

EDUCATION CABINET COMMITTEE

Wednesday, 21st November, 2012

9.30 am

**Darent Room,
Sessions House, County Hall, Maidstone**





AGENDA

EDUCATION CABINET COMMITTEE

Wednesday, 21 November 2012, at 9.30 am
Darent Room, Sessions House, County Hall,
Maidstone

Ask for: **Christine Singh**
Telephone: **01622 694334**

Tea/Coffee will be available 15 minutes before the start of the meeting

Membership (13)

Conservative (11): Mr G Cooke (Chairman), Mr L B Ridings, MBE (Vice-Chairman),
Mr R B Burgess, Mr A R Chell, Mrs P T Cole, Mr H J Craske,
Mr J M Cubitt, Mr J A Davies, Mr K Smith, Mrs P A V Stockell and
Mr R Tolputt

Liberal Democrat (1): Mr M J Vye

Labour (1) Mr L Christie

UNRESTRICTED ITEMS

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

Webcasting Notice

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A. COMMITTEE BUSINESS

A1 Introduction/Webcasting

A2 Substitutes

A3 Declarations of Members' Interest relating to items on today's Agenda

A4 Future Meeting dates for 2013

Members are asked to note that the Meeting dates for Education Cabinet Committee in 2013 as follows:-

Fri, 18 January

Tuesday, 19 March 2013

Fri, 21 June

Friday, 27 September 2013

Wed, 20 November

(All Meetings will commence at 10.00am)

A5 Minutes of the meeting held on 21 September 2012 (Pages 1 - 10)

A6 Verbal Update by Cabinet Member and Corporate Director (Pages 11 - 12)

B. Key or Significant Cabinet/Cabinet Member Decision(s) for Recommendation or Endorsement

- B1 Decision 12/01977 - Amalgamation of Walmer Science College (community School) and Castle Community College (Academy) (Pages 13 - 30)
- B2 Decision 12/01976 - Proposed expansion of St John's CEPS, Maidstone (Pages 31 - 40)
- B3 Decision 12/01982 - Early Years Paediatric First Aid Approval (Pages 41 - 48)
- B4 Decision 12/01963 - DfE School Funding Reforms for April 2013 (Pages 49 - 58)
- B5 Decision 12/01897 - Draft 14-24 Learning, Employment & Skills Strategy (Pages 59 - 64)

C. Monitoring of Performance

- C1 Education, Learning and Skills Performance Scorecard (Pages 65 - 112)
- C2 Education Learning and Skills - Annual Complaints report 2011/12 (Pages 113 - 122)
- C3 School Performance 2012 - National Curriculum Test and Public Examination - Confirmed Results (Pages 123 - 162)
- C4 Education Learning and Skills Directorate - Half Yearly Financial Monitoring 2012/13 (Pages 163 - 164)

D. Other Items for Comment/Recommendation to the Leader/Cabinet Member/Cabinet or Officers

- D1 Consultation on 2013/14 Revenue Budget (Pages 165 - 172)
- D2 ELS Bold Steps Business Plan Mid - Year Monitoring 2012-13 and ELS Bold Steps Business Planning 2013-14 (Pages 173 - 190)
- D3 Review of PRUs and Alternative Provision (Pages 191 - 200)
- D4 A Strategy report on the retirement and recruitment of Headteachers and Teachers (Pages 201 - 204)
- D5 Proposed enlargement of Harrietsham Church of England Primary School (Pages 205 - 208)

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)

Peter Sass
Head of Democratic Services
(01622) 694002

Tuesday, 13 November 2012

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

EDUCATION CABINET COMMITTEE

MINUTES of a meeting of the Education Cabinet Committee held in the Darent Room, Sessions House, County Hall, Maidstone on Wednesday, 12 September 2012.

PRESENT: Mr G Cooke (Chairman), Mr L B Ridings, MBE (Vice-Chairman), Mr R B Burgess, Mr A R Chell, Mrs P T Cole, Mr J M Cubitt, Mr J A Davies, Mr P J Homewood (Substitute for Mrs P A V Stockell), Mr K Smith, Mr R Tolputt, Mr L Christie and Mr M J Vye

ALSO PRESENT: Mr M J Whiting, Cabinet Member

IN ATTENDANCE: Mr P Leeson (Corporate Director Education, Learning and Skills Directorate), Mr K Abbott (Finance Business Partner, ELS Directorate), Mr B MacQuarrie (Head of Capital and Infrastructure Support), Mr D Adams (Area Education Officer - Mid kent), Mrs A Osborne (Area Education Officer - East Kent), Mr S Webb (Area Education Officer - West Kent) and Mrs C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS

24. Declarations of Members' Interest relating to items on today's Agenda
(Item A2)

RESOLVED that Mr Burgess made a declaration that he was a Governor at Garlinge Primary school, Margate.

25. Minutes of the meeting held on 10 July 2012
(Item A4)

RESOLVED that the Minutes of the meeting held on 10 July 2012 are correctly recorded and that they be signed by the Chairman.

26. Verbal Update by Cabinet Member and Corporate Director, Education Learning and Skills
(Item A5)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning and Skills)

1. The Chairman invited Mr Whiting and Mr Leeson to give their verbal updates. Mr whiting began by advising Members on the following:

- 100 Kent schools had now converted to academy status and a future 17 Kent school were in the process of converting.
- The approved changes to the school transport arrangements were now in place regarding the denominational schools and 16+ students travel cards.

More detail would be submitted at the November meeting of this Cabinet Committee.

- There was joint working taking place between the Customer and Communities and Education, Learning and Skills Directorates on inspiring future generations to participate in sport. A new Sports Policy would be published at the end of this year.
- Kent Jobs for Kent Young People – There was a first phase awareness campaign encouraging businesses to employ an apprentice. There had been 250 pledges received from employers to date.

2. Mr Leeson gave his verbal update and advised Members on the following:-

- There had been improvement in pupil outcomes in Key Stage 1, 2 and GCSE examination results.
- There had been significant improvement in primary schools in levels 4 and 5.
- There had been a reduction in schools performing under floor level.
- The first Free School, in Kent, “Tiger” opened in September 2012. The DfE had notice for 4 more Free School for Kent; Hadlow coed 180 pupils, Well Free School coed Tunbridge Wells, Sevenoaks Free School (Christian) and Wye Fee school coed secondary, Ashford (Christian). The development of free schools was welcomed especially where there was a need for places. This gave parents greater choice and provided additional provision.

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

- a) It was considered that following the Olympic Games KCC taking a lead to sustain this momentum was welcomed. Mr Whiting advised that 30,000 pupils in Kent took part in the Kent School Games.
- b) In response to a question, Mr Whiting advised that 31 primary schools had converted to Academy status. Out of the 17 schools planning to convert 14 were primary schools. The conversions would be in place in either January or September.
- c) A request was made for parents to be given the option of paying the annual cost of £520 for 16+ transport in instalments. Mr Whiting advised that the colleges and schools were operating the transactions and were equipped to take staged payments. The Policy would be reviewed in one year.
- d) Disappointment was expressed at the rail networks refusal to participate in the travel pass scheme which would increase the schemes benefits to Kent young people.
- e) A request was made for comparative figures on apprenticeship schemes nationally and how Kent compared. Mr Whiting advised that other local authorities had their own schemes such as Dover, Swale and Medway Kent was unique in scale and its collaboration with Job Centre Plus. He was pleased with the 250 pledges which was moving to the target of 1000. Mr Leeson added that there were 2000 Kent young people following an apprenticeship. He agreed to forward the national figures on apprenticeships to Members outside the meeting.

4. RESOLVED that the responses to comments and questions made by Members and the information given in the verbal update be noted

27. Education Learning and Skills Directorate (Education Portfolio) Financial Monitoring 2012/13 - To Follow

(Item C1)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills, Mr P Leeson, Corporate Director, Education, Learning and Skills and Mr K Abbott, ELS, Finance Business Partner)

(Mr K Abbott, ELS, Finance Business Partner was present for this item)

1. The Education Learning and Skills, Finance Business Partner, Mr Abbott, introduced the quarterly monitoring report on the forecast outturn for Education, Learning and Skills Directorate and highlighted points that included the following:-

- There had been a reduction in the school reserves
- Two schools were projecting a deficit. Both schools would be would be receiving assistance to manage this.
- There is a pressure of £200k for Legal Services due to the legal costs incurred when school converted to academies.
- The overall pressure for the Directorate is £325k, excluding schools but will balance the budget by the end of the year.

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

- a) In response to a question, Mr Abbott advised that KCC as the local authority was not responsible academies however if a school converts to academy status with a deficit that deficit had to be covered by KCC. This was being monitored. An academy was able to roll forward 2% of its budget which was less than maintained schools.
- b) In response to a question, Mr Leeson advised that local Members should be informed if their school was converting to academy status. He took an undertaken to ensure that this was done on a consistent basis.

3. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) the revenue and capital forecast variances from budget for 2012/13 for the Education, Learning & Skills Directorate (Education Portfolio) based on the first quarter's full monitoring to Cabinet.

28. Budget Consultation 2013-14

(Item C2)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning)

(Mr K Abbott, ELS, Finance Business Partner was present for this item)

1. The Chairman invited Education, Learning and Skills, Finance Business Partner, Mr Abbott, to introduce the report. Mr Abbott advised that the consultation on the draft budget proposals for 2013/14 was launched on 6 September. The consultation would end on 1 November. An Informal Member Group for this Cabinet Committee had been established and would meet to discuss the net expenditure. The IMGs findings, with the issues raised in the consultation, would form part of the report to the November meeting.

2. RESOLVED that:-

- a) the launch of the consultation that took place on 6 September be noted; and
- b) the proposed engagement with Cabinet Committees be noted.

29. School Performance 2012 – National Curriculum tests and Public Examinations - Provisional Results

(Item C3)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning)

1. The Chairman invited the Corporate Director, Mr Leeson to introduce the report. He highlighted the following points:-

- The KS2, KS4 and KS5 attainment results for Kent Schools in the report remained provisional until the national averages were made available in the Autumn.
- There had been good improvement in the Early Years Foundation Stage in 2012 in all 13 aspects of learning. The percentage of children now reaching this “good” level of development was 72% which was well above the national average.
- Kent continued for the sixth year in succession to reduce the gap between the lowest achieving 20% and other children which was significant.
- There was continued improvement at KS2. The provisional 2012 combined English and Maths results showed 77.5% of pupils achieved the expected level of attainment at KS2 level 4, an improvement of 5.4 percentage points on 2011. It was anticipated that this would move up with later validation of the results.
- 277 Primary Schools had improved their performance, which was the product of focused work including the quality of teaching. As a result, Kent now has 23 schools performing below floor level, a significant reduction from the 70 schools below floor level in 2011.
- The GCSE 5+ A*-C (including English and Maths) improved by 2.7% bringing the county wide figure to 60.8%.
- Over 64 Kent schools showed improved performance for 5+ A*-C (including English and Maths) with 8 schools increasing by 10% or more.

2. Mr Leeson spoke on the boundaries being changed by the school examination Boards in January to June for English GCSE, which schools considered unfair. In 82% of the cases in schools had lower grades in English and this had affected some

pupils' choice on courses and apprenticeships. This had also affected the schools improving their performance results although some still made improvements. KCC was supportive to those schools and would be writing to support schools cases.

3. Mr Whiting congratulated the Headteachers, teachers and the young people in their KS2 and KS4 results. He commented on the GCSE grade boundaries being changed and advised that the views on this had been shared with the Children, Schools and Families Select Committee Chairman, Graham Stuart.

