choose to enter higher education. Nearly 10 per cent drop out in the first year, while over 20 per cent fail to graduate.ⁱ Of those who do graduate, over 30 per cent go into jobs that do not require a degreeⁱⁱ whilst the same number again regret their choice of degree.ⁱⁱⁱ Far too many adults go through their entire working lives without ever making fully intentional, fully informed career choices. Too many end up in jobs by happenstance rather than through informed choice. They spend at least half of their conscious hours in work that they do not particularly like. The waste of human capital and failed ambition is a crime and the unrealised human potential is vast.

This paper is both about our journey to date, our ambition for the future and the challenges we must all overcome to do all we can to make sure there are no more wasted opportunities for the next generation of young people. This paper outlines our current thinking, and hopefully brings a local perspective to the wider national debate.



Paul Carter,
Leader, Kent County Council

2. WHY SKILLS? WHY LOCAL GOVERNMENT?

Since the publication of the Leitch Review on Skills in 2006 the national debate on skills has intensified, with both the Government and the Conservative Party setting out detailed blueprints of how they intend to achieve a 'revolution' in skills. But the skills gap that exists in Britain is nothing new; indeed, as long ago as 1963, the Newsom Review entitled "Half our Future" highlighted the dangers of an education system that was failing to fully equip half of the population with the skills required to gain access to decent employment with future prospects.^{iv} So why have skills suddenly re-emerged on the political agenda? And why should local government be particularly concerned about this issue?

The global economic challenge:

A significant driver behind the skills challenge is the fast changing 21st century economy. New global value chains, revolutionary information communications technology (ICT) and global production networks are creating markets with further reach and more flexibility. The UK has a flexible market economy particularly linked to market changes and fluctuations, which is simultaneously a strength (i.e. more job opportunities) and a risk (i.e. jobs can go as quickly as they are created).^v The rise of new economic superpowers threatens traditional low skill sectors that have provided many jobs in the UK. By 2020 China will be the second largest economy in the world; it already manufactures 50 per cent of the world's computers and textiles and 60 per cent of digital cameras and mobile phones. Whilst today there are three million jobs in the UK economy that require basic skills, by 2020 it is estimated that there will only be half a million unskilled jobs in the UK economy.^{vi} The job market is dramatically changing and will not provide the significant proportion of low skilled jobs it has in the past.

The essential need to get it right:

The UK lags behind its competitors in the provision of vocational and technical skills that are required to maintain our competitive advantage in the global economy. There continues to be a significant productivity gap between the UK and our competitors such as Germany, France and the USA.^{vii} It is estimated that 20 per cent of the UK's productivity gap with Germany may be accounted for by the relatively low level of skills in the UK. If we want to position ourselves to take advantage of increased globalisation and the benefits that it can bring, we must focus our efforts on bringing vocational and technical skills up to the level of our competitors.^{viii} This will require a radical overhaul of the education and training system to deliver a well skilled population. The impact that this could have on the UK economy could be huge. Implementation of the Leitch recommendations could add £80billion to UK GDP over the next 30 years. The think tank Reform has calculated that the amount of Total Earned Income in the economy would grow by £9billion if the UK had the same skills profile as France, £25billion with the same profile as Germany and £32 billion with the same profile as America.^{ix}

Yet the economic benefit of having an appropriately skilled / educated workforce that meets the demands of a fast changing global economy benefits individuals as well as the nation. The financial gains in relation to applied vocational skills through work based learning are clear. For young men vocational qualifications such as an NVQ 3 achieved through an apprenticeship offer a potential salary of up to 35% higher than those who gained the same qualification earned outside of an apprenticeship.^x

The consequences of failure:

Recent research has concluded that the cost of educating the 3.9 million 16 year olds who took their GCSEs between 1997 and 2007 - but did not reach the benchmark 5 GCSEs grade A*-C including English and Maths - came to £71 billion.^{xi} This fundamental failure of our education system to provide school leavers with basic educational qualifications not only has huge economic consequences, but wider social ramifications. The PISA 2001 study showed that the UK had the greatest association between low socio-economic status and participation in education of all OECD countries.^{xii} Put simply, the UK education system reinforces social inequality rather than reduces it, with the gap in educational achievement between socio-economic groups growing at each stage of the education system, and this trend becoming further entrenched year by year.^{xiii} A vital opportunity to tackle social inequality is being lost through the failure of the UK education system to provide all young people with the best 14-19 education possible.

The cost of 16-24 welfare in Kent:

Number of Kent 16-24 claiming out of work benefits	= 10,390
Annual out of work benefits bill	= £27.7m
Annual council tax / housing benefit cost (max)	= £74.6m
Total annual 16-24 welfare bill in Kent	= £74.6m
Estimated England & Wales Bill (up scaled)	= £2.9 billion

There is also a huge national duty financially, as well as morally, to help those who completely fall through THE education and training system reach their full potential. The costs of supporting 16-24 year olds who become welfare dependent are a significant drain on public finances. In Kent, there are currently 10,390 16-24 year olds claiming out of work benefits (Jobseekers Allowance, Income Support or Incapacity Benefit). The annual cost of providing out of work benefits to this cohort of 16-24 year olds is £27.7 million pounds. In addition, many of these claimants will also be in receipt of council tax and housing benefit, which equates to an estimated annual bill of £46.9 million. This adds up to a combined welfare spend on 16-24 year olds in Kent of £74.6million per year (see Appendix for full breakdown of calculations). We can estimate that the total welfare expenditure on 16-24 year olds every year is around £2.9 billion in England and Wales. This figure does not include the productivity and revenue contribution to the nation's economy that would result if this cohort of 16-24 year olds were in gainful employment or training.

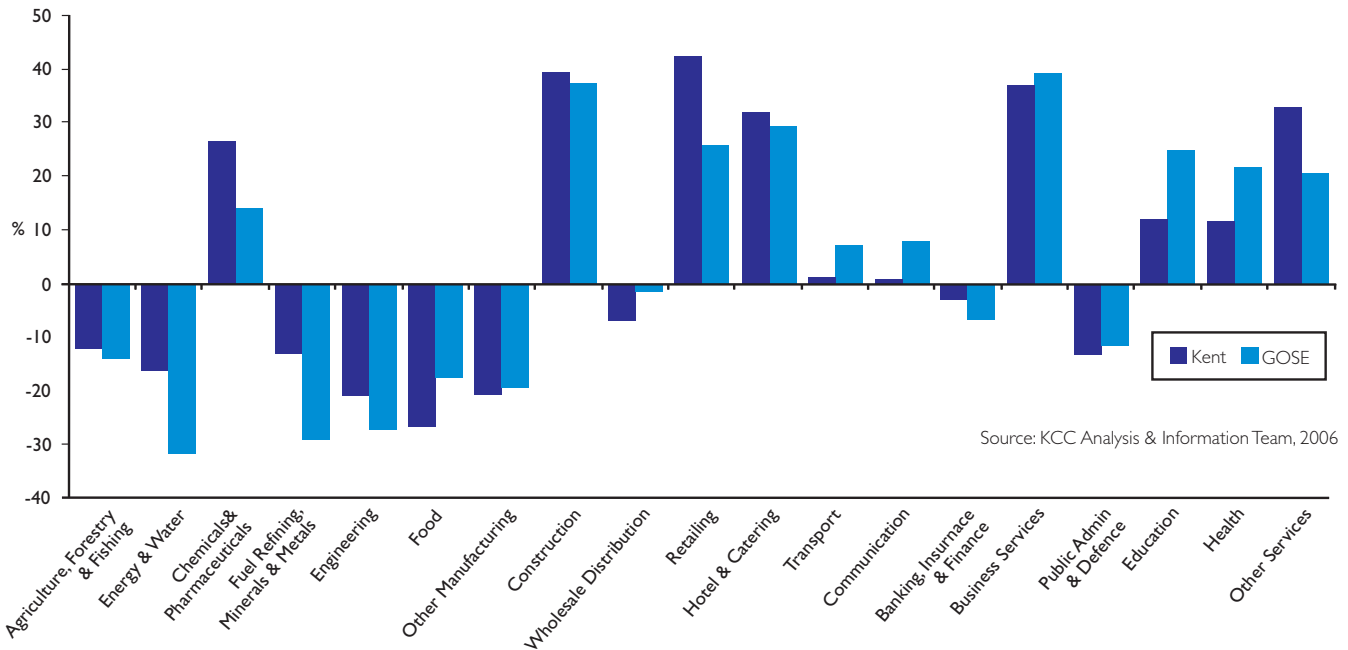
The truth is that the only long-term solution to tacking welfare dependency is to ensure that young people have the right skills to access and succeed in the job market. If we can prevent these young people from entering the welfare system then we can begin to make significant savings for the public purse. If we stopped each new cohort of 16 year olds entering the welfare system tomorrow, over the eight years from 16-24 we could save some £596million. Generation by generation as the welfare roll falls and is no longer topped up with the next 16-24 generation, the compound saving from the national welfare bill would be huge.

Global challenges: local solutions:

So the global economic challenge, the need to close the productivity gap and the economic and social consequences of failing our 16-24 generation are all clear. If we get the national macro education and skills

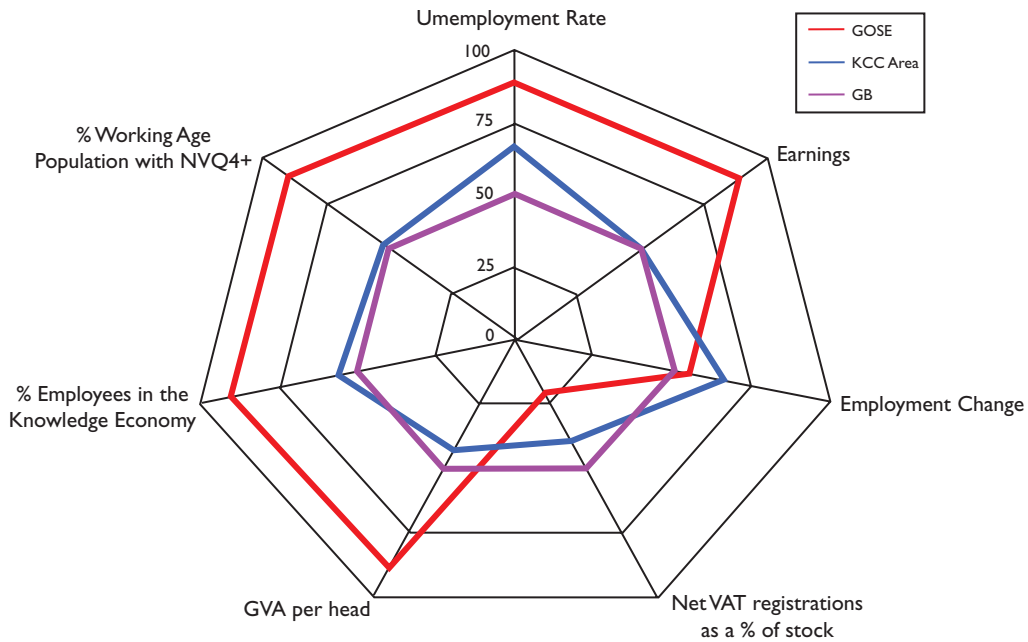
policy right, what role can local government play to ensure the successful delivery and outcomes for young people and for the country. The reality is that global change has its greatest impact at the local level, and local issues and circumstance frame how these global problems affect local communities. For example, figure 1 below sets out the change in the number of jobs in the Kent and South East economy by sector between 1996 and 2004.