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

- a) A suggestion was made that the Kent Challenge should be celebrated. Members wished their thanks to be passed on to Mrs Sue Rogers and her Team for all their work.
- b) Members extended their congratulations on the examination results.
- c) The huge improvement in boys' attainment should be recognised.
- d) In response to the question, Mr Leeson advised that only a small number of primary schools were compulsorily converted to academies. When a school converted to academy status they lose the previous inspection history. Ofsted inspect within two years and the expectation is that they would have improved to satisfactory or better.
- e) There was support to tackling the GCSE grade drift. A Member commented that the local authority should support regrading the GCSE papers rather than pupils having to resit the exams.
- f) In reply to a comment, Mr Whiting advised that he had written to schools on 23 August for their comments on the changes to the grade boundaries and then wrote to the Chairman of the Children, Schools and Families Select Committee, Mr Graham Stuart with those findings. It was the role of KCC to support the Headteachers and the children. He made Members aware that a few Kent schools used the Welsh examination body which threw up questions as Wales had agreed to regrade their GCSE papers.
- g) In response to a question, Mr Leeson reassured Members that they would receive a detailed comprehensive report on the results in November.
- h) In reply to a question, Mr Leeson advised that there was a range of GCSE results in schools that were below floor level. Those schools that were previously below floor level had made improvements.
- i) The Committee asked Mr Leeson to pass on their thanks to the schools on their performances.

5. RESOLVED that the responses to comments and questions by Members and the report be noted, with thanks.

30. Commissioning Plan for Education Provision 2012-17

(Item D1)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning)

(Mr D Adams, Area Education Officer, Mid Kent, Mr S Webb Area Education Officer, West Kent and Mrs A Osbourne, Area Education Officer, East Kent, were present for this item)

1. The Cabinet Member, Education, Learning and Skills, Mr Whiting, introduced the report advising that 84 responses had been received by 19 June, when the consultation ended, and had been considered as the Commissioning Plan was being amended. The Plan was generally welcomed. Members would have regular engagement on the Plan and the Plan would be revised on an annual basis.
2. The Corporate Director, Mr Leeson, advised that the local authority, as well as being a provider, had to be an effective Commissioner. The local authority had to ensure sufficient early years provision and had the responsibility for Special Educational Needs provision.
3. The Commissioning Plan had been welcomed widely. Responses on the Plan indicated that people wanted the process to be open and transparent on where additional capacity was needed. It was the duty of the local authority to procure quality provision for the children and families in Kent.
4. The Plan sought to indicate the pressures and issues in the Kent and had clear definite proposals on what could go forward and be funded.
5. Mr Leeson concluded by acknowledging the work undertaken by the 3 Area Educational Officers to produce the Commissioning Plan.
6. Members made comments and asked questions which included the following:
 - a) In response to a question, Mr Leeson advised that increasing the capacity of a school, including an academy, would be a process of joint planning and negotiation. Enlarging a school was a lengthy process. As the Commissioner, the local authority would make a request to the academy to enlarge its capacity.
 - b) In reply to a comment, Mr Leeson suggested that there should be sensitive discussions made on surplus schools. There was 5-7% surplus capacity. The provision needed to be in the right places.
 - c) There was a suggestion that the focus should be on basic need rather than a focus on parental need. Mr Whiting explained that the Plan proposed to expand on the number of surplus spaces to accommodate parental preferences. The local authority was committed to accommodate parental preference where it can.
 - d) In reply to a comment, the Chairman gave Members his assurance that there would be further consultations where Members could express their views. This included the Locality Boards and public meetings within the districts to be held before the Cabinet Member took the decision.
 - e) Mr Christie stated that this was a comprehensive document but he did not accept paragraph 1.6 of the Plan that referred to welcoming free schools. He had concerns that the free schools would be where parents wanted them to be rather than where the local authority wanted them to be. He wanted to see priority given to supporting schools in their locality.

- f) Mr Leeson welcomed comments from Members on the District sections of the Plan to ensure it remained transparent.
- g) In reply to a comment on Bearsted, Maidstone, Mr Adams advised that this was a good example of the Plan not just being about what communities were asking for, data was detailed in the appendices to the Plan, this was also school pattern based and did not take into account the parents preferences. There were pressures in Maidstone it was about where they were addressed. It was a question of do you create places where pupils live or parents preferences.
- h) Mr Christie stated that St Botolph's was in the right position in Northfleet for the expansion, however it was the church criteria which he objected to. Mr Webb advised that for the additional 30 places 30% of them were allocated to non-Christian children..
- i) Mr Christie then referred to Sevenoaks District and questioned the need for grammar schools to expand. The Council was committed to selective education and as such the County Council had endorsed the provision for grammar school provision in Sevenoaks.

7. The Chairman sought Members agreement to note Items E1a to Item E3d and following the public consultations receive a full report in November. Mr Christie was happy to note the Commissioning Plan but not the recommendations in Item E3b.

8. RESOLVED that:

- a) the responses to the comments and questions given by Members and the Plan be noted; and
- b) agenda Items E1a and E3b be noted and following the public consultation a full report be submitted to the November meeting.

31. Priority School Building Programme (PSBP)

(Item D2)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning)

1. The Chairman invited the Corporate Director, Mr Leeson, to introduce the report. Mr Leeson advised that the level of investment in Kent schools was welcome. There were still discussions to be held with the DfE as there was still no clarity on the figures for each project. Mr Whiting added that he had requested a meeting with the DfE to understand the criteria. He would report his findings back to the Committee when the information was made available.

2. Mr Leeson agreed to forward the appendix to the report that had been omitted from the printed papers.

3. RESOLVED that:

- a) Members noted that there was no information at present regarding future additional funding; and
- b) the lobbying for inclusion of schools that had not been successful in obtaining funding and for reprioritisation would continue be noted.

32. Draft 14-24 Learning, Employment and Skills Strategy

(Item D3)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning)

(Ms S Dunn, Head of Skills and Employability was present for this item)

1. The Cabinet Committee received a report on the Learning and Employment and Skills strategy before it was due to be submitted to Cabinet in late November.
2. The Corporate Director, Mr Leeson, gave a brief introduction highlighting the ambitions of the Draft 14-24 Learning, Employment and Skills Strategy.
3. Members made comments and asked questions which included the following:-
 - a) A Member welcomed the 26 targets and gave the following references to issues he considered should also be included in the strategy including:
 - Enterprise and entrepreneurial skills
 - Internships
 - “Destination”
 - “Wolf” report
 - Who the report was targeted at
 - b) A suggestion was made that a conference on the aims of the Strategy should be considered.
 - c) A suggestion was made that the number of university entrants should be monitored especially those from disadvantaged backgrounds.
 - d) It was suggested that students considering studying at university should receive comprehensive advice entering into a student loan agreement.
 - e) It was considered that students would benefit from learning the rudiments of a language to extend their work prospect in Europe.
 - f) Employers should be encouraged to come into schools to discuss employability skills with students.
 - g) Referring to the 5 areas mentioned as hot spots for high youth unemployment, it was suggested that the issues could be referred to the appropriate Locality Boards [Gravesham Locality Board had already started work on this]. It was considered that Maidstone should be included in the list of hot spots.
4. RESOLVED that the views and comments made by Members and the report be noted, with thanks.

33. Re-locatable Classroom/Additional School Places Programme 2012-13

(Item D4)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning)

(Mr B MacQuarrie, Schools Capital and Premises Development Team Manager was present for this item)

1. The Chairman invited the Schools Capital and Premises Development Team Manager, Mr MacQuarrie to introduce the report. Mr MacQuarrie highlighted the following:-

- This report ties in with the Commissioning Plan for Education Provision 2012-17.
- School rolls had been rising over and above predictions and were forecast to rise to 117,797 in 2016.
- The total capital sum for the programme was £5.4m. This would deliver the provision of the re-locatable classrooms, new permanent building and adaptation to existing school accommodation.

2. Members made comments and asked questions which included the following:-
a) The Chairman referred to Item F1 on the agenda a decision on additional classrooms which also tied in with this report.

- b) Reassurance was sought on future funding being available. Mr MacQuarrie advised that the Medium Term Plan made informed assumptions about future funding, however the grant allocations which supported the programme were still confirmed on a year on year basis.

3. RESOLVED that the responses to comments and questions made by Members and the report be noted, with thanks.

34. Amalgamation of Walmer Science College (Community School) and Castle Community College (Academy)

(Item D5)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning)

(Mrs A Osborne, Area Education Officer, East Kent, was present for this Item)

1. The Area Education Officer, East Kent, Mrs Osborne, introduced the report and highlighted points that included the following:

- This was an important development for Deal. The 2 schools had agreed to combine to become one school as there were not enough pupils at either school to sustain them. There would be a consultation, which would commence this Autumn, and planning a curriculum offer and organising the school.
- The Governors were firmly behind the decision. The governors would be speaking with the parents and students.
- Castle Academy had applied for priority funding and was successful. A rebuild was proposed [It was intended that all children would be in one school by 2014].
- The Headteacher of Castle Academy would be running both schools in the New Year to see this amalgamation through.
- The Schools would be brought together by September 2013.

2. The Local Member, Mr Kit Smith, made an additional comment to his statement detailed in the report as follows:

“The management of Walmer Science College (Community School) had made real progress in the last year in getting the school out of special measures and he fully acknowledged the work done. The amalgamation is right for Deal and Walmer. There was still work to be done.”

3. RESOLVED that:-

- a) the responses to comments and questions made by Members be noted; and
- b) agreement be given to merge Castle Community College and Walmer Science College to form one Academy from September 2013, and to recommend a public consultation on the proposal.

35. Proposed District Primary Commissioning Plans - East District Mid Kent District and Tonbridge and Malling District

(Item E1)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning)

RESOLVED that the Chairman sought Members agreement to note Items E1a to Item E3d and following the public consultations receive a full report in November. Mr Christie was happy to note the Commissioning Plan but not the recommendations detailed in Item E3b.

36. Permanent and Temporary Classroom Programme 2012-13 - Decision taken on 9 July 2012

(Item F1)

(Report by Mr M Whiting, Cabinet Member, Education, Learning and Skills and Mr P Leeson, Corporate Director, Education, Learning)

(Mr B MacQuarrie, Schools Capital and Premises Development Team Manager was present for this item)

1. RESOLVED that the report be noted.

By: Mike Whiting, Cabinet Member for Education, Learning and Skills
Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 21 November 2012

Subject: Verbal update by the Cabinet Member and Corporate Director

Classification: Unrestricted

The Cabinet Member and Corporate Director will verbally update Members of the Committee on: -

- The Commissioning Plan for Education Provision (Link to Locality Boards)
- Update on special schools
- The Kent Test
- Closing the attainment gap and pupil premium
- Ofsted Inspection Outcomes

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By:	Mike Whiting, Cabinet Member, Education, Learning and Skills
	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 21 November 2012
Subject	Decision No.12/01977-Amalgamation of Walmer Science College (Community School) and Castle Community College (Academy)
Classification:	Unrestricted

Summary:	This report sets out the results of the public consultation on a proposal from the governing bodies of Walmer Science College and Castle Community College, together with Kent County Council, to bring together the two secondary schools to form one school for the Walmer/Deal community, which will be an Academy.
Recommendations:	That a recommendation is made to Cabinet to issue a public notice for the closure of Walmer Science College (Community) from September 2013 conditional upon the agreement of the Secretary of State to enlarge Castle Community College (Academy).

This paper should be read in conjunction with the report to Education Cabinet Committee on 12 September 2012. The report is available via the following link: <http://kent590w3:9070/ieListDocuments.aspx?CId=746&MId=4880&Ver=4>

1. Introduction and Proposal

1.1 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member that a consultation take place regarding the proposal from the governing bodies of Walmer Science College and Castle Community College, together with Kent County Council to bring together the schools to form one secondary school which would be an Academy.

1.2 The governing bodies of both schools recognise the need to consider whether the demand for secondary education in the area will, in the future, support two separate schools. The idea of joining the schools to form one larger and more sustainable organisation has been debated for several years. In 2009 the governing bodies wished to amalgamate the schools, but the proposal was put into abeyance because of external factors. The governing bodies and the Local Authority now wish to bring forward the proposal again for the following reasons:

- (i) The total rolls have fallen with very low intakes in Years 7 and 8 at Walmer Science College.
- (ii) The projected number of pupils will not sustain two schools.
- (iii) The financial effect of sharing the available pupils and therefore the funding for them will mean budget deficits, staffing cuts and narrowing of curriculum choice, which would affect both schools.

- (iv) Walmer Science College in particular will face a growing deficit budget which would result in a shortfall of approximately £1m. The action needed to address this will render the school unviable.
- (v) Government capital investment at Castle Community College through the Priority Schools Building programme will enable the rebuild of the school to accommodate 1,300 students; large enough to accommodate the students of both schools, currently and in the future.

1.3 Much better facilities will be offered through the new build resulting from the Priority School Building Programme funding, so that all pupils in time can be educated on one site. For the present both school sites would continue to operate as the new build on the Castle site would not be expected to be completed before 2016.

1.4 To achieve the proposed amalgamation, Walmer Science College would merge with Castle Community College, which would enlarge to take the Walmer students. Because Castle Community College is an Academy, the technical means of achieving this would be to issue a Public Notice which would in effect close Walmer Science College. This proposal is conditional upon the Secretary of State's agreement to the enlargement of Castle Community College

1.5 This report sets out the results of the public consultation, which took place between 4 October and 15 November 2012.

2. The Public Consultation

2.1 Approximately 2,500 hard copies of the public consultation document were circulated, which included a form for written responses. The consultation document was distributed to parents/carers, staff and governors of both schools, County Councillors, Member of Parliament, the Diocesan Authorities, local library, Dover District Council, and others, in accordance with the agreed County policy. The document was also posted on the KCC website and the link to the website widely circulated. (www.kent.gov.uk/WalmerandCastle). There was the opportunity to send in written responses using the response form, email and online.

2.2 Two public meetings were held during the consultation period, Wednesday 17 October at Walmer Science College and Thursday 18 October at Castle Community College. Both meetings were well attended by parents, governors, staff and interested parties, with approximately 160 people at the Walmer meeting and 150 at the Castle meeting. Attendance included the Member of Parliament for the area, the Local Members, and District Councillors.

2. Outcomes of the Public Consultation

Written Responses – to be tabled at the meeting

3.1 The public consultation closes on Thursday 15 November. By 7 November, 458 responses had been received; 50 in favour of the proposal, 399 against and 9 undecided. The final numbers will be tabled at the meeting on 21 November.

3.2 A summary of written responses received by 7 November is attached as Appendix 1. An updated version of Appendix 1 will be tabled at the meeting on 21 November.

- 3.3 Mr Mike Whiting, Cabinet Member for ELS was presented with a petition when he met with the Dover Mercury newspaper on 31 October. The petition was signed by 640 people opposing the proposal, approximately 400 of whom indicated that they lived in the Deal/Walmer locality.

Public Meeting Responses

- 3.3 A summary of the points, questions and comments made at the public consultation meetings is attached as Appendix 2.

4. Views

4.1 Views of the Local Members

The Local Members for Deal and Walmer are Mr Kit Smith and Mrs Julie Rook. Both Members attended the public meetings and their views are as follows:

Mr Kit Smith

- Mr Smith is a Member of the Education Cabinet Committee and does not wish to form a judgement until he has seen or heard all the evidence.

Mr Smith will decide with the other Members of the Education Cabinet Committee at the meeting on 21 November, on the recommendation to be made to Mr Mike Whiting, Cabinet Member for ESL, on the basis of all the information gathered.

Mrs Julie Rook

I want to take an unemotional and logical view of the issue in hand and whilst I totally understand the views of current pupils and their parents, I am looking to the future and want the best education for the children of Deal. After assessing all the information I have concluded that secondary education will need to be provided in one centralised and highly resources rebuilt school rather than delivered in two smaller separate ones.

I would like to add a few caveats however:

1. That the school remaining open is given a new name and a new uniform chosen in consultation with pupils and parents and that this new uniform be provided at no cost to current parents.
2. That the school remaining open allows all employees the opportunity to compete for positions.
3. That the Cabinet Member for Education assures us that Walmer Science College will be retained as an educational facility along with Barnes Close Cricket Club.
4. That an independent study is undertaken to inform us of the impact of future population growth to ensure any bulge can be catered for smoothly and pragmatically.
5. That a traffic impact assessment is undertaken without delay and a traffic management plan developed and implemented.
6. That all pupils, particularly those with special needs and those undertaking summative Key Stage examinations receive extra pastoral support and educational continuity.

4.2 Views of the Governing Bodies

Walmer Science College

The Governing Body of Walmer Science College is overwhelmingly in favour of the merger of the two schools. A year ago it came to realise that falls in the school's roll meant that unless action was taken the school faced a deficit in its budget in three years' time of over £750m. Despite action being taken to reduce staffing, another small intake into Year 7 this year means that projections for the next three years indicate an increased deficit. This would necessitate further substantial reduction in staff numbers.

At the same time, governors realised that those falls in roll meant that it will be difficult to offer a full range of subjects to the current Year 9, which has fewer than 120 students, when they reach Key Stage 4, and that it will be impossible to do so for the current Year 8, which has fewer than 60 students, when they reach Key Stage 4 in two years' time.

In seeking to address the problems governors took the decision to look again at joining with Castle Community college. Both schools are significantly under the average size for secondary schools and that has an impact on the provision they can make for their pupils. There has been concern for a number of years that students in Deal are at a disadvantage compared with those in Sandwich and Dover, where larger schools can offer more and better facilities and greater choice and variety in the curriculum particularly at Key Stage 4.

The fact that Castle Community College has secured funding for a totally new building means that this is a heaven sent opportunity to join these schools, which need each other to offer Deal students the excellence of provision they deserve, on one site with a range of facilities and curriculum provision to stand comparison any secondary school in Kent.

In summary there were two imperatives guiding Walmer Governors in their decision to vote to bring together Walmer Science College and Castle Community College.

1. Very serious concern that this school may soon be in a position where it can no longer provide an adequate level of provision for all its pupils.
2. Even more importantly, governors were convinced that a single school on a single site will offer the students of Deal a range of provision and opportunity that neither Walmer Science College or Castle Community College can possibly ever offer on their own.

Castle Community College

We the Governing Body of Castle Community College fully support the proposal to bring together Castle Community College and Walmer Science College for the following reasons;

- In 2007 we worked together to form a joint 6th form which opened in 2009. This 6th form has gone from strength to strength. In 2012 we offer 34 subjects and an increase of 14% in exams results this year.
- We see this proposal as a natural move from the joint 6th form. Having one medium size School in the Deal Area would afford the following;
 - It would secure education for our pupils for the foreseeable future.
 - It would offer a broad and balanced curriculum. That will prepare our young people for the workplace.
 - Most pupils would be in walking distance of the new school.

- The Walmer site would be ideal for a 6th form College, it would also offer head room for the future.

4.3 Views of Mr Philip Bunn, Executive Principal, Castle Community College and Walmer Science College

The Public Consultation Meetings enabled staff, students and governors from both schools, and members of the public from the local and wider community to hear the rationale behind the joint proposal, which aims to provide access to a high quality education for all students in the Deal/Walmer area for years to come. The meetings also provided a detailed explanation of the financial, school roll, and academic standards situation facing Walmer Science College – details which the general public would not ordinarily be aware of.

Clearly, feelings run high when a school closure is being discussed – hopefully the community has a better understanding of why the governors of both schools, in conjunction with KCC, are working together on this proposal and trying not to stigmatise Walmer Science College with ‘closure’.

- The student numbers projected for the area shows no appreciable need for growth in secondary school places, and the number of students in the area will not sustain two secondary schools. That is clear.
- On 25th October 2012, the DfE/EFA confirmed that Castle Community College will receive a brand new school to house 1300 students with a projected opening date of September 2016.
- Castle Community College roll is expanding, and Walmer Science College roll is contracting, which means that action is urgently needed – without it, Walmer Science College is facing a painful death if the current situation is not addressed.
- No one has suggested any alternative proposals to address the situation – the same arguments for a single school for Deal/Walmer that were discussed 3 years ago have not gone away.

The financial position of Walmer Science College shows a clear and significant deficit which has to be addressed with some urgency. The status quo is not an option:

- Walmer Science College faces significant staff reductions/redundancies to address the large budget deficit (c £1million by 2014/15). The scale of these staff reductions is likely to make the school unviable.
- The Walmer Science College school roll continues to fall; a situation that doesn't look likely to improve in the future. Parent attendance at the Walmer Science College Open Mornings/Evenings was very low. On 23rd October 2012, 16 families attended the Open Evening and 5 families attended the Open Morning. There are a number of reasons for this low attendance (including the impact of the Public Consultation and threat of closure being made public), but it seems highly unlikely that the recruitment of students to Year 7 in September 2013 will show any appreciable increase on the past 2 years.

Staff at both schools have a clear understanding of the rationale for the proposal, but understandably, have very different views about the proposal. Staff at Castle Community College are much more positive about the proposal, Walmer Science

College staff are very concerned about their jobs and feel that they are being 'taken over'.

It is very clear that if the proposal for the merger is to go ahead, planning for the transition/ integration of the students/staff into the enlarged Castle Community College needs careful early planning, which should involve all members of the two school communities in order to address/overcome any of their concerns and make the merger a success.

In conclusion, there are many concerns about the merger from the various parties - this is understandable. But it is my belief that none of the concerns expressed by any parties are insurmountable, and that the opportunities afforded to the students, both current and future, far outweigh any of the reasons stated for the status quo to continue.

4.4 Views of the Students – provided by the Executive Principal

Walmer Science College

Students at Walmer Science College have been able to express their views in a number of ways:

- Following assemblies led by the Head of School Julia Scannell, form tutors have held discussions with students, who have all had the opportunity to submit written responses to the consultation.
- In addition, representatives from each Key Stage have met with Chair of Governors, Robin Curtis, Head of School, Julia Scannell, and Executive Principal, Philip Bunn. The School Council has also discussed the merger proposal. Students have been given the opportunity to seek explanations for the proposal, ask questions about it, and express their views and opinions.

These meetings were very useful in helping students to gain a better understanding of the issues, and clarify the myths, misconceptions and rumours that have been circulating in the locality and press about the consultation e.g. the press reporting that Walmer Science College staff had not been allowed to speak in the Public Consultation Meetings (not true).

Understandably, Walmer Science College students have strong views against the proposal. None of the students want their school to close. There is a strong '*anti*' feeling against and a degree of hostility towards the proposal.

Older students have a better understanding of the impact of falling rolls on the school's finances and, ultimately, the viability of the school. They are also able to understand the restrictions that these place on the curriculum and subject choices at KS4 and the curriculum. The Key Stage 4/Sixth Form students can see the rationale behind the proposal, but still don't want closure to happen. These students expressed a strong view that if the proposal to merge goes ahead, they feel that they should have a major input into the transition arrangements.