Figure 1: Job & Sector Change in Kent and South East Economy 1996-2004^{xiv}



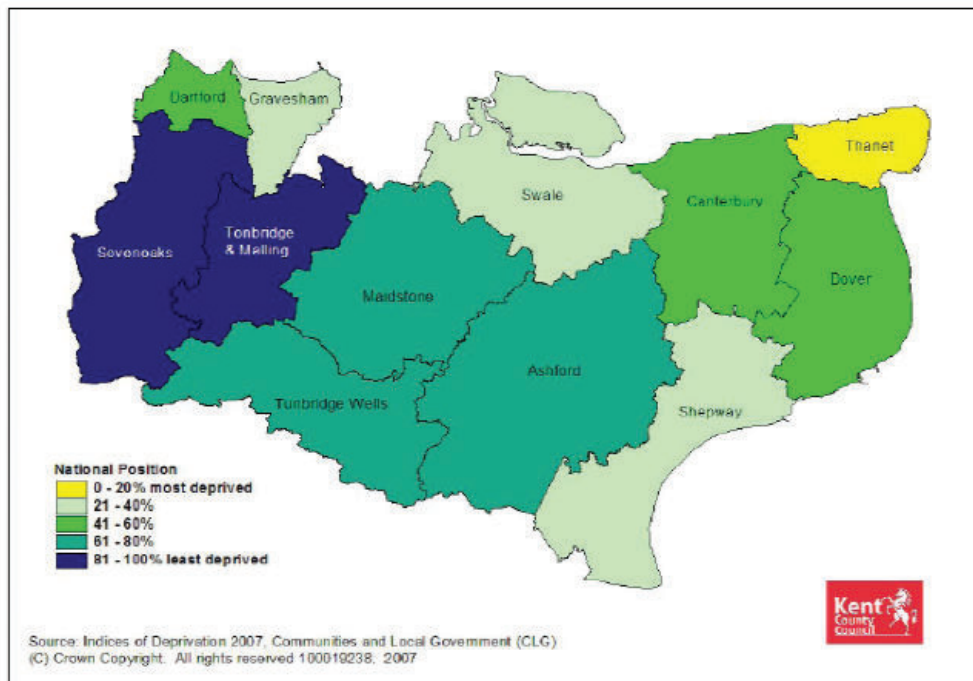
The sheer scale of the shift between all sectors of the Kent economy over a relatively short eight year period is remarkable. The number of jobs in some sectors (retailing, construction and business services) increased by nearly 40 per cent, whilst others (food, other manufacturing) contracted rapidly. Whilst there was a similar trend between Kent and the wider South East area in relation to which sectors of the economy grew and contracted during this period, the extent to which the number of jobs changed in each sector varies considerably. The sheer difference in the Kent sub-regional economy compared to the regional economy of the South East and the national economy is shown in the diagram below, which compares the economies against a number of key economic indicators.

Figure 2: Benchmark of Kent, South East Region and National Economy against key indicators^{xv}



The KCC area is significantly below the South East average in relation to GVA per head, employees in the knowledge economy, percentage of population that is of working age, unemployment rate and earnings, but this varies in similar ways across the county itself. The deprivation rank of Kent districts in the 2007 Indices of Multiple Deprivation illustrates the extreme social and economic differences across the county, with Thanet within England's top 20% deprived and Sevenoaks within England's least 20% deprived (see map).

Figure 3: National position of local authority districts in Kent based on the average of LSOA scores – ID 2007 Local Authority Summaries^{xvi}



This highlights that Kent has very specific economic challenges that vary from the national or even regional base. Nor is this sub-regional variation only applicable to Kent. Research undertaken by the Local Government Association (LGA) has highlighted that most economies are sub-regional in nature.^{xvii} This is a critically important point. If as a country we are to be effective at meeting the skills challenge, and we accept that the education and training system needs to be matched to the needs of local economies to benefit students and employers alike, then it is abundantly clear that the education and training framework needs to be shaped on a sub-regional basis to match sub-regional economies. National or regionally imposed solutions that do not reflect the real sub-regional economy will not work.

The Government has acknowledged in the Sub-National Review (SNR) that economic development can only be achieved through devolution from the centre to localities. It needs to do the same with skills. Upskilling of the workforce is vital to improve the economic performance of the UK economy and local government needs to be equipped with the levers to make this happen.

3. SYSTEM FAILURE: TOO MANY WASTED OPPORTUNITIES

We know the education and training system has been failing for far too long from two key indicators. The post 16 education, employment and training participation rate has not increased leading to an increased focus from Government on NEETs (those Not in Education Employment or Training) – whilst there have been numerous statements from the business community that young people entering employment, at all levels, don't have the employability skills that employers are looking for (see box)

Generic Employability Skills – broadly defined*

Fundamental skills – such as literacy, using numbers and technology skills.

People-related skills – such as communication skills, interpersonal skills, influencing skills, negotiation skills, team-working skills, customer service skills and leadership skills.

Conceptualising/thinking skills – such as managing information, problem solving, planning and organising skills, learning skills, thinking innovatively and creatively and reflective skills.

Personal skills and attributes – such as being enthusiastic, adaptable, motivated, reliable, responsible, honest, resourceful, committed, loyal, flexible, well presented, sensible, able to manage own time and deal with pressure.

Skills related to the business world – such as innovation skills, enterprise skills, commercial awareness, business awareness.

Skills related to the community – such as citizenship skills.

**Source: The Teaching, Learning and Assessment of Generic Employability Skills, Centre for Developing and Evaluating Lifelong Learning, Feb 2007*

Post-16 participation rates and the policy focus on NEETS:

The Government claims that the number of young people aged 16-18 now in education and training is the highest ever,^{xviii} but there has been very little progress in increasing the percentage of young people in post-16 education. As noted by Stanton, participation rates as a percentage of the 16-18 year olds is actually lower now than in 1994.^{xix} This has led to widespread concern about the number of young people who are not in education, employment or training based on two key assumptions. Firstly, an increasing awareness of the wider social impacts - such as increased crime and anti social behaviour - that are increasingly being attributed to the increased numbers of NEETs. Secondly, the low educational achievement of NEETs at Key Stage 4 means that this cohort becomes rapidly dependent on welfare provision, burdening the public purse with significant costs.

Indeed, the shared level of concern at government and local level to reduce the number of NEETs is reflected in a national strategy launched in late 2007^{xx} and the most common target within Local Area Agreements recently signed by Government and 115 of 150 top-tier councils.^{xxi}

Lack of work relevant skills – school, FE and HE:

Survey after survey highlights concerns from the business sector that the education and training system does not provide young people leaving the education system, at either 16, 18 or at graduate level with the appropriate skills they need to ensure their businesses thrive in today's economy. A recent survey for the Recruitment & Employment Confederation (REC) found that 82 per cent of recruiters believe the education system fails to prepare students with the relevant skills for the workplace, with 73 per cent of recruiters unsatisfied with the work ethic of students who, it claims, are increasingly looking for a comfortable working environment where they are 'mothered'.^{xxii} The Confederation of British Industry (CBI) claims that 53 per cent of firms are concerned that they may not be able to find a sufficient number of skilled individuals to meet their future recruitment needs and only 35 per cent of employers describe their skills base as good.^{xxiii} Furthermore, businesses increasingly require employees with generic employability skills such as teamworking, self-management and problem-solving skills; 86 per cent of firms identified generic employability skills as their priority.^{xxiv}

This concern about the skills base does not only apply to those with lower and intermediate qualifications, but increasingly graduates. According to a Manpower report on graduate skills in the workplace, only 37 per cent of employers are satisfied that new graduates have the right skills for the job.^{xxv}

But why has this happened? What is wrong with the system that fails to keep many young people engaged post-16 and fails to provide them with the skills required to enter the work environment, damaging business competitiveness and the wider economy? We believe that there are four issues that have been prevalent in the system: a narrow and out of date curriculum and old fashioned, uninspiring teaching styles that do not relate to the real world; assessing institutions rather than individuals; poor understanding of business needs; failing to make apprenticeships work; FE provision focussed on national targets not local needs. We also consider careers advice and teaching career management skills to be central, but given its importance that is addressed separately in its own section.

Narrow curriculum focus and traditional teaching styles:

We have, for too long, been placing all of our young people through an education system that, by and large, measures academic ability over individual aptitude and potential, progressing cohort after cohort through to age 16 and trying to give them the basic skills purely through an academic model. The prevalent mode of learning in secondary education has for too long been the model of one of a single teacher and 30 pupils, focussing on the teacher as the imparter of knowledge and students as passive recipients, where the teacher teaches what they wish or what the system tells them to teach.

This producer-oriented approach belongs to another age. The dominant dynamic of the 21st century is one of increased choice, greater personalisation and a consumer-orientated approach. Unsurprisingly a passive 'chalk and talk' approach to learning is alien to today's young people and fails to impart the desire, appetite or skills young people need to become proactive learners. The truth is that young people are all different, stimulated by a variety of learning styles according to individual aptitudes, needs, personality traits and

preferences. The failure of a standardised education system to make the learning journey a personal one and give young people control over their learning journey has led to widespread disenfranchisement and disengagement.

Crucially, this traditional narrow curriculum and the passive learning model adopted in British education ignores the development of wider skills, such as employability skills - initiative, team working and communication skills - which come to the fore in a revised modern learning and teaching environment. This problem transcends vocational academic provision and goes well into Higher Education provision, where employability skills are all too often secondary to the development of academic knowledge and understanding. However, as identified earlier, whilst academic knowledge is important, it is those key employability skills that employers actually need.

Assessing institutions rather than individuals:

The problem has been exacerbated by the blunt tools used to hold schools to account for their performance – with national targets set against the standard benchmark test of secondary education that is 5 x GCSEs at grade A* - C. Despite attempts by the Government to factor in ‘valued added’ criteria to league tables, GCSE results have become the key driver behind school accountability. Yet 5 x GCSEs at age 16 is an inadequate method to measure many students’ progress, aptitude or potential. Sheer common sense tells us that standardised testing for all pupils, at the same time, cannot be the best assessment of individual student progress. Yet we continue to use an academic benchmark that is inappropriate for many young people, and wastes millions of pounds in the process. As the Centre for Economic Performance (CEP) noted:

“What is it about five GCSEs anyway....other countries with a more socially equitable distribution of educational achievement, for example the Scandinavian countries, do not set a formidable hurdle at 16. Denmark and Sweden have lower average scores on PISA than the UK...However, a far higher proportion subsequently gain a level 3 qualification.”^{xxvi}*

This is a critically important point. PISA* showed that Britain was one of the best performers internationally on tests of practical literacy at age 15, with the UK ranked in the top 8 internationally, yet against OECD measures of the proportion of the population reaching level 3 qualifications in the UK falls to 22nd place. In accounting for this discrepancy between literacy skill set and the wider achievement of intermediate qualification, the Centre for Economic Performance concluded that:

“In other countries, those whose performance at the PISA tests at 15 places them at or below PISA level 2 improve attainments in the years between 15 and 25. The most common route is through, for example, apprenticeship programmes or extended upper secondary education, usually with a vocational bias.”^{xxvii}

National policy has for too long concluded that the dividing line between success and failure will be set at age 16. The opportunities to bridge that gap throughout the subsequent 16-24 years have traditionally been extremely limited. Many other OECD countries, with a more flexible approach to learning and qualifications use this period as an opportunity to bridge the attainment gap that is inherent within most cohorts of 16 year olds. This pragmatic approach on behalf of our competitors means that they overtake the UK in

* Programme for International Student Assessment (PISA) ran by the Organisation for Economic Co-operation and Development (OECD).

providing a higher number of their young people with intermediate level 3 qualifications. Britain's failure to develop a more progressive assessment regime, combined with a rigid league table framework for schools, has a knock on effect of condemning too many young people to be labelled as failures at an inappropriate stage of their development, against a benchmark that, for at least half of them, will always be inappropriate.

Poor understanding of business needs:

Reform of the education and training sector has been underpinned by a need to match vocational qualifications to the needs of businesses. Despite the rhetoric that suggests this has been achieved, however, there are several problems with this approach. Firstly, national employer representatives via the Sector Skills Councils play a key and leading role in developing the curriculum for vocational qualifications. Yet to what extent can national representative bodies realistically provide an assessment of the skills needs in their entire sector when sector needs vary considerably across local sub-regional economies? Moreover, the representatives on these bodies generally come from large national level organisations, yet the majority of businesses in the UK and within each sector are formed from small and medium sized enterprises (SMEs). The Institute of Directors has noted that *“some Sector Skills Councils could face a real challenge in ensuring that the new qualifications meet the needs of employers from small and medium size enterprises.”* ^{xxviii}

Indeed, an excellent example that raises serious concerns over the extent to which the Further Education (FE) system truly considers business needs is the issue of reducing the number of vocational qualifications from the 4000 qualifications in the National Qualification Framework. It is often stated by the Government that there are too many vocational qualifications which confuse the business sector and preclude real engagement with the private sector. For this reason the Government is seeking to reduce the number of qualifications available, but, according to research from the Institute of Directors (IoD), the business sector can actually navigate the qualification system quite easily. A research survey in 2005 found that 66 per cent of Directors were familiar with the range of vocational qualifications in their business sector, whilst 53 per cent thought that there was the right number of vocational qualifications in their sector.^{xxix} Indeed, as the IOD notes:

“The UK is a modern capitalist market economy, with 4.3 million businesses, where employment is increasingly specialised and where there are many different types of jobs. Accordingly, it is hardly surprising that there are a variety of awarding bodies offering many different vocational qualifications. This is good. A market in vocational qualifications should result in awarding bodies competing to develop and offer courses and qualifications that meet the needs of employers and learners”^{xxx}

The current level of business engagement must be questioned if the current agenda is to reduce the range of qualifications on offer is not based on the available evidence from the business community itself.

Failing to make apprenticeships work:

For too long we have failed to provide an apprenticeship system that truly provide a real option for young people to learn applied skills in a real work environment whilst they can earn a wage. Instead, the apprenticeship brand has been devalued through the increased use of programme led apprenticeships, which are primarily classroom based, whilst the focus on apprenticeship levels has shifted from level 3 down to level 2 whilst the national apprenticeship system that has been delivered from a top down approach in a bureaucratic supply side approach by the LSC.^{xxxi} The apprenticeship take up rate is far too low.

Apprenticeships are available in just 10% of the country's employers, with just 130,000 businesses hiring apprentices each year, or around 10% of VAT registered businesses.^{xxxii} Provision for apprentices in the public sector is even worse. The public sector accounts for 20% of national employment but provides less than 10% of all apprenticeship places.^{xxxiii}

Why has the national system failed in such a way? Partly it is a result of lack of information and marketing of the apprenticeship programme and the benefits to businesses e.g. exemption from minimum wage. A significant barrier to business take up is the high levels of bureaucracy, red tape and form filling which have been central to the apprenticeship provision. Even the head of Tesco, one of the largest employers in the country has complained about the level of bureaucracy associated with taking on an apprentice.^{xxxiv} If large scale multi national firms struggle with the bureaucracy around apprenticeships, it is hardly surprising that many small and medium sized enterprises will not even countenance the idea. A very significant problem has been the failure of the education and training system to provide young people who are work ready, with the employability skills, motivation and maturity to enter a real work environment, whilst not developing an effective and intelligent skills brokerage system that would match young people's skillsets to employers which require them.

FE provision focussed on national targets rather than local needs:

Learning and Skills Council (LSC) priorities have focussed on national targets set through Public Service Agreements with the Treasury, which have in turn have been central to shaping FE provision over recent years. In particular, targets to raise the participation level of young people and increase the number of 19 year olds achieving level 2 qualifications against a 2004 baseline have dominated their approach. At a headline level it would appear that the approach has worked, with success rates in FE and work based learning increasing in recent years from 53 per cent in 1997-98 to 77 per cent in 2006-07. The proportion of young people completing apprenticeships has more than doubled since 2003-04 to reach 63 per cent in 2006-07.^{xxxv}

But has the increased success rate come at a cost? It could be argued that the problems generated by basing provision around these centrally determined targets outweigh the benefits.

Firstly, the targets focus on the inappropriate level of achievement relative to the future needs of businesses. Most employers argue that to meet their future skills requirements they need employees who are qualified up to level 3 (intermediate qualifications). Therefore the extent to which FE provision has been orientated around the needs of business must be seriously questioned if it is setting its sights on achievement that is one stage too low than business says it requires.

Moreover, nationally prescribed targets provide perverse financial incentives for colleges and providers to recruit students without reference back to local economic need or circumstance.

Funding for courses is based on the number of students recruited. Schools and colleges are often under pressure to compete for students and in many cases students are not recruited to courses matched to their aspirations or needs. This leads to vast sums of money being paid to colleges to retain their current courses rather than offer more work relevant qualifications. The LSC funding formula focuses funding on level 2 provision, but by also factoring in success rates for each course into future funding calculations^{xxxvi} it gives perverse incentives for FE providers to focus provision for students that are most likely to complete a course.

Whilst clearly intended to provide an incentive for FE providers to increase the quality of teaching and improve success rates overall, the formula actually encourages providers to maximise their funding by limiting provision for students who lack basic skills and who might require more intensive support and basic level 1 qualifications. The result is a significant cohort of young people who are in need of basic skills provision being disenfranchised from FE provision, when research shows that it is they who are least likely to engage with and most likely to drop out of FE provision^{xxxvii} and become the next generation of welfare dependents. The FE funding setup is clearly an inappropriate use of public funds when it fails to deliver even the basic skills required for those young people most in need.

Whilst it is right and proper to focus on increasing intermediate qualifications, we cannot do this at the cost of further disenfranchising those who need basic skills. The extent of the problem led Sir Michael Bichard - who was central in the establishment of the LSC - to comment that “this is personally very disappointing. Because the simple fact is that the council is not treating seriously or equitably this most vulnerable group.”^{xxxviii} Indeed, and we wonder why there is such a crisis over the number of NEETs.

4. OUR LEADERSHIP & INVESTMENT IN SKILLS

KCC has long recognised that the education and training system is not adequately delivering for many of our young people, their future employers or the local economy. Local Government's primary duty should be to tackle this deficit. We believe that applied learning, in both the vocational and academic spheres, is central to developing business relevant skills that can meet the needs of local economies. To succeed we must keep young people engaged and ensure they are stimulated by their learning journey, opening their eyes, broadening their horizons and aiming high.

To deliver this, Kent has started to transform its curriculum within Government restraints so that it is increasingly tailor-made to individual needs, interests and aspirations of young people, equipping them with applied skills and knowledge to prepare them for employment or higher education. Our approach has placed Kent at the vanguard of education reform and modern training provision, and we are starting to enhance the quality of our careers advice (see next chapter). We believe our approach has clear lessons for central government, local government and the wider public sector.

Put education and skills at heart of our core provision

KCC has placed improving skills at the heart of its corporate vision, *Towards 2010*. This commits KCC to transforming the 14-24 learning journey by broadening the curriculum choice of high quality vocational education and training so that all our young people can enter the world of employment equipped with work-ready skills.

The targets set out in *Towards 2010* (see box) go well beyond the statutory performance framework set out by the Government and Audit Commission. These are our local priorities and performance against them is intensively managed and scrutinised across the entire County Council. This means that all members and officers, no matter which part of the business they work in, are clear as to what our priorities are, whilst the public have a clearly defined target by which to hold us to account

The 2010 Skills Targets:

- **Raise the expectations and aspirations of our young people by giving all 13-19 year-olds the very best careers guidance and by providing master classes presented by businessmen, entrepreneurs and professionals.**
- **Expand our pioneering vocational 14-16 programme to more than 4,000 students, offering real choice in a diverse and stimulating curriculum tailored to the needs of students and relevant to the real world.**
- **Double the number of participants on Skill Force-type Programmes.**
- **Introduce a Kent Apprenticeship scheme, offering at least 1,000 apprenticeship opportunities across the private and public sectors.**
- **Introduce the Kent Community Programme, building teams of apprentices to participate in community projects.**
- **Build strong business-education partnerships that benefit both employers and schools**

The need for a cross cutting driver for skills:

It is clear, however, that transformation of the education and skills agenda cuts across many aspects of both the public sector and private sector. That is why KCC established the 14-24 Innovation Unit in 2007 which acts as a key vehicle for the delivery of our skills agenda, providing coordination and leadership and a clearly identifiable link and access point for strategic partners including schools, FE colleges, Higher Education (HE) providers, Connexions, vocational education providers, the LSC, skills brokers, employers and the business community. The unit has responsibility for the delivery of professional skills and training, developing Education Business Partnerships, careers guidance, vocational programmes, apprenticeship programmes and supporting individuals into long-term employment. This will ensure that our young people - the workforce of tomorrow - bring economic success to Kent.

The County Council has broadened the age remit beyond 14-19 (when the Government moves provision for 'young people' into 'adult' provision) and supports the county's young people up until the age of 24, seeing them through the crucial stages of transition, leaving school, college or university. This enables extra help for more vulnerable young people who fall through the net and find themselves on benefits. Our view is that the cut-off point at 19 is too early for many young people who still need the intensive support, guidance and provision that is necessary to improve their skills levels and see them into sustainable long term employment.

Transforming the 14-16 curriculum:

In Kent, we recognise that to significantly raise skills levels we need to develop highly motivated autonomous and creative learners who are equipped for life and work in the 21st century. Our vision is for students to have more control over how they learn and what they learn, so they find education exciting and relevant to their ambitions, keeping them engaged and motivated whilst encouraging young people to become life-long learners through self motivation and discipline. To facilitate this, we have developed an education system that enables students to become autonomous learners by designing a curriculum that is both relevant, in content and teaching methods, for individual young people in modern day society, who are accustomed to both choice and an IT rich environment.