The younger students find the financial/school roll issues more difficult to comprehend, and are very defensive about their school. The meetings with the Chair of Governors, Head of School and Executive Principal, have helped them to have a better understanding of the proposal, and given them the opportunity to express their views,

but these students are still opposed to it (possibly because they are more affected by the proposals than the older students)

Castle Community College

Students at Castle Community College have been able to express their views in a number of ways:

- Following assemblies led by the Principal, Philip Bunn, form tutors and members of the ALT have held discussions with students, who have all had the opportunity to submit written responses to the consultation.
- Students have been given the opportunity to seek explanations for the proposal, ask questions about it, and express their views and opinions both individually and through the School Council.

Castle Community College students expressed their concerns about the proposal. They are less '*anti*' or negative about the proposal (probably since it is not their school that is threatened with closure). However, it would not be accurate to say that they are all in favour of it.

Not many students have submitted written responses. The views expressed by students have focussed more on their concerns about the merger process and how their concerns about merging the two student bodies can be overcome. The younger students (Years 7 and 8) are more anxious about the proposal than the older students.

Sixth Form/Year 11 students talk about the positive effect that the joint sixth form has had, and hope that the integration process of the two schools could follow similar lines to the way that the joint sixth form was set up.

As with the Walmer Science College student discussions, the opportunity to dispel several myths and misconceptions has been helpful – Castle Community College students now have a better understanding of the issues.

Castle Community College students have expressed a strong view that they want to play as full a part in the transition/integration process as possible, and it is clear from the students at both schools, that if the proposal is to go ahead, then the students need to be as fully involved in the planning process as possible.

4.5 Views of Highways

Views have not been sought at this point from Highways. If the proposal goes ahead, the Academy will plan how both sites will be used and produce a revised Travel Plan accordingly. The rebuild of Castle Community College will go ahead whatever the outcome of the consultation and it is expected that the project, which will be managed by the DfE, will start in 2014. At that time Highways will be involved and the access to the school and the impact on the local area will be considered and consulted on.

4.5 Views of the Area Education Officer

The needs of young people to be able to access high quality secondary education in Deal are paramount. The current situation is untenable and will result in both existing schools being challenged in future to make good enough provision, due to financial

pressures resulting from the numbers of available pupils. The requirement for action now is inescapable and the opportunity offered through this proposal will enable high quality secondary provision to be secured for the pupils of Walmer and Deal.

The combined secondary rolls of the two schools, (currently 1080 Years 7-11) will constitute one medium-sized secondary school able to sustain the necessary future curriculum breadth. Walmer Science College will very quickly become unviable as a stand alone school, given the current small pupil intake numbers (51 in 2011 and 58 in 2012, with a PAN of 143). It is unlikely from the evidence available that the Year 7 intake in 2013 or in the future years will change this pattern.

The birth rate in the District rose after 2002 and is now falling again. At present there is 9.8% surplus capacity in the Deal primary schools. This is expected to reduce but some capacity will remain. The impact on numbers in secondary education has been taken into account in the pupil forecasts. The total number of secondary pupils is not projected to rise significantly in the coming years, taking into account proposed housing development.

5. Equality Impact Assessment

5.1 An Equality Impact Assessment has been completed and can be found at:
http://consultations.kent.gov.uk/gf2.ti/f/317282/7615077.1/PDF/-/EIA%20Equality%20Impact%20Assessment%20Report%20WSC_CCC%20August12.pdf

6. Recommendations

Members are asked to note the responses to the consultation, consider the proposal to merge Castle Community College and Walmer Science College to form one Academy from September 2013 and to recommend to Cabinet member for Education, Learning and Skills the issuing of a Public Notice to close Walmer Science College with effect from 31 August 2013, conditional upon the Secretary of State's agreement to the enlargement of Castle Community College.

7. Background Documents (and links to them)

Report to School Organisation Advisory Board: 8 October 2009
<http://kent590w3:9070/documents/s7809/Item%206%20-%20The%20Future%20of%20High%20School%20Provision%20in%20Deal.pdf>

Report to School Organisation Advisory Board: 7 January 2010
<http://kent590w3:9070/documents/s9168/Item%204%20-%20Walmer%20and%20Castle%20Amalgamation.pdf>

Lead Officer Contact details

Alison Osborne, Area Education Officer until 31 October 2012
Marisa White, Area Education Officer from 1 November 2012
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Final version to be tabled at the meeting

**The Amalgamation of Walmer Science College (Community School)
and Castle Community College (Academy)**

Summary of written responses (received by 7 November)

Consultation documents (hard copies) distributed: 2,500
Responses received: (by 7 November) 458

Parents

In support of the proposal

- This proposal will bring increased chances and a wider variety of opportunities for the young people in Deal/Walmer
- Bringing the two schools together will put a stop to the 'them and us' mentality in the area.
- The proposal should go ahead to raise standards for all students in Deal and Walmer.
- Walmer Science College is currently not fit for purpose.
- There will be some, very regrettable but inevitable, disruption in the short to medium term but the alternatives would create an even more desperate situation for the pupils attending Walmer Science College
- The staff of Walmer Science College deserve the opportunity to prove, that, with the right leadership, they can perform to the standards which the pupils deserve.
- Another main entrance would be needed for Castle Community College when the school is rebuilt. A bigger entrance in Brunswick Terrace /Hamilton Road.

Against the proposal

- The situation is due to change in the next five years or so as the very large intake currently stretching primary schools to the limit will feed through.
- Parents in Deal and Walmer have for decades been able to exercise choice between the two schools and it is plainly wrong that this should be withdrawn.
- Walmer Science College should be allowed to go it alone as an Academy if it is not possible to leave it just as it is.
- A federation arrangement could be made with other schools allowing Walmer to remain intact and with a great degree of autonomy.
- I feel if the school becomes bigger the individual care these children need will be overseen because they will be numbers in a vast school.
- We value what is here right now and we want investment to be in the two sites, not in creating one large new school.
- The students would be working in an unsettled and difficult environment, which will lead to a drop in performance.
- If this happens there will be animosity and conflict between the students of the two schools leading to bullying.
- Walmer Science College has had a lot of money spent on it recently improving the school and facilities, including the Maritime Centre. Will this not be a complete waste if this goes ahead?
- Our children have already had to go through a primary school merger and we do not want to put our children through this again.

- Walmer Science College has improved dramatically in the last year and should be allowed to continue to do so.
- This proposal is all about saving money.

Students

Against the Proposal

- We need two schools within this area as it gives both parents and students an option as to where they would like to study.
- There will be lots of fighting because Walmer and Castle students have always been rivals.
- The intake at Walmer will be a lot higher in 2013 due to our Maritime Studies Centre and new facilities which are much better than Castle's.
- There will be many staff redundancies – this will cause big problems and will have such a negative effect on peoples' lives.
- Please listen to the students and not only put Kent First, but Kent's Youth.
- Walmer Science College managed to come out of special measures in one year, so the school must be doing something right.
- The staff have worked very hard to improve Walmer.
- The transport and new uniform will cost our parents a fortune.
- I have grown comfortable in Walmer and sometimes refer to it as my second home.
- If the proposal goes ahead there will be too many pupils in a class.
- This will interfere with our GCSE's because of the stress of moving around and learning new things.
- I am worried about how this will affect my education as teachers that have planned my courses would have to leave.
- When we were visited by Her Royal Highness Princess Anne, she was very pleased with our school and the students but mostly the new Maritime Centre.
- It is good to have the two separate schools if only you would give us a chance. Just give us a couple of more years as we are on the path to becoming great again.
- If the merger does happen, please don't allow the school to have the Castle name and uniform.
- With planned new housing in Sholden, the population of Deal is only going to rise.
- There will be vast amounts of disruption and larger classes, especially whilst the new proposed building is under construction.
- You may 'promise' that there are no plans for the Walmer site to become a housing estate but we cannot believe there is no ulterior motive.
- The Maritime and Engineering courses might stop if the merger goes ahead.

Staff

For the Proposal

- Walmer Science College is not financially viable and cannot offer the standard of education to which students and parents are entitled.
- When the opportunity for success at one small school is shrinking and at the other soaring, it is against good judgement for the merger not to happen.
- It will provide the community with fantastic opportunities in the future.
- I have seen the benefits of bringing the two schools together for the sixth form and the students have integrated without issue.
- The proposal offers equal opportunities for all young people of Deal.
- Better facilities will be provided for staff and students and there will be a further feel of "community".

Against the Proposal

- Staff will lose their jobs.
- Small schools are better, less children in classes.
- Reduced staffing will mean that class sizes will increase significantly.
- Taking choice away is a big negative for the community.
- The access to Castle is appalling, with increased numbers of pupils, this can only cause massive disruption and congestion to traffic.
- Losing staff from one school and not at the other doesn't seem fair.
- The pupils at Walmer have had enough disruption over the last few years, and have come through it admirably, but they don't deserve any more.
- Very short-sighted, with not much thought for staff or students at Walmer.

Other Interested Parties

For the Proposal

- Neither of the current schools is educationally viable and even with a future increase of pupil numbers coming through from the primary phase, one, properly staffed and equipped secondary school will meet the town's needs far better than two small schools.

Against the Proposal

- Reducing to one school leaves no room for major expansion or allowance for an increase in school population.
- Merging the two schools will create problems in Mill Road and become unbearable for people living in the road.
- Both small schools should be kept, as a small school can help foster an understanding and appreciation between teachers and pupils and supports the well disciplined and courteous behaviour of the students.
- Creating one school definitely deprives parents of choice.
- With an academy there will be no controls of the syllabus or administration of the school.
- Suggested option if the merger goes ahead: Year 7 and 8 should be sited at Castle – where the children could be given greater pastoral care and be nurtured more. Year 9 onwards should be sited at Walmer – where they will have grown wings to fly, offering a wide range of courses and activities.

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**The Amalgamation of Walmer Science College (Community School)
and Castle Community College (Academy)**

**Summary of the Public Meetings held on 17 October 2012 at Walmer
Science College and 18 October 2012 at Castle Community College**

Both meetings were chaired by Mr Leyland Ridings

The key issues raised are summarised below.

**Walmer Science College meeting on 17 October 2012 attended by
approximately 160 people including parents, staff, governors and other
interested parties**

Parents

There were concerns raised by several parents regarding the Maritime class recently opened by Princess Anne and whether this would continue if the merger went ahead.

- Mr Philip Bunn, Executive Headteacher confirmed that the Maritime class would continue.

Concerns were raised about a change of school uniform if the proposal goes ahead and the cost to parents.

- Mr Philip Bunn, Executive Headteacher responded that the any changes to the uniform would be funded by the Academy.

Will the Dyslexia Unit remain?

- Mrs Alison Osborne, Area Education Officer confirmed that there were no plans to alter the provision within this proposal and that it would continue.

Concerns were raised about staff losing their jobs.

- Robin Curtis, Chair of Governors at Walmer responded saying that there would need to be redundancies at Walmer Science College whether the proposal goes ahead or not, because significant saving would need to be made in order to reduce the deficit budget facing the school.

Other Comments

- Concerns were raised about class sizes if the proposal goes ahead.
- The proposal will remove choice for the families of Deal and Walmer.
- Concerns about the continuation of studies for children in the middle of GCSEs.
- Families like small schools and would not want their children educated in a large school.

- If the proposal doesn't take place, options for our children will be limited.
- The merger will be an opportunity for our children both educationally and socially.

Other Interested Parties

- The rising birth rate and new housing will result in more students coming forward in the future.
- This proposal is short-sighted and money driven.
- If the merger goes ahead it is hoped that the Walmer Science College site will stay as an education establishment and not be sold off for housing.
- A reserve plan needs to be put in place as to what happens to the Walmer Science College site and a commitment is required from KCC.
- We were told this proposal was a merger but it is the closure of Walmer Science College

Governors

- The governors of both schools are mindful of the impact on students of this proposal and will do everything to support the young people.
- This has not been an easy process for the governors but this proposal is in the best interests of the students at both schools

Castle Community College meeting on 18 October 2012 attended by approximately 150 people including parents, staff, governors and other interested parties

Parents

If the merger goes ahead, how will students be divided across both sites from next September?

- Mr Philip Bunn responded by saying that the Year 7 pupils would definitely be accommodated on the Castle Community College site and joint planning for the continued use of both sites was underway. It was not possible to give a definitive answer at this stage.

If the merger goes ahead will students be able to continue their Maritime studies at the new school?

- Mr Philip Bunn responded that students would be able to continue their Maritime studies if the proposal goes ahead.

Other Comments

- The primary rolls are rising, so the secondary rolls will.
- Home to school transport is being revoked and parents will not be able to afford transport to Sandwich and Dover secondary schools.
- Concerned about the additional traffic in Mill Road if the Academy is expanded and the distance that students will have to travel to school.

- Concerned that the merger would affect the students' grades.
- We chose this school because it is a small school.
- The money to rebuild Castle Community College should be shared between the schools in order to retain them both
- Concerns about how the children would settle into a large school, especially those with special educational needs and would they get enough support.
- Concerns were raised about bullying if the merger went ahead.
- Concern that if the merger does not go ahead Walmer Science College will just be left to fail.

Student

- Concerned about the impact of the merger on students' grades as Community College is doing very well.
- Why can't the money from Government to rebuild Castle Community College be used for both schools rather than creating one larger school?

Interested Parties

Why suppress the fact that this is the closure of Walmer Science College?

- Mrs Alison Osborne, Area Education Officer responded by saying that the governors had been anxious to avoid the word 'closure'. There has to be a technical closure of one school and the expansion of another as the legal way of achieving the amalgamation

Would staff transferring to the Academy be at a disadvantage?

- Mr Philip Bunn, Executive Principal responded that staff would remain on the same terms and conditions.

Assurances were sought that the Walmer Science College site would not be sold for housing development.

- Mr Kevin Shovelton, Director of Education Planning and Access responded that nothing had been decided about the future use of the site but there were sound ideas coming forward from the two meetings that KCC should be listening to.

The rising birth rate and Dover District Council's plans for new houses in the district were raised.

- Mrs Alison Osborne, Area Education Officer responded by saying that KCC had looked closely at the data provided to KCC on the birth rate in the district, Dover District Council's housing trajectory and the current and future numbers of secondary pupils in the locality.

Would the new school fund changes to school uniform so that parents would not incur the cost?

- Mr Philip Bunn, Executive Headteacher responded that the any changes to the uniform would be funded by the Academy.

Would Maritime studies continue as promised to Princess Anne?

- Mr Philip Bunn, Executive Principal responded that the course would continue and he would like to see it developed for the future but as with any new course, there can be no guarantees.

Would the Academy sell the Walmer Science College site?

- Mrs Alison Osborne, Area Education Officer responded that the Academy could not sell the land as it is owned by KCC and would be subject to a short term lease to the Academy Trust. During this time the community would be included in any discussions regarding the future of the site.

Other Comments

- The intake has dropped at Walmer because it was a failing school, but is now improving and numbers will go up again.
- It is not the size of the school that matters, it is the strength of the leadership and for an outstanding school you need outstanding staff.
- Academies are not community schools, they are independent schools run by an Academy Trust.

Governors

If this proposal does not go ahead, would it still be the plan to rebuild Castle Community College with the money from the Government?

- Mr Philip Bunn, Executive Principal responded that the Government had allocated the funding to rebuild Castle Community College to its original capacity which is 1,200-1,300 students and the project would still go ahead.

Other Comments

- The merger will bring better curriculum opportunities and better support for the students.
- Children do respond well to change and already work well together in the 6th form.
- The local press has not reported this proposal accurately or fairly.

By:	Mike Whiting, Cabinet Member, Education, Learning and Skills Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee 21 November 2012
Subject	Decision No. 12/01976 - Proposal to expand St John's Church of England Primary School, Maidstone
Classification:	Unrestricted

Summary:	This report seeks to inform Members of the results of the Public Consultation.
Recommendations:	The Education Cabinet Committee is asked to consider this report and advise whether capital funds should be released to enable the expansion of St John's Church of England Primary School to proceed.

This paper should be read in conjunction with the report to Education Cabinet Committee on 12 September 2012. The reports can viewed at the following link <http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

1. Introduction

1.1 On 12 September 2012 a report was presented to Education Cabinet Committee on the above proposal.

1.2 This report sets out the results of the public consultation, which took place between 17 September and 26 October 2012.

2. The proposal

It is proposed to enlarge St John's Church of England Primary School by 1FE taking their PAN to 60 for the September 2013 intake.

3. Bold Steps and the Kent Commissioning Plan

3.1 The Maidstone section of the Kent Commissioning Plan indicates a need to commission additional primary capacity in the Maidstone North planning area.

3.2 An e-petition requesting an increase in capacity to one of the schools in the Bearsted area of Maidstone and signed by 1171 people was debated at County Council on 19 July 2012. This proposal will have a "knock on" effect to the Maidstone North area mentioned in 3.1 above.

4. Outcomes of the Public Consultation

4.1 A summary of the comments received during the consultation period are given at Appendix 1.

4.2 A copy of the notes made during the public meeting are given at Appendix 2.

5. Views

5.1 The Local Member is Mr Paul Carter who is supportive of the proposal.

5.2 The LA fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is the most cost-effective and sustainable solution to increased demand in the Maidstone Town area.

5.3 The Governing Body of St John's CEPS, with support from Kent County Council, have brought this expansion proposal forward. The Headteacher, Senior Management Team and Staff of the school have been fully consulted and are supportive.

5.4 The school currently has a robust and sound School Travel Plan. They are in contact with Highways over the potential impact of this proposal. A survey may be needed and an off-road drop-off/pick-up area may be favoured. Once full information is to hand relating to any changes to be made the School Travel Plan will be updated.

6. Equality Impact Assessment

An Equality Impact Assessment has been completed and can be found at:

<http://consultations.kent.gov.uk/consult.ti/StJohnsSchool/consultationHome>

No changes needed to be made to the Equality Impact Assessment following the Consultation period.

7. Recommendations

Members are requested to consider the report and advise the Cabinet Member on whether capital funds should be released to enable the expansion of St John's Church of England Primary School to proceed.

8. Background Documents

8.1 Bold Steps for Kent and Policy Framework

8.2 Kent Commissioning Plan for Education Provision 2012-2017

Lead Officer Contact details

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Proposal to expand St John's Church of England Primary School, Maidstone

Summary of Written Responses

Printed Consultation Documents distributed:

300

Consultation responses received:

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			
Staff	1		
Parents	14	4	20
Pupils			1
Other	2		
Totals	17	4	21

Comments in favour of the proposal:

- Fully support the proposal as the school can better serve the local community.
- This proposal will enable more places to be offered to parents who struggle to get places for their children.
- I strongly believe that the school will be fully equipped to deliver the same quality of education.
- Fully support and hope that the school can maintain its "caring" ethos.
- As much as I would prefer the school to stay as it is, we need more places for local children.
- The school should be big enough to serve the Grove Green community.
- Agree. Parents should be able to send their children to their local school. (3)
- Due to higher birth rates and more housing in the area expansion to local primary schools is necessary. Wholeheartedly support this proposal.
- I am not against the idea of expansion but think that a better solution would be to accept 20 per class rather than 30 although this is probably not very practical.
- We are in support provided adequate permanent classrooms are provided.
- Consideration could be given to a creating a more formal catchment area link with Detling.

Comments against the proposal:

- Pupils' education will be disrupted by work in and around their school building.
- More pupils will attend from out of area increasing traffic around the school. (3)
- All the children seem to live near each other enabling them to play outside of school hours.
- The family / community feel would be lost as children from other areas would come to the school. (3)
- Fundraising events will be affected.
- When the council agrees for new housing to be built new schools should be built to accommodate the children who will be living in them. There is land available off the New Cut Road.
- To make the current reception year a 2FE next year would disrupt the class. Lots of these children take so long to settle.
- Where will parents drop off and pick up? It is packed as it is.
- Some of the parents who have caused this problem are parents who put St John's down as their second or third choice.
- Teachers will not know so many children. A 1FE school is so much more intimate.
- I like the smaller classes as I feel that more attention can be made to individual pupils rather than having to address a whole group.

Proposal to expand St John's Church of England Primary School, Maidstone

Public Consultation Meeting - 10 October 2012

Panel:	Tim Robinson (Chair)	Chair of Governors – St John's CEPS
	Tim Harrington	Headteacher – St John's CEPS
	Paul Carter	Local Member for Maidstone Rural North
	Quentin Roper	Director of Education – Diocese of Canterbury
	David Adams	Area Education Officer (Mid Kent) KCC
	Gary Cooke	Chairman – Education Cabinet Committee

Mr Robinson opened the meeting.

Purpose of the Meeting

- To explain the proposal to enlarge St John's
- To give you an opportunity to ask questions
- To listen to your views and opinions

The meeting was opened with a prayer.

Tim Robinson- Chairman of Governors

Welcomed everyone to the meeting and introduced the panel. The Governing Body have agreed, in principle, to the proposed expansion and Mr Robinson expanded on the reasons for this decision. St John's is regularly oversubscribed serving only 178 of the 404 children in the priority area. The purpose of the school was to provide high quality education with a Christian ethos for all children. KCC will fund the new, high quality, permanent buildings which includes not just classrooms but a larger hall, office space, etc. The proposed expansion would allow St John's to serve more or all of the community.

David Adams – Area Education Officer KCC

The role of KCC as Commissioner of places was to ensure there were sufficient places available. Background information for place planning was given and detailed data on the admissions for September 2012 where some local children had not been offered a place at their local school. In April/May local parents petitioned KCC to increase the intake of reception class children at schools in the locality. KCC conducted a survey amongst parents in St John's priority intake area which showed that 64% of parents wanted their children to go to their local community school. St John's had not met local demand for many years and the schools within one mile would not be able to accommodate all local children in 2015-16. Mr Adams went on to explain the proposal in detail and the decision making process.

Quentin Roper – Director of Education – Diocese of Canterbury

Mr Roper gave a brief resume of his role. The proposed expansion would allow the school to maintain its distinctive and inclusive atmosphere whilst sustaining its ethos and serving the community. The school's family atmosphere would be maintained and the Diocese had seen and been involved in expansions at other schools where this had worked very well. He confirmed that the Diocese were in favour of the expansion of St John's.

Tim Harrington – Headteacher

Spoke with passion about the school not just being about buildings and classrooms; it was about standards, ethos and values. There would be no compromise on standards and St John's would continue to achieve high standards, be it as a small school or a large school. St John's was about pastoral care, a place where children are happy, reach their potential

and develop as individuals. The school will work hard to maintain and strengthen its ethos, with or without expansion, and is not frightened by the challenge. Understandably parents were concerned about disruption due to building works – the school will work hard to minimise this; we’ve done it before! There were some advantages to a 2FE school; teachers can plan together and help each other with ideas, it may be possible to employ more teachers. The budget will increase which may mean more staff expertise – the school may be able to offer Spanish, hockey, music. Mr Harrington concluded by saying that he was positive that if the school expanded it would march forward under the banner of high standards and continue to thrive.