By redesigning the curriculum to provide a wide ranging academic and vocational offer a student can develop a particular focus such as the arts, humanities or sport and more vocational options, developing practical skills through applied learning on vocational courses as well as following the academic route. Teaching is also being transformed, changing group sizes to suit the subject and the learner cohort, using large 'master classes' as well as small groups and more one-to-one support to enable greater teacher support for those pupils who have learning difficulties or other needs. Increasingly greater emphasis is placed on structured project-based learning that emphasises and promotes the acquisition of skills such as independent learning, critical thinking and analysis, group social skills and a work ethic. The very skills that employers increasingly say they need in the 21st century economy.

We have pioneered new and stimulating methods of delivering vocational opportunities for 14-16 year olds in Kent, which provide tailor-made courses relevant to the needs of the labour market. Students can choose subjects as wide ranging as construction, engineering, social care, hospitality and catering, retail & business and IT. Although the pre-vocational curriculum may provide progression into vocational skills training post-16, it is not intended to provide a restricted vocational pathway, but instead enrich the traditional curriculum through applied learning for all students aged 14-16. We have invested substantially in pioneering a vocational

curriculum with over 4000 14-16 year olds enrolled in vocational courses in the 2007/2008 academic year – achieving the *Towards 2010* target two years early. The demand for our vocational course outstrips supply, demonstrating the clear demand from learners and parents alike for vocational education. Indeed, the *Towards 2010* target has now been revised to meet demand and enable 7000 students to enrol on vocational courses, but meeting this latent demand will require significant additional investment.

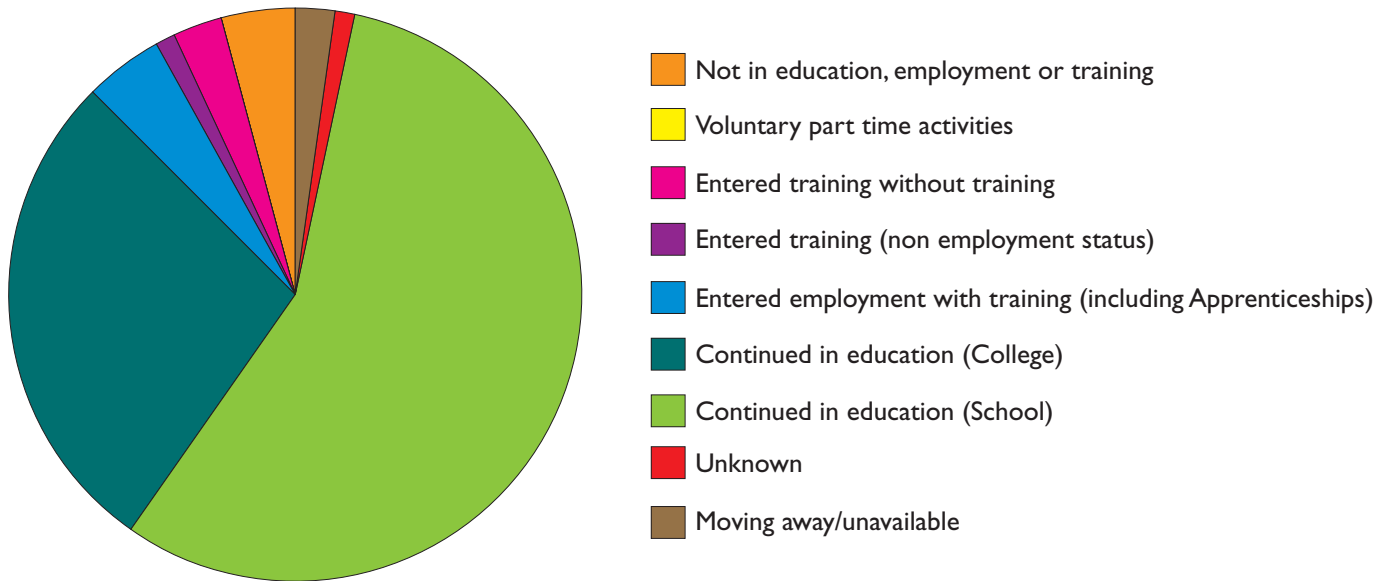
We know that for work related applied learning to be effective, it needs to be provided in a learning environment that truly reflects and replicates the real work environment. That is why over the last two years JCC has committed a significant capital resource of £13.1million to provide 21 new high quality state of the art specialist workshops and facilities for vocational learning. All of our Skills Centres are newly built or refurbished and provide practical, hands-on, industry related vocational training for 14 to 16 year olds, 16 to 19 year olds and adult students in a variety of subjects. The flagship £1.5million Thanet Skills Studio offers training in construction, engineering, motor vehicle, retail sectors and hospitality and catering. Around 400 students in Years 9-11 from Thanet secondary schools attend the Skills Studio one day a week as part of their GCSE option or vocational course. The centre can cater for 500 students at maximum capacity and works with a range of employers such as Peugeot and Jamie Oliver's Fifteen Foundation. It is not enough to increase the quantity of vocational education, however, it must also be excellent vocational education, and central to this is having the right facilities available coupled to inspired teaching and coaching. As a recent inspection noted *“New, purpose built provision, for example in vocational learning centres, has helped to transform the range and quality of courses on offer.”*^{xxxix}

As noted earlier, the skills required by future employers are not just academic or vocationally related, but include ‘employability skills’ such as team working, collaboration and communication skills. As part of the curriculum offer innovative courses have been developed with Skills Force, which enable young people to develop team building, problem solving and communication skills that aid and promote discipline, motivation, self respect and resilience, especially for those who are at risk of disengagement. The attributes learned on Skill Force courses are central to developing employability skills. Instruction and mentoring is provided mainly by ex-armed forces personnel, who develop a close working relationship with individual and groups of young people, building a culture of respect and mutual support. 400 students benefit from Skills Force tuition and we intend to double the number of schools with which it works. The initial pilot phase of the programme was externally evaluated by the Institute of Education, University of London and was deemed a success with a reduction in the number of exclusions, improved behaviour, attendance and better attitudes towards education and attainment, whilst students gained a range of practical, vocational qualifications.

Post-16 provision:

We believe that the transformation of the 14-16 secondary curriculum is delivering real benefits for all students in Kent. As we can see from the table below, which sets out the destination of school leavers in Kent in 2007, the vast majority (85.3 per cent) continue in education either in sixth form or college. As stated earlier, it is our firm belief that the best route for a significant number of students is easy access to work based learning, providing an opportunity to learn on the job and earn a wage. Often the best route is an apprenticeship, but the proportion of school leavers in apprenticeships and in employment with training is just 4.4 per cent. KCC is committed to a huge expansion of apprenticeships within Kent in both the public and private sector. A key challenge is to get FE colleges on side as such an expansion of apprenticeships may consequently reduce the number of full time students at traditional FE colleges.

Figure 4: Kent School Leavers by Destination, 2007 ^{x1}



Our own apprenticeship scheme - Kent Success:

Kent Success provides school leavers with an opportunity to take up an apprenticeship at KCC. Launched in the autumn of 2006, the County Council and its partners provide apprenticeships that enable young people over 16 to achieve an accredited qualification in a supported work placement across a wide range of vocational skill areas. KCC currently has apprentices undertaking placements in the Youth Service, Adult Social Services, the Learning Disability Team, Legal and Democratic Services and Environment and Waste. Apprentices have a contract of employment with KCC and complete an NVQ level 2 course plus a technical certificate and, where appropriate, move to an Advanced (Level 3) Apprenticeship. Currently KCC has 130 apprentices within the organisation and our target is to have 250 KCC apprentices by 2010. Through the Kent Partnership (our Local Strategic Partnership) KCC is also actively working across the public, private and voluntary sector to promote the employment of apprentices through the Kent Success scheme and meet our Towards 2010 target of 1000 apprentices in Kent.

Using our procurement strength to promote apprenticeships and work based learning:

KCC is the largest local authority in the UK with a gross revenue budget of £2.1 billion, a capital budget of £1.2bn and Kent has a totality of 9.7bn public expenditure. 45 per cent of our non-schools budget is delivered through the private and third sectors. The real strength of the contribution made by local government to the economy goes well beyond direct employment, but lies in our procurement and contracting power. The public sector itself presents a huge opportunity to meet – and lead - the skills and workforce development agenda by taking on more apprentices and work based learners. All too often, however, this huge opportunity is missed by local government and the wider public sector.

In KCC we believe that using our purchasing power is absolutely critical to the delivery of the skills agenda. Increasingly the County Council requires its contractors to commit to developing young people’s skills by employing apprentices. We have embarked on the largest Building Schools for the Future (BSF) Programme, a

£1.8 billion series of contracts that will transform the physical infrastructure of our school estate. Developed in partnership with the National Skills Academy, KCC will specify the number of apprentices and work based learners it expects each contractor, and sub-contractor, to employ during each stage of BSF contracts. Over just the first phase of our BSF programme, it is expected that 400 apprenticeship placements will be made available for young people.

Our success

The approach taken by Kent has been extremely successful. Recent surveys of learners, parents and teachers involved in the 14-16 vocational curriculum show that:

- 95 per cent of parents are either very satisfied or satisfied with the vocational provision provided for their child.
- 92 per cent of learners and 91 per cent of teaching staff unanimously agree that vocational courses are having a positive impact.
- 98 per cent of learners stated a preference for skills centre work to school work or found them both about the same and acknowledged that the vocational course had improved their personal and social skills.
- 80 per cent of parents rated the organisation of the vocational course as either excellent or good.
- 78 per cent of learners reported plans to progress onto further education, employment with training or apprenticeships.

This is where the Kent approach is starting to pay off. Many of those students who in the past would have become disengaged from learning, put off by the academic curriculum and the chalk and talk teaching style, are now actively engaged in a curriculum that offers them real choice and shows there is a different route they can take which meets their ambitions and desires. We have started to break the cycle of disengagement that leads to young people becoming NEETs, languishing without the right skills or approach to find sustainable employment. In Whitstable and Maidstone, where pupils have had access to a vocational curriculum, the entire first year cohort moved on to FE, employment with training or an apprenticeship on completion of their vocational curriculum with not a single one becoming a NEET.

Comments on the 14-16 vocational curriculum:

"I am always learning new things" (Learner)

"It helps with core subjects e.g. Maths, English, Science and my hobbies" (Learner)

"I am always learning new things, being challenged, which is helping me to decide my career" (Learner)

"He is 100per cent committed to the course and thoroughly enjoys it. It also teaches him about health and safety issues and how to be responsible and mature" (Parent)

"I can't speak highly enough of the vocational course; my daughter does not see her vocational teacher as a school teacher, which has a positive effective" (Parent)

"The teacher who runs it is excellent and treats him like an adult" (Parent)

"Brilliant – it is inclusive, teachers make a great effort and there are presentations at awards evenings" (Parent)

5. THE BURNING ISSUE: WORLD CLASS CAREERS ADVICE

At the heart of the debate on skills is the often overlooked issue of careers advice and guidance. It can be overlooked no longer. Indeed, we believe that it is fast becoming the burning issue central to ensuring that future generations develop the skills they need to keep up with economic and technological changes.

It is clear that as a country we have not given careers advice and guidance the priority that it requires or deserves. Connexions, the agency formed from the Careers Service charged with providing advice to young people, has a broad mandate to provide advice covering a range of issues, such as welfare and health, rather than a specific focus on careers advice.^{xli} Provision across all ages is fragmented by multiple providers.^{xlii} It is unclear as to which provider is responsible for advice to which audience with some provision clearly overlapping,^{xliii} while individuals and businesses find it difficult to navigate their way through the system.^{xliv}

The cost of the wrong career:

The cost of failing to provide appropriate careers advice and guidance is an emerging area of research but initial findings from around the world are disquieting.