Question	Response
<p><u>Local Resident:</u> We’re talking of an increase of 100% or more - two different figures given 420 and now 444. I appreciate the need to have the catchment area covered and probably by the time this comes to fruition, we’ll have snuffed it. I’m concerned about the infrastructure; we already have the TV studios and the parking problem three times a day. When you increase the traffic over this number of pupils, it will be enormous. Have you got the space for people to park? There will be more teachers, is there space on the premises for them to park?</p> <p>The Local Resident responded that once planning permission was given, infrastructure was supposed to follow but this was not always so.</p>	<p><u>Tim Robinson</u> - clarified pupil numbers. Currently the official roll was 210. The school takes an additional 12 children in KS2 bringing the total to 222 – 100% expansion. Those 12 children are admitted at the discretion of the Governors.</p> <p><u>David Adams</u> - we recognise that there are always difficulties outside of every school and people driving when you might expect them to walk. KCC wants local children to be able to attend a local school. There is an argument that there might be some reduction in traffic where families are not transporting children out. St John’s already holds the platinum travel award, encourages walking and parents parking away from the school. Ultimately this is a planning issue that will be considered by the Planning Committee. The school will need to submit a revised travel plan to demonstrate how traffic can be reduced as much as possible.</p>
<p><u>Parent:</u> Going back to the maps you showed – how do we know an expansion will not expand that circle and take children from further away?</p>	<p><u>Tim Robinson</u> - went back to the map and the designated area. The yellow circle showed the furthest distance offered. He reinforced the criteria the school use if they are oversubscribed. The rules were in place and published.</p>
<p><u>Parent:</u> Talking about the infrastructure and timescales – what happens if you don’t get planning permission?</p>	<p><u>Paul Carter</u> - explained that it would go before the Planning Committee of KCC for their independent decision. As Leader of KCC I cannot fetter the judgement of that independent body of members. The school site is capable of being 2FE and was planned this way a number of years ago. If planning permission was not given, the school would have the right of appeal to the Secretary of State but this would delay the programme for 2013.</p>
<p><u>Parent:</u> What if the timescales are not enforced?</p>	<p><u>Tim Harrington</u> - responded that the school could not take children it could not accommodate.</p>
<p><u>Local Resident:</u> I am the grandparent of one of the 3 that got in this year. My daughter still has to drive to different schools. I have worked at local schools and I would say to all parents - the school will work exactly the same except that it’s bigger. For the children that didn’t get in 20 are scattered around Maidstone. Can you guarantee when this goes ahead they will get Y1</p>	<p><u>David Adams</u> - I cannot honestly guarantee that although I am optimistic that it is a distinct possibility. Tim Robinson has already explained the over-subscription criteria. At some point in this academic year we will have to look at who has applied for a place in that Y1 class, if more than 30 the over-subscription criteria will apply.</p>

Question	Response
<p>places?</p> <p><u>Local Resident:</u> Looking at design – you mentioned a two phase approach?</p> <p>On the issue of parking, the school should do more to address this.</p>	<p><u>Tim Robinson</u> -I have more than sketches on paper but no detailed plans exist – it is work in progress. There will be two phases and there is a natural split as to how we can do this. To the front of the school and to the right of the path there is an unused green area. This can accommodate two classrooms creating space for September 2013. The second phase will be classrooms, a larger hall and SEN rooms etc using space by the side of the school – again draft footprints.</p> <p><u>Tim Robinson</u> - The school already do an enormous amount of work to encourage children out of cars and I must pay tribute to the work that has been done. The school prefers children to walk and this all links to safety, and healthy schools. It is a never ending journey.</p>
<p><u>Governor of Local School:</u> I am concerned about the opening of the Y1 class as we have offered a place to some of the local children who did not get in here. I would hope it would not be for only one year. We have funding to work out. Where is the funding coming from for the buildings?</p>	<p><u>David Adams</u> - KCC is the commissioner of places and this is funded from the Basic Need Allocation. Kent determines how to use that money to increase provision to meet basic need demand. It will be funded from Capital Allocation. Revenue funding will come through Kent in the first year to fund the staff for classes. With regard to St Paul's - Kent recognises it will be a challenge. Your budget will be driven by the October headcount and your budget 2013/14 will be based on higher numbers. An answer as to whether St John's is going to expand is needed as soon as possible in order to discuss with St Paul's a budget reduction.</p>
<p><u>Parent:</u> My Y3 daughter has had the same class all the time. My concern is how will the Y1 children be integrated into the school?</p>	<p><u>Tim Harrington</u> – difficult to answer it will depend on numbers. We will do whatever we can to stabilise existing classes.</p> <p><u>David Adams</u> – I understand about the relationships youngsters have formed. Staff will always debate possible changes to class structures. Sometimes it is sensible to alter relationships for a variety of reasons. Staff at the school will continue to work with families on this issue.</p>
<p><u>Local Resident:</u> Going back to your catchment plan, have you considered the alternative of building a new school, north of Grove Green?</p>	<p><u>Paul Carter</u> - We have a duty to make best use of public resource and a new school would cost probably double the amount – frankly that money is not around. This is the best option and best value for money.</p> <p><u>Tim Robinson</u> – this site was designed to accommodate 2FE – there is a lot of space here available for expansion.</p>
<p><u>Parent:</u> I am the mother of a Y1 pupil. You would have known back in 2007 what the forecast birth rates were – why has it taken five years to address this problem?</p>	<p><u>David Adams</u> - I started my presentation reflecting on past practice and in effect, at that time, there were sufficient school places although for some families this would have been some distance from their home. This goes back to the 1944 Education Act which defines walking distance to school as 2 miles distance from the home address for children under 8 years of age and 3 miles for children over 8. The Local Authority would have seen the spike in places, but there were sufficient places in neighbouring schools. We are now in a different era. We need to know what parents want, use</p>

Question	Response
	<p>school organisation to drive up standards and ensure there are sufficient places at the right time. The administration has set new targets of 5% surplus capacity; we don't have that at the moment in many of the districts. Is it good enough that half the children in the community cannot attend the local school? We need the right provision in the right place and decide how are we going to address this in the future.</p> <p><u>Paul Carter</u> - This year has been quite extraordinary in servicing this area. I have represented at appeal, 15/20 sets of parents whose children did not get into local schools. The disruption and misery that has been caused by this situation confirms to me that we need to act and act quickly. At the end of the consultation I hope you will agree that this proposal is the right way forward and it will then be up to KCC to ensure that the contractors are on site to meet deadlines.</p>
<p><u>Parent:</u> You take pupils from outside the priority area; will that be a continued practice?</p> <p>The school was always intended to be a 2FE site. Has any survey work been done to determine what the ultimate capacity of the school is? Will there be any further development?</p> <p>In relation to the development, the two YR classrooms will be the first phase, the hall etc later. Will the additional YR children be using existing facilities or will these be improved?</p> <p>When will there be a model for us to see?</p>	<p><u>Tim Robinson</u> – yes, we are regularly oversubscribed and children are taken from outside the priority area. All admissions are strictly in accordance with our oversubscription criteria.</p> <p>Planning/facilities – the footprint I have includes facilities for the YR classes, access, coat hanging, toilet facilities etc. The classes will open with these complete and permanent. The hall will be the area that is not expandable in time, it is not ideal but it is manageable.</p> <p>Future development – Governors have agreed, in principle, to expand to 2FE and nothing beyond that has been discussed.</p> <p><u>David Adams</u> – under current guidance a 2FE school site requires 2 hectares. Kent's preference is for 2FE primary schools, they are better value for money with educational advantages. I would not envisage this site growing any larger. If there is further housing development the Local Authority would discuss with the Borough Council the need for further school places.</p> <p><u>Tim Robinson</u> – We are an academy and decisions are made by the Governing Body. Nothing beyond 2FE has been discussed.</p>
<p><u>Local Resident:</u> You say you have a footprint, could you not have brought this along to the meeting?</p> <p>A single storey expansion would, I imagine, be more in keeping with the existing school.</p>	<p><u>Tim Robinson</u> – I only have an outline. Nothing has been decided and I can't make a commitment to either exact position or single storey. Many things are happening side by side. I don't have draft plans yet and these would need to go before the Governors first. I have a reasonably good idea about the plans for the front, single storey, but the second phase is more uncertain. The timing is not ideal, it's quick, we're not hiding that, but equally its the right thing to do.</p> <p><u>Paul Carter</u> – there will need to be planning detail, and another consultation will take place within that process.</p>
<p><u>Local Resident:</u> It would have been nice to see plans. I hope it's true that the expansion will be in keeping with the rest of the school. I note what you say about infrastructure, parking and</p>	<p><u>David Adams</u> – There is a lot of work to do, the classrooms at the front and then the second phase. There are tests required, eg bore holes, it may be the proposal isn't feasible. Traffic impact is considered in the planning process. We will need to satisfy the</p>

Question	Response
<p>traffic. I hope this will be the case, to drive out of Shearer's Close you have to edge out onto the main road, it can't be much worse! Will this be considered as part of the planning process?</p>	<p>highways authority and the planning authority that the building is appropriate in planning terms, and the impacts of traffic are acceptable or mitigated. We are trying to get it right, ensure we make the best of it and minimise issues all within a capital envelope.</p> <p><u>Gary Cooke</u> – this proposal will come back to the Education Cabinet Committee of which I am Chair. I share those problems with you and I will make certain it's OK.</p>
<p><u>Parent and Local Resident:</u> What happens if there is no demand for the Yr 1 class? Regarding the accommodation build – the Government are down-sizing space.</p>	<p><u>Tim Robinson</u> – Kent set high standards for buildings and there has been no push back about the things the school are asking for. The Governors are happy with all the conversations around buildings. We are confident that what we are going to be offered will be at least very good and beyond that.</p> <p>With regard to demand for the second Y1 class we will need to see proven demand. This links to the question from St Paul's.</p> <p><u>David Adams</u> – Governors have had a lot of debate to this issue. Local schools for local children. We can't guarantee anything. We know we have 15 children on the waiting list and that is where we are.</p> <p><u>Tim Robinson</u> – we are responding to community demand, we couldn't do anything about it this year but we will do something about it next year. It's about serving the community.</p>
<p><u>Local Resident & Parish Councillor:</u> The community has been mentioned many times but there is a community as well that is not connected with the school. I am concerned how the building works will be completed, out of hours, evenings and weekends? I'm talking about noise and disruption.</p>	<p><u>Tim Robinson</u> – I am also a resident in this community and I agree that the community is much wider than the school. I accept your point about building. Some of the ideas we have will allow us to do a lot of work without impacting on existing classrooms. There will be an impact on residents and there might be weekend working, it's a balance. The school will be respectful of this and there will be an end.</p> <p><u>David Adams</u> – planning conditions will be attached to the build restricting hours of work. It is all about a balance, also around the school in terms of safety.</p>
<p><u>Local Resident:</u> There will be two phases of build, 2 classrooms at the front, the rest in the second phase. I hope this wont mean one classroom a year, constant building. Year 1 – will there be two classes?</p>	<p><u>Tim Robinson</u> – If we assume all the funding has been agreed the first phase will be ready for September 2013. The second phase includes five more classrooms, larger hall, SEN rooms to be ready for September 2014. There will not be 7 years of build.</p> <p>Regarding the Y1 class there has to be enough demand, the school is funded per pupil but we can't run a class on 5 pupils. It is also problematic to have too much accommodation if it is not being used.</p> <p><u>Gary Cooke</u> – This is a difficult area, we don't want to see adverse impact on other local schools.</p>
<p><u>Parent:</u> The expansion has the approval of the Governors. There are applications from only 15 people – will the class go ahead? How will you find out how feasible this is? Parents should contact you and let you know what they want.</p>	<p><u>Tim Robinson</u> – The decision has to be made before then. We have a waiting list of 15; some will want the place, some wont. It is very difficult; we can't run a class of 5 or 10 – that's why we're consulting.</p> <p><u>David Adams</u> – we are talking to local schools and it's something we need to be convinced on. Yes, we need to hear from parents, let us know. It's about how we</p>

Question	Response
	keep the information flowing and admittedly the timescales are not helpful in this respect. Neighbouring schools will need to plan and the more information we have from parents about their desires, the better. As parents you have networks that work very well and I suggest you use these to ensure we know what parents want.