In the USA, research has suggested that 65 per cent of adults think they are in the wrong job, 70 per cent are not fully engaged and 51 per cent consider changing jobs at any time.^{xlv} In Canada, 64 per cent of workers say they would start again if they could, while over 50 per cent of workers admitted they ended up in their current job through chance or the advice of others.^{xlvi} In the UK, research for the Skills Commission showed that 21 per cent of people felt they were in a job that did not make best use of their skills, and 41 per cent have been in such a job in the past. The UK research also calculated that the average person spends 4 years 10 months in jobs not utilising their skills, with a combined total of 132million working years lost in Britain by people being in the wrong job.^{xlvii}

Neither is choosing the wrong career path based on the level of qualification achieved or whether an academic route is chosen over a vocational path. Evidence shows that nearly 20 per cent of those who go to university do not graduate,^{xlviii} while 30 per cent go into jobs that do not require a degree.^{xlix} The loss of productivity as a result of this mismatch between skills and jobs is huge; it is estimated that better careers advice leading to more people being employed in jobs that fully utilise their skills could lead to a 1 per cent increase in national Gross Domestic Product.¹ In Kent alone, this would amount to an additional £230million to its annual GDP. But it is perhaps the social consequences to the individual and local community that are as profound as the economic – with unfilled employment leaving people unhappy in what is the most significant part of their life after their family – as the National Life / Work Centre in Canada notes:

“Too many Canadians are simply not enjoying happy and fulfilling lives....They are so unhappy with the way their lives and careers have unfolded that they will end their lives or neglect their health, possibility abusing one substance or another to escape their reality.. This isn’t just the individual’s problem. It profoundly affects his or her relationships with family and community. Families, communities and Canadian society all lose when individuals are unable confidently and effectively to manage their lives and careers.”^{li}

It is clear that we can no longer afford to get careers advice wrong. Reforming the education and training provision to provide young people with the right skills will be for nothing if we do not provide the guidance that allows them to achieve their ambitions. Making the wrong choices, or worse, no choice at all, allows young people to drift into various sectors of work by happenstance – with the subsequent economic and social impacts that follow as a result.

The need for intelligent consumers of skills:

We need intelligent consumers of skills not just at age 16 but throughout an entire lifetime. Individuals who understand what employment opportunities exist in the local economy, what skills are required to access those opportunities and how they can go about getting the skills needed. It is increasingly recognised that the best way to develop these intelligent consumers of skills is through the provision of careers advice and guidance.^{lii} Yet it is not just advice and guidance per se that is critical, but our entire approach to careers advice needs to change to reflect the realities of the 21st century economy. Traditionally, careers advice has tended to be related to the ‘matching model’ where careers advisors matched an individual’s competencies and skills to sectors of the economy where such skills were required. The matching model is very much based on the economic realities of the 20th century, where a career could be plotted in a single occupation or sector of the economy for an entire lifetime. However, in an economy which is increasingly flexible to the global market demands, individuals are likely to change careers and employment sectors a number of times throughout their career, with estimates that individuals will now have an average of thirteen jobs across three separate careers^{liii} as economic sectors shift and change to new market realities. Given this, it is evident that the matching model is clearly no longer fit for purpose.

The need for a paradigm shift in careers advice:

In many other countries the importance of shifting from the “matching model” towards a more dynamic approach has been recognised. The approach successfully developed in countries such as Canada and Australia is based around the Blueprint for Life/Work skills framework. Blueprint is fundamentally a response to the paradigm shift in the economy of the 21st century and the failure of the matching model. Instead of providing career advice at specific points of time, careers advice needs to shift to provide individuals with the skills to manage their own career. In other words, people need career management advice. Built around eleven core learning and work competencies across three domains of ‘personal management’, ‘learning and work exploration’ and ‘career building’, Blueprint can be used to make individuals think about how they want to manage their career across their entire lifetime from primary education through to adult employment. It is designed to develop skills, knowledge and, perhaps most importantly, an attitude that places personal responsibility at the heart of their own career choices.^{liv} Neither is the Blueprint approach just about employment skills required to enter the job market, but gives people a sense of responsibility and the skills to manage their own careers.^{lv}

Our approach in Kent:

Young people increasingly have to make decisions about their futures at an early age. The decisions taken as they enter Key Stage 4 (14-16) on what subjects they will study influences their ability to progress into further sectors later on in education. The truth is that getting careers advice and guidance in place at an early stage is essential as remedial action later is often time consuming and disruptive. Research has shown that poor quality careers advice and guidance is partly responsible for increased drop-out rates post-16.^{lvi} That is why Kent has committed considerable resources to developing innovative approaches to careers

advice and guidance in schools for all young people, with particular focus on the key transitional ages of 14, 16 and 18.

Central to our approach is using ICT as a central and accessible platform from which young people can access independent information which empowers them to make their own choices about their future. For those entering Key Stage 4, the entire curriculum offer provided by Kent is now online through an online 'area prospectus'. This allows young people to consider the pathway they want to take and what provision is available to them both vocational and academic. Careers advice and guidance is provided through a user developed website called 'myrightturn', which has been designed and developed by young people for young people, and links through into wider careers advice provided through Connexions. Critically, young people will also have access to an online portfolio, where they can save information about the curriculum offer and careers advice, and provides a record of all curriculum and career related information gathering that they have undertaken. Critically, this information can be interrogated centrally to give high level statistical information on what careers advice and curriculum areas young people are accessing – this will place Kent in the unique position of having access to real time data about students preferences for future provision and will become central to effective local authority commissioning of FE provision envisaged under the Government reforms for FE (which is explored in the next chapter).

In order to facilitate the use by students of the IT resources, the 14-24 Innovation Unit is preparing a Teachers Resource Bank of information that will aid the development of teachers promoting the use of the IT resources, whilst KCC has employed nine (one for each education planning area in Kent) careers management professionals to provide expert advice and guidance to schools and teachers across the county. We know that we have only just started to scratch the surface in relation to careers advice and guidance, but we are committed to taking it much further.

We believe that delivery of tailor-made careers guidance for all young people should become a national priority. However from the above, it should be obvious that real transformation of careers advice and guidance will come at a considerable cost and we are going to have to think of innovative ways to fund enhanced provision. This should be a national priority and the savings in welfare budget and increase in national GDP will more than cover the cost in the medium and long-term.

6. DELIVERING BETTER SKILLS: CHALLENGES TO REFORM

We are understandably proud of our success in Kent, and we believe that this places us in the best position to take on more responsibility in developing a strategy for 14-19 education and training, especially for the FE sector. Our experience shows that local government can deliver innovative solutions to meet the needs of all young people. We believe our approach has clear lessons for central government, local government and the wider public sector. In this chapter we draw out those lessons, based on our vision of reformed 14-19 education and training provision transforming the skills agenda.

The Government's approach to reform:

The Government has set out an ambitious reform programme to meet the skills challenge built around a commitment to raise the compulsory age of participation in education and training to 18 by 2015. Other proposals include expanding the range of options available for all 14-19 students through the provision of a national entitlement for every young person to either a foundation learning tier (for young people who need further support towards level 1 skills), 14-19 Diplomas, an apprenticeship or pre-apprenticeship, GCSEs and A Levels.

Local Authorities (LAs) will be responsible for provision of this entitlement in their areas, taking on a new role as strategic commissioner of 16-19 provision, with FE funding devolved to local authorities from the Learning and Skills Council. Local authorities will be responsible for raising quality, increasing participation and achievement and reducing the number of NEETs. Local authorities will be responsible for commissioning provision from FE and Work Based Learning (WBL) providers identifying any gaps in provision, enhancing strong provision if needed and terminating weak provision if necessary. The overall aim is to make the 14-19 education and training sector more responsive to local economic and learner needs. At the same time the Government has launched a significant reform of how technical and vocational qualifications are developed, reviewed and awarded through the reform of the National Qualifications Framework.

There is much merit in the Government's overall intentions. We especially welcome the decision to place local government at the heart of 16-19 provision as a strategic commissioner. However, there are still significant gaps and issues that need to be addressed – as well as opportunities to be seized - to make the system work better.

Making the FE Commissioning System Work:

Funding and function for 16-19 provision should be fully devolved to local authorities, new quangos, regional structures and retained capital funding will limit local government's ability to act as a local strategic leader.

Whilst we support the Government's move to place local government at the centre of 16-19 provision through its new role as the strategic leader, we are concerned that the proposed delivery structure will limit local government's ability to do the job by spreading responsibility for 16-19 provision across a bureaucratic model that will still have significant central direction and that will impede delivery.

The Government plans to abolish the Learning and Skills Council (LSC) and replace it with three new agencies. The Skills Funding Agency (SFA) will be responsible for adults (post 19) and will also manage the new National Apprenticeship Service (NAS), whilst the Young People's Learning Agency (YPLA) will be responsible for the 14-19 programme. It is unclear how the creation of three new quangos where previously there was one amounts to a streamlining of the education and training system and doesn't bode well for neither transparency nor accountability.

Neither do the proposals devolve post-16 FE provision to local authorities unconditionally. Only when the Government, through the YPLA are happy with the arrangements for sub regional governance will local authorities be empowered to plan and commission at a sub regional level. Moreover, the YPLA will retain capital funding, making its own decisions as to how capital expenditure can enhance commissioning decisions of local authorities. The decision to maintain a national funding formula, rather than provide block grant to local authorities further limits their ability to target funding according to their assessment of need, whilst local authorities' commissioning plans will require sign off by a superfluous regional structure, which cannot account for sub regional economic variation. In sum, the Government's reforms are focussed around unitary authority-sized solutions that do not easily transfer to their larger county council counterparts, whilst the rhetoric of devolution to local authorities comes with significant caveats.

If local government is truly to be the commissioning leader for 16-19 provision, then central government must trust local government to make difficult decisions and develop arrangements which address the specific needs of its own area. Without that trust, the ability of local government to deliver the Government's ambition for future 16-19 provision will be significantly curtailed.

To make sure FE commissioning works, up to date information is required on students post 16 preferences. This will require significant investment but can be tied into the development of enhanced careers provision.

The Government's ambition to reform 16-19 funding to one that follows the learner makes it essential for those who will commission provision (local authorities) to have up to date information on student preferences, so they do not have to rely on previous year's learner preference data. This is causing considerable concern as to how local authorities will be able to gain access to any such data. The way that Kent is utilising ICT in its enhanced careers provision (see previous chapter) opens up a possible solution. Commissioning decisions could be based on emerging learner preferences as identified through the access and investigation of the curriculum offer that each individual student will undertake. Analysis of learner profiles will give real time information on emerging student preferences, allowing commissioning decisions to be made against the preferences of each forthcoming cohort of 16 year olds rather than the previous. We believe that further investigation of this solution may also provide a further sound rationale for future investment nationally in transforming the careers advice and guidance.

A better qualifications framework:

We need to move towards a single integrated Qualifications Framework covering both vocational and academic qualifications which provides true opportunities for comparison and transfer between qualifications.