Tim Robinson thanked everyone for coming along and for the questions that had been asked. He encouraged everyone to send in their comments by the closing date – 26 October 2012 - and referred to the consultation document that gave all the details of how this could be done.

94 people attended the meeting.

By:	Mike Whiting, Cabinet member for Education, Learning and Skills Patrick Leeson, Corporate Director Education, Learning and Skills
To:	Education Cabinet Committee – 21 November 2012
Subject	Decision 12/01982 - EARLY YEARS PAEDIATRIC FIRST AID APPROVAL
Classification:	Unrestricted

Summary: This report asks the Committee to consider the decision to be taken by the Cabinet Member decision to implement, as required within the Statutory Framework for Early Years Foundation Stage 2012, a mechanism to approve trainers who wish to deliver paediatric first aid training to early years providers.

Recommendation: The Cabinet Committee is asked to consider and either endorse or make recommendations on the Cabinet Member for Education, Learning and Skills decision that Kent County Council adopts option C (implementation of a Kent County Council approval scheme) as outlined in this report.

1. Introduction

1.1 The Statutory Framework for Early Years Foundation Stage 2012 requires that people responsible for first aid in early years settings must have completed training that has been provided by a 'local authority approved' training provider. This applies to maintained schools, non-maintained schools, and all settings registered on Ofsted Early Years Register.

1.2 This was not actioned immediately owing to the culture of Early Years provision in Kent and the heavy reliance on in-house, no-charge provision. Commissioning of all PFA training was drawn down from the procurement framework.

1.3 All settings and childminders making enquiries regarding this type of training were signposted to the Framework.

1.4 In March 2012 information was received that this practice left the council open to potential legal challenge, from providers who could not gain approval from the local authority and therefore could not work in Kent. Work began to find an alternative means of fulfilling the requirement.

2 Details

2.1 Research has been conducted into the methods that other Local Authorities use to fulfil the requirement and advice has been sought from officers in Procurement, Early Years, Legal, and Democratic Services departments.

2.2 Those providers who have contacted the council have been delayed in their pursuit of local government approval or legal challenge by assurances that the matter is in hand and that a resolution will be reached shortly.

2.4 If this decision is not taken, the authority may fail to fully meet the requirement contained within the Early Years Foundation Stage Statutory Framework 2012 regulations which have come into effect.

3. Options

3.1 Three options were put forward by the Early Years Team. These were considered by officers to be an exhaustive list and further discussions provided no further avenues for consideration. The three options are as follows:

(a) Communicate to the sector that only those on the procurement framework are approved to deliver Paediatric First Aid and sign post to these.

(b) Communicate to the Sector that all training providers delivering a paediatric First Aid 12 hours taught course with the relevant appropriate content and are approved by HSE, or a reputable body [list to be produced] and have relevant public liability / indemnities are approved by Kent County Council. It would be the responsibility of the setting to ensure that the provider meets the standards laid down by the Statutory Framework for Early Years Foundation Stage 2012.

(c) Implementation of a Kent County Council approval process.

4. Recommended solution and reasons

4.1 Option (a) is not recommended. It fails to fully comply with the Early Years Framework requirement to approve providers, as some of the firms have not been assessed since 2010. In addition even if the firms already on the Procurement Framework were to be more rigorously checked and approved it would not protect the council from legal challenge from other providers wishing to seek approval, but having no recourse to do so.

4.2 Although some council's have employed option (b) or variations of it in order to meet the requirements it is considered, in consultation with KCC legal officers, that this option removes to too great a distance the approval process from the council's control. It would leave the council open to criticism although probably not legal challenge should an

incident occur under a practitioner, not trained by an 'approved' training provider ie: it poses a reputational risk for the County Council.

- 4.3 It is recommended that Kent County Council follow option (c), introducing a full approval system for training providers to not only fully safeguard children being looked after by professionals expected to deliver first aid, but also protect the council from legal challenge from providers.

5. Monitoring of Providers

- 5.1 The approval system will contain all of the checklist criteria that were contained in the 2008 Framework as a minimum, attached as appendix A.
- 5.2 Monitoring will be undertaken and providers will be reviewed on a twice yearly basis with two levels of review. After 6 months providers will be asked to complete a simple self-assessment and assurance to the council with the initial assessment being re-taken after 12 months. This is considered to provide full protection from criticism or legal action should there be any issues with the training provided. Specialist personnel will undertake quality assurance reviews should it be necessary to audit the content of training. All other assessments in respect of process will be undertaken by an Early Years professional
- 5.3 It is recommended that those providers approved by another authority will not be approved to provide training in Kent as this would not provide the council full protection or fully safeguard children in Kent.
- 5.4 The approval will apply to the company or person to which it is granted and not employees of the company outside of the company's time as freelance or as a new company.

6. Financial Implications

- 6.1 Paediatric first-aid training will no longer be provided by KCC at no cost. It is expected that the financial implications for an approval process are likely to be low with the resource implications manageable within existing staffing levels. However the full cost will not be known until the system is implemented but based on the number of complaints or enquires the council has received since the original requirement in the 2008 Framework was published there is unlikely to be a considerable increase.
- 6.2 The council will inform / remind all Schools, Settings and Childminders of their requirement although this is not a statutory obligation and this may increase the demand.
- 6.3 A fee will be charged to cover administrative costs but these will not be prohibitively expensive for providers

7 **Bold Steps for Kent and Policy Framework**

(1) State how the proposed decision links with the Council's Medium Term Plan (Bold Steps for Kent).

(2) State if the proposed decision relates to a plan or strategy set out in the Council's Policy Framework (see Appendix 3 of the Constitution). *[If this section applies and the decision is not in accordance with the Policy Framework then the subsequent decision will automatically be referred to the Scrutiny Committee.]*

8. Recommendation: The Cabinet Committee is asked to consider and either endorse or make recommendations on the Cabinet Member for Education, Learning and Skills decision that Kent County Council adopts option C (implementation of a Kent County Council approval scheme) as outlined in this report.

9. **Background Documents**

None

10. **Contact details**

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CHECKLIST

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2. Contact details (email, tel)
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4. Previous Council/Cabinet/Committee references. If YES, give details/dates
5. Does the report propose a Key Decision is taken? If YES, is the matter listed in the Forward Plan? If NO, give reasons.
6. Will further associated decisions be required? If YES outline the timetable.
7. Is this report proposing an amendment to the budget and/or policy framework? If not within an existing approved budget, have the financial implications (including any capital spend implications) been cleared by Corporate Finance? If YES, give details of who and when.
8. Has the report been cleared by the relevant Corporate Director and Director? If YES, list names and dates.
9. Has the relevant Cabinet Member(s) or Committee Chairman, as appropriate, cleared the report? If YES, list names and dates.
10. Which electoral Divisions do the subject of the report affect and have the relevant Local Members been consulted? Officers must consult the relevant Local Members when exercising delegated functions or when preparing a report for consideration by the Council, Cabinet or a Committee, and include in those reports the views of Local Members. If a Local Member objects to a proposed decision by an officer, the relevant Cabinet Member, Council or Committee Chairman must be consulted and the matter normally referred to the relevant Cabinet Member or Committee for decision. Local Members also have rights to receive information about the planning and delivery of services in their electoral divisions and may attend any formal meeting and speak about a local issue, with the permission of the Chairman. Local Members also have key roles in relation to the effective operation of both regulatory and overview and scrutiny committees, such as being the conduit for information and impact of the delivery of health, fire, police and probation services and may also exercise their statutory rights under the "Councillor Call for Action", or the Petition Scheme, as described in Annex D and E respectively of Appendix 4 Part 5 of the Constitution.
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13. Has the report been cleared by Legal Services? If YES, give details.
14. Has the matter been cleared in accordance with the Council's procurement rules (in 'Spending the Council's Money')? If YES, give details.
15. Are there any publicity or public relations issues which need to be cleared through Communications and Engagement? The Council has a statutory 'Duty to Involve, Consult and Inform' (see Appendix Section 2). Detail any consultations, both outside and inside the Council, and the outcomes. Include

any relevant information or views from other Directorates, Local Members or Cabinet Members and Committees. State what publicity arrangements are proposed in order to communicate the decision and its effect to Members, officers, partners, the public and the media.

16. Has an Impact Assessment (Equality, Environmental, Privacy, Health) been carried out in relation to this report? If YES, give details (see Appendix Section 3).
17. Are there any strategic, operational or reputational risks and any mitigating factors associated with taking the decision? If YES, include any business continuity management issues that need to be drawn to Members' attention.
18. Are there any community safety implications? If YES, give details.
19. Are there any implications for Kent's rural communities? If YES, give details of the impact on environmental enhancement, social justice, sustainable, economy and climate change and Rural Proofing (see Appendix Section 4).
20. Are there any sustainability/environmental implications? If YES, give details.
21. Are there any health & safety implications? If YES, give details.
22. Are there any staffing implications? If yes, has the report been cleared with HR?

Appendix 1 to decision 12/01982

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By:	Mike Whiting, Cabinet Member for Education, Learning & Skills Patrick Leeson, Corporate Director for Education, Learning & Skills
To:	Education Cabinet Committee - 21 November 2012
	Decision 12/01963 - DfE School Funding Reforms for April 2013
Classification:	Unrestricted

Summary	The content of this report provides an overview of the latest DfE School Funding Reforms and the challenges now facing Local Authorities (LA) and schools in its implementation.
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1. Background

1.1 In 2011, the DfE commenced a three stage consultation on the reform of school funding. The first two stages were concluded in 2011. The final stage was launched on 26 March with a closing date of 21 May. The third stage consultation was effectively a direction to implement a number of funding reforms from April 2013. The LA and Schools Funding Forum (SFF) response to the consultation in the main questioned the need for many of the changes, the loss of local decision-making, and in particular highlighted considerable reservations around the changes to funding for High Needs SEN pupils. These changes will have the effect of wiping out the impact of much of the work done on our formula over the past few years, particularly in the case of special schools. This was work which had the full support of Kent schools and academies.

1.2 The DfE had suggested that the final stage would take place during the summer of 2012, and the earlier than expected running of the final stage of the consultation is clear confirmation of the DfE intention to move to a simple national funding formula for all schools and academies that will take place following the next spending review in 2015-16. The changes from April 2013 are a significant step in this direction.

1.3 The funding reforms cover three main areas;

- The simplification of Primary and Secondary School funding formulas
- Further delegation of the Dedicated Schools Grant (DSG)
- Reform of funding for High Needs pupils (Place Plus) in Special Schools, Specialist Mainstream Provisions (SMPs)/Units, High Needs SEN pupils in Mainstream Schools and Pupil Referral Units. There will also be a new method for funding Hospital Education Provisions.