The reform of the National Qualification Framework (NQF) aims to closer align vocational and academic

qualifications to allow for easier comparison between levels and types of qualifications for learners and employers. Whilst reform of the NQF has been a good attempt to match vocational and technical qualifications all the way up to level 8 (the highest level associated with PhDs in the academic sector), this has failed in one key area. There is still a separate, Higher Education qualifications framework. This means that it is extremely difficult to transfer qualifications from FE to progress or follow along an academic path if required. Currently complicated arrangements are being considered that would allow Higher Education to link to the NQF, but an easier solution would be to have a truly national, single qualifications framework that would more easily bridge the divide between vocational and HE qualifications.

The move to base qualifications on a credit based system through the Qualifications Credit Framework is also to be welcomed given that it should allow for greater transfer of previous learning across sectors and providers (such as between apprenticeships and 14-19 Diplomas). However a significant practical hurdle is that previous credit is not always transferable across the same level of qualification if it does not include key aspects of learning i.e. Technical Certificate or qualifications. The importance of having a true credit transfer system cannot be overstated, as it would expand choice and allow individuals to move across vocational sectors more easily – something which will be increasingly required in the future economy. Therefore where credit is not transferable across the same level of qualification because technical requirements are different – there needs to be far greater consideration as to how we can bridge that gap through the provision of short intensive courses that allow quick time development of those technical skills to allow greater transferability between vocational qualifications and sectors.

Boosting the value of vocational qualifications:

In order to develop parity of esteem for vocational qualifications with the academic route there needs to be continuity in the vocational curriculum. Constant reform undermines confidence in the value of vocational qualifications, and any future reform should be incremental.

Continual reform of vocational qualifications has led to vocational qualifications not being as valued as academic qualifications. Incessant change to vocational provision implies that the qualifications themselves do not deliver the skills young people require – whilst the comparative stability of A-levels only reinforces this perception. The primary need of businesses, students, parents and FE providers is for greater stability in the Government's approach to vocational qualifications. That is not to say no change at all, but that change should be increasingly incremental and based on available evidence of any need for change, an approach that has underpinned the Government's approach to reforming A-levels, where the curriculum has been broadened but the core A-level 'brand' has been maintained. Stability and incremental reform would allow the esteem of vocational qualifications to build up over time.

We need to move towards a different form of assessment, one that doesn't judge all young people against the academic standard. This is implicit in increasing the participation age to 18 and the broader curriculum offer. Assessment should be based on a broader range of measures - such as positive post-participation destination and an assessment of employability skills gained - as well as formal qualifications achieved (whether technical or vocational).

A revised assessment framework will end the current approach where judgments of success and failure are made at age 16 against a single assessment method (i.e. GCSE) that does not test the ability of all of our young people. This is not to say that student assessment should not be used to hold individual institutions -

such as schools and FE colleges – to account for their overall performance. However, first and foremost the assessment framework should be based around the individual learner. We need to develop a smarter, more intelligence-led system for holding institutions to account which flows from the assessment of individual learners. Taking advantage of the increase in the participation age, we believe that any assessment system should become far broader in nature, to include an outcome-based element which measures the progression of students from post compulsory participation (i.e. into higher education, apprenticeship, work based training, employment etc) as well as the type and level of qualification gained. A broader basis for assessment would also allow employability skills to be increasingly monitored.

14-19 Diplomas:

The 14-19 Diplomas are a key part of the Government’s plan to raise the participation age and provide a more diverse curriculum. However, applied learning could be limited and Diplomas may not provide the varied curriculum, innovative teaching and learning methodologies which young people respond to and which Kent has pioneered. This needs urgent consideration.

One of the key platforms for the Government’s proposals is the creation of 14-19 Diplomas which are aimed at charting a middle course between vocational and academic learning. Devised along 17 different lines or subjects of teaching, they will be offered at three different levels: Foundation (level 1), Higher (level 2) and Advanced (level 3). All Diplomas will require a minimum of 10 days’ work experience with an employer in the relevant sector.^{lvii}

The move towards increasing the education and training age to 18 is principally designed to raise the post-16 participation rates.^{lviii} Given this we would expect that any proposed reform of the curriculum would be specifically tailored to meet the needs of those 16-18 year olds who currently drop out of the education system – especially given that Department for Children, Schools and Families statistics show that the 95% of those gaining 5 or more GCSEs grade A*-C stay on post-16. However, in aiming to be the bridge between vocational and academic route, Diplomas have been designed with focus primarily on parity with the academic route. What post-16 Diploma students are likely to need is a very specific product tailored to their needs that present them with a range of different learning options to reach at or below level 2 qualifications.

However, it is unclear if the 14-19 Diploma, as currently designed, can meet that specific need. The ambition for Diplomas to meet the needs of a wide variety of different learning learners raises the question as to whether they are too broad to be effective. This issue was raised by the Association of Head Teachers in their evidence to the House of Commons Education and Skills Select Committee when they noted that:

“Diplomas are intended to be a solution to several different difficulties and run the risk of addressing none of the needs adequately. There is considerable confusion about their purpose and it is unreasonable to expect the same qualification to address, simultaneously, issues of parity of esteem for vocational and academic routes, university discrimination and disaffected young people”^{lix}

Moreover, the level of applied learning in the curriculum of the current Diplomas is concerning. Practical off-site learning is likely to be merely a minimum of 10 days work experience. Analysis of the curriculum of two 14-19 Diplomas at level 2 in comparison to alternative BTEC qualifications found that Diplomas concentrated on the understanding of the relevant industry and how it operated whilst the BTEC emphasised acquisition of

particular skills.^{lx} Crucially Wales has decided not to progress down the Diploma route precisely because of these concerns:

“We do not wish to advocate the adopting of the Diplomas as they currently exist, where there is greater emphasis on classroom learning about the world of work, rather than on the practical learning and real experience. This should not be acceptable: we need instead to enlarge the current vocational and practical learning choices...in a manner appropriate to Wales.”^{lxi}

Much emphasis and effort has been expended by Government on the success of the 14-19 Diplomas to make the increase in the participation age a success. Yet the fear remains that rather than providing the varied curriculum offer and applied learning approach that we have successfully moved towards in Kent, they will be a step back towards classroom based ‘chalk and talk’ approach that has failed in the past. Should evidence arise from the implementation of the Diplomas that this is the case – then reform must become a priority.

Ideally a single National Diploma that would encompass all the academic and vocational options through 14-19 curriculum (such as that as proposed by Tomlinson) would provide the single qualification framework that would bring academic and vocational qualifications into greater alignment with each other. We must ensure that the continued separation of the vocational from the academic does not reinforce or increase this divide.

Of course, Diplomas have not been without a difficult birth. Adapted from the Tomlinson Review into 14-19 curriculum reform, they are in effect just one stage of the approach that Tomlinson suggested, rather than the broader package of reform that he originally proposed across the entire vocational and academic spectrum. His vision for a unified framework for 14-19 learning, with 14-19 Diplomas covering both the academic and vocational route, replacing GCSEs, A-levels and vocational qualifications with a single award, provided a more coherent framework for a wider and truly varied curriculum offer that mixed academic with vocational skills, underpinned by applied learning.^{lxii}

Instead, the piecemeal approach to reform taken by the Government leaves open the risk that the 14-19 Diplomas reinforce and expand the division between vocational and academic learning, with even greater emphasis increasingly placed on pushing students down a perceived ‘gold standard’ academic route of GCSEs and A-Levels. This concern has been raised by the Centre for Learning study, which noted:

“... secondary schools with strong academic ethos – especially those with sixth forms – will not engage in the direct or indirect delivery of the 14-19 vocational education – including subject and vocational 14-19 Diplomas – or will pay lip service to 14-19 vocational provision and continue to shape learner choices towards GCSEs/ A levels / IBs.”^{lxiii}

We cannot allow the divide between the academic and vocational to be increased, and if evidence emerges that this is occurring then we should consider returning to the original, and widely well received proposals, suggested by Tomlinson for an integrated 14-19 learning framework.

Transformed Careers Advice and Guidance:

To avoid the risk of an increased divide between the vocational and academic route, the need for careers advice and guidance to be truly independent becomes critical to the education and training system – so young people are presented with the entire range of options available to them at each stage of their learning journey, and not those preferred by specific providers.

There is a significant and growing body of evidence which shows that the career advice young people get also tends not to provide students with the entire range of options that are available to them but instead is biased in favour of what schools can provide – especially when they have a financial incentive to keep students on post-16. This appears to have a particular impact on careers advice given in relation to work-based learning and apprenticeships, which often requires the student leaving school or college. According to a survey on careers advice, two thirds of respondents were advised by their teachers to remain in full-time education, most to study A levels, whilst only 1 in 5 were advised to apply for apprenticeships. 83% were given little or no information on apprenticeships.^{lxiv} World-class careers must be delivered independently from providers such as schools or colleges. Instead, a professional cadre of careers advisers who are managed centrally (ideally by an all-age careers services – see below) will be ideally placed to point young people in the right direction.

We need to transform our approach to careers advice and guidance by teaching career management skills that can be developed and utilised at all stages of a person's career, rather than providing point in time advice. A Life/Work skills Blueprint approach should be adopted as the founding basis for teaching career management skills and also provide a single national career management framework.

With individuals having increasingly varied careers reflecting changes in the global economy, careers advice needs to be transformed from merely providing point in time advice to equipping young people with career management skills so that they can identify career opportunities, the skills they need and qualifications they require to succeed. We would encourage the development of a national careers management framework centred on an English version of the Blueprint for Life/Work Skills model. One of the key advantages identified by the Australian trial of the Blueprint model was that it is transgressed providers and various initiatives but complemented them by providing a framework in which they could position their own services and products and make it easier for users to understand what they were offering.^{lxv} The Blueprint approach is therefore applicable whether England moves towards an all-age careers or continues with the current fragmented approach with multiple providers.

Given the importance of careers advice throughout all stages of the person's career, we need to move towards an all-age careers service. In order to ensure a clear link between careers advice and sub-regional economic need, an national all-age careers service should be managed locally (sub-regionally) by local authorities under a national branding and framework.

There is an urgent need to address the fragmented approach to careers advice and guidance in England. The approach that has been allowed to develop in England contrasts sharply with the more coherent strategies developed by the devolved administrations in Scotland and Wales, which have all-age careers services under the brand of Careers Scotland and Careers Wales. These agencies have begun to promote career management skills under a single recognisable brand.^{lxvi} There is no reason why England should not follow their lead. We have already argued that the distinction put in place at age 19 between youth and adult

provision is hugely artificial for many young people, but, more importantly, given the fundamental changes that people will face in a rapidly changing global economy, it is strikingly clear that people of all ages will need access to careers advice and guidance in the future.

But just as there is a clear sub-regional economy, and a clear need to link the provision of post-16 education and training to the needs of the local economy, the provision of careers advice and guidance should also be linked to local training provision and local economic demand so a locally developed bespoke service can be provided. Local authorities, either acting on their own or collaboratively, should be given the responsibility for coordinating and delivering all careers advice and guidance within their local area under the branding and framework (ideally Blueprint) that would be set out by an all age national careers service. Such a move would reduce the cluttered landscape of multiple providers, improve accountability and responsibility, and better link provision with those responsible for the education and training provision, making the system more transparent for users and businesses.

The potential benefits both for individuals and the state from getting careers advice and guidance right are potentially so significant that we cannot afford not to do it. However, it will be expensive – we need to think about innovative ways of funding transformed careers provision.

The cost of transforming careers guidance will greatly exceed the current levels of investment provided for its provision, although the benefits that could accrue from having individuals make the right choices for their future from an early age could far outstrip the direct costs. Estimates of the amount of funding needed vary; the Confederation of British Industry has argued that £120m of new funding is required to upgrade careers advice.^{lxvii} Conservative proposals to provide an all-age careers service and place a careers advisor in each secondary school are estimated to cost £285 million.^{lxviii} The real costs may be much higher and finding the funding to pay for such a service on an ongoing basis - at a time of financial restraint and contraction - may prove extremely challenging.

One option that we believe is worth further exploration, is that the welfare budget for 16-24 year olds could be devolved to local government, where they would be free to front end spending on transforming careers advice and guidance as well as developing innovative options for education and training provision on an invest to save basis. Local authorities would still meet the costs of welfare provision for current 16-24 year olds, taking on the fiscal risk from central government, over time we would expect those welfare costs to fall significantly as the benefits of a transformed curriculum and training provision provided young people at risk of benefit dependency with the skills required to enter employment, whilst world class careers advice guided young people into the right path to meet their aspirations and keep them in employment.

Meeting the apprenticeship challenge:

It is our belief that applied learning through an apprenticeship is the best way to provide young people with applied skills that businesses need whilst gaining a relevant vocational qualification. This provides the best financial returns for the individual and society.

Evidence shows that the best return from intermediate qualifications (up to level 3) is achieved when vocational qualifications are undertaken through apprenticeships or work based learning. Whilst the development of 14-19 Diplomas represents an attempt to better link employer needs to the education curriculum, we already actually have a long standing mechanism to achieve this through apprenticeships.^{lxix}

Apprenticeships provide a better means of employer engagement with vocational learning that they can actually guide young people towards the specific skills they require to support their business, rather than the 'generalist' approach of informing the vocational curriculum through the Sector Skills Councils 'aggregate' view of the what skills are required across their entire sector. Given the concerns that Sector Skills Councils cannot adequately reflect the needs of Small to Medium Sized Enterprises, apprenticeships offer the best opportunity to engage real employers direct in the training of young people.

Kent has proved that the local government can drive and manage apprenticeship provision in their local area, and therefore we are concerned at the approach adopted by government in developing a national and regionally focussed National Apprenticeship Service.

Whilst the Government's focus on the creation of more apprenticeships is welcome, the creation of a National Apprenticeship Service, managed through the Skills Funding Agency and with a regional delivery infrastructure, could simply recreate the problems of the supply side approach that has failed in the provision of wider Further Education provision managed through the LSC. As we have shown, the reality is that economies are sub regional in nature, and regional and national delivery structures fail to have the required local intelligence, flexibility or links to local businesses - especially Small-Medium Sized Enterprises (SME) - necessary to make the system work and provide the huge increase in apprenticeship numbers we wish to see. Ideally we would like to see the role, function and budget of the National Apprenticeship Service devolved to local government who is far more ideally placed to meet the apprenticeship challenge.

However, should a National Apprenticeship Service be necessary, then it should primarily be strategic in focus, concentrating on high level leadership and strategy, whilst its operations should be co-located, if not fully integrated, with local authority apprenticeship arrangements so that there is no duplication of effort and that apprenticeship provision can be factored into the 16-19 commissioning process.

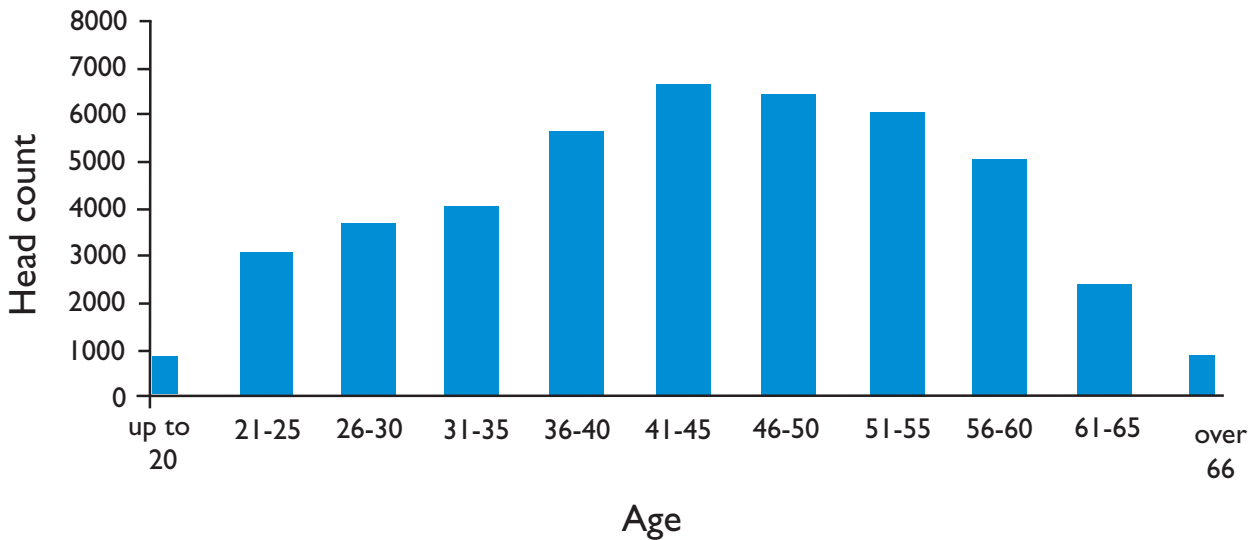
We need a huge increase in the take up of apprentices. We believe that the increase in apprenticeship provision could far exceed that proposed currently. The public sector must lead the way, especially given the skills gap / age profile that it faces.

We need a huge increase in the number of apprentices far beyond what has been suggested – especially as we move towards an increase mandatory participation age in education and training. The Government has predict that growth in work based learning and apprenticeships for 16-17 year olds will increase from 93,000 in 2005/6 to 145,000 in 2015/16. However, when aggregated downwards, that would probably only lead to roughly 1,500 apprentices per year in Kent. We believe the scope to increase apprenticeship provision far exceeds such rather limited ambition. Indeed, as figure 4 showed earlier, a target of 1,500 could be achieved in Kent today through focussing on tackling NEETs, moving all work based learners and those in employment without training into some form of apprenticeship. This is even before we have considered those who would have proceeded into colleges and school sixth forms who might otherwise be attracted to an apprenticeship if they were aware of the benefit it offered through enhanced careers advice and guidance.

The public sector needs to lead the way in meeting the apprenticeship challenge. Local government in particular faces a huge risk that the age profile of its workforce, increasingly middle age, will leave it without the skills profile it needs to provide services. This effects on KCC as an example can be seen in figure 5. This is one of the principle reasons that KCC moved to create its own apprenticeship scheme. Given the traditional difficulties local government has in recruiting graduates and transferring professionals from other

sectors of the economy - unless we increase our cohort of young people recruited, then we are likely to face significant skills shortages in the future – which may impact on future service delivery.

Figure 5: Age profile of all staff in Kent County Council ^{lxx}



In order to promote the take up of Apprenticeships, consideration needs to be given as to whether all public sector authorities should be required to consider arrangements in their planning and budget preparations - relative to the needs and economy of their business - to make provision for young people to undertake work based learning, apprenticeships or sandwich degree courses.

Essential to the role out of expanded apprenticeship programme is a close relationship with the employers, both public and private, to ascertain their needs. This requires a significant increase in skills brokerage. We need to think about how we can take the bureaucracy out of the provision of apprentices – especially for Small to Medium Enterprises – and provide them with incentives to take on apprentices.

To succeed in massively expanding apprenticeship provision, the objective should be very simple. We need to remove the risk that many small and medium sized enterprises (SMEs) have in relation to the recruitment of apprenticeships and ensure that the returns are felt by employers far earlier than they currently are.

Through an expanded vocational provision we believe that the education system can provide more work-ready young people who would be able to develop and thrive in a workplace through an apprenticeship scheme. However, central to encouraging any system to work is the development of an effective skills brokerage service, that can build relationships with local employers, understand their skills needs and match appropriately skilled young people to employers who need their skill set and can help young people develop. Moreover, an enhanced skills brokerage service would be best placed to alleviate SMEs from the bureaucratic burden that they find themselves encompassed in at the moment.

Lessons can be learned from other policy areas. One of the primary drives behind bureaucracy relates around

payments of public money, but in other areas the County Council is using innovative approach to remove such bureaucracy. The funding social care services is increasingly undertaken through the Kent Card which enables payments to be made directly to individuals without the need for a bank account or complicated record keeping. KCC load the card regularly with an agreed amount. Set-up of the card is easier than Direct Payments, as there is no need for new accounts to be opened and paperwork is minimal. Once ongoing, auditing of expenditure is much less complicated. Approaches such as this could be used to fund SME's who take on apprentices and take a huge chunk of bureaucracy out of the system.

It is clear we also need to find ways to incentivise SMEs to take on apprentices. The Conservatives have proposed that SMEs who take on apprentices could be granted a £2000 bonus,^{lxxi} whilst the Government has hinted at incentives for some businesses.^{lxxii} This would certainly help. However, if we are to see the huge increase in apprenticeships that is necessary, the bill for such bonuses or incentives, year on year may increase substantially. This payment should not come from normal operating costs of the apprenticeship programme, and again, some of the money from the 16-24 welfare budget could be front ended to meet this requirement.

7. CONCLUSION

In this discussion paper we have set out our analysis of the need for a transformation in the provision of skills to young people – so we can begin to deliver the generational and transformational change required to close the skills gap, increase productivity and improve social equality that is required in our country.

KCC has begun to deliver this transformation through the provision of an increasingly wide curriculum offer for all young people, offering real vocational qualifications and learning applied skills in state of the art modern facilities that replicate the real work based environment. Through our ICT enabled careers advice we are providing students with access to a wide range of independent information that they need to make their own choices about their future direction, ensuring they remain engaged and interested in learning that stimulates them. We want to spread our innovative approach to post 16 – and we welcome the move made by central government towards placing local authorities at the heart of 16-19 provision.

But if this approach is to work, central Government must trust local authorities to deliver. We believe that Kent has proved that local government can deliver real transformational change across the learning and training landscape – but we must be set free to deliver it – free from Quango bureaucracy, regional delivery structures and half hearted devolution from Whitehall. If the suggestions set out in this paper were adopted, we are confident that the opportunity inherent in our young people will no longer be wasted by a failing system.

Whilst in this paper we have specifically focussed on education and training, it is but one aspect of our broader vision to ensure that the lives of young people are not wasted by failing policies and inept systems that failed to meet their needs. This includes our approach to providing specific support for 16-24 year olds who become welfare dependent and development of third sector and social enterprises as vehicles to tackle ingrained dependency and low social mobility in some of our most challenging neighbourhoods.

This will be the focus of our next discussion paper.

Endnotes

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- iii Graduates 'regret degree choice', BBC News, 18 December 2006
- iv "Half our Future" A report of the Central Advisory Council for Education (The Newsom Report), 1963
- v Realising Britain's Potential: Future Strategic Challenges for Britain, 2008
- vi Delivering World-class Skills in a Demand-led System, 2008
- vii Life Chances: Supporting people to get on in the labour market, 2008
- viii Prosperity for all in the global economy – world class skills pp.2
- ix Shifting the Unequal State: From public apathy to personal capability, 2008
- x Apprenticeships: Recent Developments, House of Lords Select Committee on Economic Affairs
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- xxxi Building Skills Transforming Lives: Opportunity Agenda Policy Green Paper No. 7, 2008
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- xxxvi The LSC Framework for Managing the Balance and Mix of Provision 2007/8, Funding Policy Watch, Edexcel, 2007

- xxxvii Learning Matters: Making the 14-19 reforms work for learners, Geoff Stanton, CFBT Education Trust, 2008
- xxxviii LSC dream has gone sour for creator, Sir Michael Bichard, TES, 10 March 2006
- xxxix Joint Area Review: Kent Children Services Authority Area. Ofsted, June 2008
- xl CHFE Facts and Figures, Kent County Council, 2008
- xli OECD Review of Careers Guidance Policies: United Kingdom, 2003
- xliv such as Connexions, learn direct, local IAG partnerships and jobcentre plus
- xliv The Future of Professional Career Guidance: Where Next? pp.3
- xlv Post-16 Skills, House of Commons Education and Skills Committee pp 28.
- xlv The Changing Face of Career Development, National Life/Work Skills Centre
- xlvi Career Management Skills: Keys to a great career and a great life, 2003
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- l Investing in Career: Prosperity for Citizens - Windfalls for Government,
- li Career Management Skills: Keys to a great career and a great life, 2003
- lii Prosperity for all in the global economy – world class skills pp106-107
- liii Inspiration and Aspiration: Realising our potential in the 21st Century, pp. 20
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APPENDIX: 16-24 WELFARE BENEFIT CALCULATIONS IN KENT*

16-24 Subsistence (JSA, IS and IB) Spend in Kent

District	Job Seekers Allowance (JSA)	Weekly JSA cost (£)	Lone Parents (LP) Income Support (IS)	Weekly IS cost (£)	Incapacity Benefit (IB)	Weekly IB cost (£)	Total JSA, IS & IB claimants	Total weekly JSA, IS & IB cost (£)	Annual JSA, IS & IB cost (£)
Ashford	240	12,024	290	18,282	290	11,476	820	41,783	2,172,715
Canterbury	330	16,502	230	14,154	350	16,346	910	47,001	2,444,062
Dartford	240	12,024	270	16,940	220	8,375	730	37,340	1,941,658
Dover	360	18,005	260	15,760	270	10,860	890	44,624	2,320,462
Gravesham	330	16,502	300	17,761	260	9,855	890	44,118	2,294,126
Maidstone	270	13,528	310	18,246	320	13,322	900	45,095	2,344,921
Sevenoaks	120	5,980	140	8,331	210	11,457	470	25,768	1,339,935
Shepway	330	16,502	250	15,148	290	14,288	870	45,938	2,388,755
Swale	520	26,010	420	25,060	420	16,600	1,360	67,670	3,518,822
Thanet	560	28,036	460	29,501	490	21,356	1,510	78,893	4,102,435
Tonbridge and Malling	150	7,483	170	10,244	180	9,314	500	27,041	1,406,139
Tunbridge Wells	120	5,980	160	9,976	260	11,802	540	27,758	1,443,410
Kent	3,570	178,575	3,260	199,404	3,560	155,050	10,390	533,028	27,717,440

16-24 Council Tax & Housing Benefit in Kent

District	Total IB, IS, JSA claimants aged 16 - 24	Housing & Council Tax Benefit (H&CTB) Cost / unit / week (£)	Total cost/week H&CTB (£)	Annual H&CTB (£)
Ashford	820	84.23	69,069	3,591,567
Canterbury	910	86.48	78,697	4,092,234
Dartford	730	89.09	65,036	3,381,856
Dover	890	83.56	74,368	3,867,157
Gravesham	890	85.22	75,846	3,943,982
Maidstone	900	86.11	77,499	4,029,948
Sevenoaks	470	89.10	41,877	2,177,604
Shepway	870	85.84	74,681	3,883,402
Swale	1,360	91.70	124,712	6,485,024
Thanet	1,510	85.00	128,350	6,674,200
Tonbridge and Malling	500	82.88	41,440	2,154,880
Tunbridge Wells	540	93.11	50,279	2,614,529
Kent	10,390	86.86	902,475	46,928,721

16-24 Total Welfare Spend in Kent

District	Annual JSA, IS & IB cost (£)	Annual H&CTB (£)	Total 16-24 Welfare Bill (£)
Ashford	2,172,715	3,591,567	5,764,282
Canterbury	2,444,062	4,092,234	6,536,296
Dartford	1,941,658	3,381,856	5,323,515
Dover	2,320,462	3,867,157	6,187,618
Gravesham	2,294,126	3,943,982	6,238,107
Maidstone	2,344,921	4,029,948	6,374,869
Sevenoaks	1,339,935	2,177,604	3,517,539
Shepway	2,388,755	3,883,402	6,272,157
Swale	3,518,822	6,485,024	10,003,846
Thanet	4,102,435	6,674,200	10,776,635
Tonbridge and Malling	1,406,139	2,154,880	3,561,019
Tunbridge Wells	1,443,410	2,614,529	4,057,939
Kent	27,717,440	46,928,721	74,646,161

*From NOMIS accessed May 2008, supplied by the KCC Supporting Independence Programme (SIP) Team.

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By: Managing Director – Children, Families & Education

To: Children Families and Education Policy Overview Committee –
13 November 2008

Subject: SEN TRANSPORT AND TRANSPORT POLICY

Classification: Unrestricted

Summary: Provides an update on the report presented to Policy Overview Committee on 25 March 2008 to advise Members on progress of the review of the Transport Policy, reports on some on-going work to inform the Policy and identifies some potential budget pressures.

Introduction

1. (1) The report to Policy Overview Committee on 25 March 2008 sought and secured endorsement for the development of a new all encompassing Kent Policy on Transport for Children, Families and Children to cover transport arrangements for all children and young people attending settings, schools and colleges.

(2) The proposal to develop a new single policy with various components followed the enactment of new requirements within the Education and Inspections Act 2006 to extend certain duties to provide free transport to eligible children with special educational needs (SEN), disability or mobility problems and to eligible children from low income families.

Progress

2. (1) There has been considerable progress made in putting together a document containing the main elements of an effective policy on home to school transport. This paper focuses on transport for children with SEN, disability or mobility needs. However, there are a number of activities currently taking place that are pending that will inform, and are required to enable, its completion.

Activities Pending

3. (1) Legal advice is being sought on a number of areas. One of these areas concerns the extent of KCC's responsibility for children before being picked up and after being dropped off by school transport. This is particularly pertinent in relation to children with special educational needs and disabilities who are, for the most part, very vulnerable.

(2) Another area on which advice is being sought concerns recent changes to licensing legislation. Work is taking place to explore the possibility of some special schools providing transport for the children who attend their schools, as they are better

placed to provide the specialist arrangements some children require. However, clarity on the implications of the new licensing legislation is required.

(3) As access to Freedom Passes is being rolled out across the County, work is currently being undertaken to identify how barriers that exist for children and young people who have severe and/or complex needs to access transport can be resolved. This is particularly pertinent to those children who need access to a companion or escort to enable them to travel on public buses. This work has not yet been completed.

(4) It is necessary to draw to Members' attention the case of a pending High Court appeal in relation to transport provision for a child to attend an after-school club. The case concerns another Local Authority, which refused to provide transport. An SEN Tribunal found in favour of the Authority but the parent is appealing against this decision. An outcome is awaited which will have implications for all Local Authorities.

Resources

4. (1) At March 2008 approximately 3764 children and young people were receiving SEN transport. The net outturn on SEN spending for the 2007/08 financial year was £15,698,000. The spending to date this financial year is not yet available but will be at the end of November 2008.

(2) Some of the work that is being done with special schools in relation to Freedom Passes should have the potential to provide services that are more cost effective. There should be benefits in terms of being able to provide transport arrangements that are more suitable to the needs of the children and young people. Additionally, it should facilitate the task of improving independence skills in young people.

(3) Despite these potential savings, there are considerable pressures on the transport budget. These include the recent steep increases in the cost of fuel and an increase in the number of children with SEN travelling on a single-occupancy basis in taxis. This latter increase has been brought about by an increasing number of young people with very complex needs associated with behaviour and mental health problems. For these young people, travelling in a taxi with others puts the driver, other road users and their travelling companions at serious risk.

(4) The implementation of the Units' Review should provide savings in the fullness of time as provision should become available closer to children's home address. However, as Phase One (pilot area) has only just started and full-implementation is not likely to take place before 2010, it is too early to say what the impact is or will be.

(5) Finally, the other possible pressure comes from the pending High Court appeal in relation to the extended school agenda. If the court finds in favour of the parent, the cost implications for Local Authorities will be very considerable.

Conclusion

5. The new Transport Policy is progressing but is waiting for the outcome of a number of activities before it can be finalised. While there are measures being taken to provide options for transport that represent improved value for money, there are budget pressures coming from other sources that are likely to counteract the effect of any savings. When the units' review is fully implemented, it is anticipated the overall net effect will be a saving.

Recommendations

Members of the Children Families and Education Policy Overview Committee are asked to note progress made on the Transport Policy, the outstanding matters and the potential budget pressures that may arise that would increase the expected spend.

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Director – Commissioning (Specialist Services)
01622 696595

Background Documents:

None

Other Useful Information:

None

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By: Overview, Scrutiny and Localism Manager

To: Children, Families and Education Overview Committee –
13 November 2008

Subject: **SELECT COMMITTEE - UPDATE**

Classification: Unrestricted

Summary: This report updates Members on the work of the Select Committee on Provision of Activities for Young People.

Introduction

1. Although there are currently no Select Committees under the remit of this Committee. It might be helpful if Members had an awareness of the work of this Select Committee, which has been set up at the request of the Communities POC, as it may produce some cross directorate recommendations.

Provision of Activities for Young People

2. (1) This Select Committee, under the chairmanship of Mr A Chell, held its inaugural meeting on 29 August 2008. The other members of the Select Committee are Mr J Curwood, Mr G Horne, Mr M Northey, Mr G Rowe and Mrs E Tweed.

(2) During October and November the Select Committee are carrying out hearing sessions and going out on visits to gather evidence. Visits have included the Silver Cross Youth Club and the Engaging Youth Forum, Thanet. Members also attended the opening of Deal Skate Park. Witnesses include officers from the Youth Service, parents (including parents of disabled children) and representatives from organisations that support activities for young people including Princes Trust and the Duke of Edinburgh Awards. Young people are being engaged in a variety of ways including, visits and an event where young people will present the NFER (National Foundation for Educational Research) survey results

(3) The Select Committee report is due to be submitted to Cabinet in March 2009. This Policy Overview Committee will continue receive regularly updates on the progress of this review.

Recommendation

3. Recommended that the update on the work of the Select Committee on the Provision of Activities for Young People be noted.

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Background Information: *Nil*

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