Each of these reforms is covered in more detail later in this paper.

1.4 The pace of change has meant a very challenging time table for implementation, the DfE FAQs are now at 110 pages (over 350 questions) which reinforces the view that this is not a straight forward process. There are recent indications that the DfE may be getting concerned about the impact of all their changes. In one sense this is no surprise given all the responses they have had from LAs, school and Academies, but the first public acknowledgment came in a DfE letter in October in which the DfE confirms that the

Department will review the new arrangements and will make further changes in 2014-15 if it finds that the long term consequences for schools are unacceptable.

1.5 The letter also confirms that the Minimum Funding Guarantee (MFG) will continue to apply at – 1.5 per cent per pupil in 2013-14 and 2014-15. To address the concerns that some schools and authorities have raised about a potential ‘cliff edge’ in funding from 2014-15, the letter gives reassurance that an MFG will continue beyond 2014-15. As this falls in the next spending period they are unable to confirm the value of that MFG.

1.6 LAs still needed to consult with both LA maintained schools and academies on the few remaining elements of the formula where there is still local discretion and provide illustrative budgets modelling the changes in funding. Our consultation with schools/academies ran for the period 5 to 28 September and included 12 District based briefing sessions for Headteachers, Finance Staff and Governors. Around 170 people attended the 12 briefing sessions and we have had 15 returns to the consultation, this is a disappointing response from schools and academies. It is likely that the low engagement from schools/academies is simply due to the short time table of implementation and having to run it during September when schools/academies are focusing on the start of the new academic year. Our concern is that due to many schools not engaging in the process it is difficult to determine the level of feelings schools have in relation to the many changes, which we believe will generate a high level of concern when they fully understand the implications. We have continued to talk to schools about the impact of the changes at meetings of KAH, KASS, Bursars and our Area Headteacher meetings.

1.7 LAs will need to have completed the whole process of reviewing the new formula by the end of October, and have to submit a pro-forma to the Education Funding Agency (EFA) detailing the breakdown of our new funding formula as the changes we are required to make now have to be authorised by the EFA before we are allowed to run our formula process.

1.8 The Government’s rationale for change is the need for transparency, equity and fairness in funding for all schools and academies which is something that can only be supported. However, we continue to have serious reservations about what is being done given that most of the funding differences between authorities are largely down to the national distribution of DSG and those differences between schools within authorities have all been agreed by schools. We are still of the view that in their quest for simplicity the DfE will remove the ability to target funding where it is most needed and end up with a system that is too simplistic.

2. Funding Reforms Part 1 - The simplification of Primary and Secondary funding formulas

2.1 From April 2013 the number of allowable factors in a primary school and secondary school funding formula will be reduced from 37 to 12. We currently use 21 factors in Kent. It is important to note that in the short term the impact resulting from the change of factors used to distribute funding will be minimised due the MFG. In the medium to long term the changes will work their way through each schools individual budget and will in some cases cause considerable turbulence in funding.

Main changes

2.2 Schools are currently funded on the number of pupils as at the date of the January census, from April 2013 this will be changing to the date of the October census. DfE have recognised that this may have a detrimental impact on some schools where they have a staggered Yr R January intake. LAs will receive additional DSG funding based on the

increase in Yr R pupil numbers between the previous year January and October census numbers and will be allowed to adjust funding for Yr R pupils to reflect increases in the January pupil intake. Moving the count date forward to October is ultimately helpful for LAs as the DfE will be able to confirm the amount of Dedicated Schools Grant (DSG) by the middle of December, this will mean that schools budgets will be issued in February/March with a confirmed DSG allocation, whereas budgets are currently issued in March and confirmation of the amount of DSG is provided in July.

2.3 Premises floor area is no longer an allowable factor in the formula. Currently £44m is allocated to primary schools and secondary schools through the Kent formula. The removal of this factor will generate a high degree of turbulence however, some of this will be offset by an increased lump sum.

2.4 Deprivation funding is currently targeted using Mosaic, this is being replaced by Income Deprivation Affecting Children Index (IDACI). Mosaic measures how deprived a pupil is and goes down to household level, whereas IDACI will measure if a pupil is deprived or not deprived and is at Super Output Level (SOL) which is based on returns from 400 families around 1500 people.

2.5 This change is a significant step backwards for Kent as it will not target funding as effectively and will cause a significant level of turbulence. It shows that the movement is more dramatic in primary schools than secondary schools. 26% of primary schools will see an increase in deprivation funding of more than 50% and 9% of primary schools will see a decrease in deprivation funding of more than 50%. The average amount per pupil using IDACI as a factor is now in the range of £231 and £259, compared to the range of £47 to £482 when using Mosaic.

2.6 Currently we use Low Prior Attainment scores to target funding at high incidence low cost Special Education Needs (SEN). For Primary Key Stage 1 (KS1) results are used and secondary KS2 results are used. For secondary there will be minimal change as the factor chosen by the DfE is very similar the one currently used in the Kent Formula. For the primary phase KS1 will be replaced with Early Years Foundation Profile (EYFP) and this will cause a high level of turbulence. Whilst it can be argued as to which is the most appropriate indicator to be used for targeting funding in the primary phase, KS1 results or EYFP results, the concern here is that local discretion is being removed and the change in funding will cause unnecessary turbulence in school budgets. 10% of primary schools will see an increase of more than 50% in High Incidence Low cost SEN funding, and 18% of primary schools will see a decrease of more than 50% in High Incidence Low cost SEN funding.

2.7 There will be no capacity to identify travellers in the new formula, and this is a concern as they are a vulnerable group and general AEN/SEN indicators such as post code (IDACI) and Prior Attainment tend not to pick up this group of pupils.

2.8 We also face the same issue over the funding we target to schools with significant numbers of children from service families. This funding provides additional support to help schools cope with the specific demands/problems arising from the arrival/departure of battalions at the various bases in Kent. The new reforms prohibit us from having this factor any more.

2.9 There can no longer be a curriculum protection or small school factor, however as there is still an allowable lump sum factor that can be set as high as £200k (but must be at the same level for primary and secondary schools). Modelling shows that the optimum level

for protecting small schools (schools with less than 200 pupils) is to set the lump sum at around £120,000. By setting the lump sum at £120,000, 172 schools out of 192 schools with a roll of 200 pupils or less will see an increase in their budget share. The main aim of the new lump sum is to provide protection for schools due to the removal of the small schools protection factor.

2.10 The Minimum Funding Guarantee (MFG) will still exist and has been set at -1.5% for 2013-14 and 2014-15. MFG will be applied in a far more simplistic way with the main change reflecting the amount per pupil a school will receive or have taken away if pupil numbers change from the previous year. Currently any increases in numbers are funded at 80% for primary schools and 87.5% for secondary schools of the average amount per pupil and any decreases are only deducted at 80% or 87.5% of the average amount per pupil. From 2013 all increases and decreases in numbers will be adjusted at the full amount per pupil, this will benefit schools with rising rolls and provide less protection for schools with falling rolls. The rationale provided by the government is that they want to encourage the expansion of successful schools.

2.11 An initial analysis shows that in the overall movement in school budgets 17% of primary schools will see an increase of more than 5%, and 6% of primary schools will see a decrease in funding of more than 5%. The MFG will in the main protect individual school budgets, however a school on the MFG will see a per pupil decrease of 1.5%. It is likely that the unravelling of the changes to school budgets will take many years to fully feed through into individual school budgets, but this will all hinge on future decisions on MFG. On the current assumptions and assuming that this is likely to continue into the next spending review 9% of primary schools will see reduction to their budget for four years. In the medium to long term some schools will see significant changes to their budget. At the most extreme Aylesham Primary will see a fall of 12% in its budget.

2.12 An area of great concern is the treatment of PFI. In Kent we have 11 schools that collectively make a LA contribution towards PFI costs of £7,000,000. The funding is currently allocated to schools then recouped at the same level, this achieves a neutral impact on a schools budget. Currently LA PFI funding is excluded from the MFG, however, under the new funding reform guidance PFI is not excluded from the MFG, but LAs can submit an application to have this removed from the MFG. Kent has requested the removal from the MFG on two occasions and have been turned down. The impact of this is that schools could see an increase or decrease in funding in relation to their number of pupils on roll. The PFI amount recouped from schools ranges between £800 to £1,600 per pupil however, the amount will be fixed that is recouped from a school. For example, if a schools roll decreased by 30 pupils and the PFI amount per pupil is £1,600 a school would see a reduction in their budget of £48,000 (30 X £1,600 = £48,000).

2.13 Submission of budgets to the DfE 18 January 2013 - One implication as a result of calculating and submitting budgets to the DfE by the 18 January is that any decision on uplifting school budgets for pay awards will need to be taken before this date. This will mean that the County Council budget cycle will need to incorporate any decision in respect of pay awards to schools during December, as currently any decision taken post January will not be able to be reflected in a schools budget.

3. Funding Reforms Part 2 - Further Delegation

3.1 From April 2013 the element of funding academies receive that is "equivalent" to the cost of services that are now their responsibility due to converting to academy status, (currently known as the schools LACSEG) will no longer exist. All the budgets that academies received a share of will now in Page 50 instance be delegated to all schools and

academies and for a limited number of these budgets the DfE have decided that the LA can retain them if the Schools Funding Forum agree to 'de-delegate' these budgets for maintained primary and secondary schools only. The DfE have decided that special schools should be treated as academies for this issue and 'de-delegation' is not an option. There is no obvious reason for this. At their meeting on 12 October 2012 the Forum agreed to de-delegate all the budgets where this was permissible. The one exception to this was in respect of Trade Union duties where the Forum have asked for further work to be done and we will be returning to the Forum to discuss that on 7 December 2012. Fortunately there are not too many budgets to deal with as much of this was anticipated last year with our local decision to delegate more.

3.2 Initially the DfE required that pupil growth funding would have to be delegated and then LA schools could de-delegate their share of this funding. The DfE have now reconsidered this and pupil growth funding can be retained by the LA with the consent of the relevant phase members of the SFF. Full criteria for allocating this funding was agreed by the Forum on 12 October 2012, and both LA schools and academies will have access to this funding on the same basis from next April.

3.3 For the remaining non-delegated school budgets the DfE have set criteria where these can still be retained however, the DfE have decided that they cannot exceed the level at which the budget was set in 2012-13, i.e., no new commitments can be made. Budgets will be frozen and where applicable will decrease in the future as commitments are realised, for example termination of employment costs will be delegated to all schools and academies as and when historic commitments have been paid in full. The following are budgets that will not be allowed to increase from 2013-14

- Admissions
- Servicing of schools forum
- Carbon reduction commitment
- Capital expenditure funded from revenue
- Contribution to combined budgets (including expenditure shown under miscellaneous if appropriate)
- Schools budget centrally funded termination of employment costs
- Schools budget funded for prudential borrowing costs.

3.4 This approach makes no sense whatsoever, given the nature of those costs means that there will be increases at times and some of the historic commitment will not be finally paid for decades.

4. Funding Reforms Part 3 - High Needs SEN Funding "Place Plus"

4.1 High Needs SEN Funding is the area of greatest change and is causing the most concern. From April 2013 a standard approach for funding - Place Plus - will be applied to all High Needs SEN pupils in Special Schools, Resourced Provision/Units, Mainstream schools without a Resourced Provision/Unit and PRUs. On the face of it, it would appear to be a simple system for funding High Needs SEN pupils, however Place Plus will be applied differently in each type of provision and consequently will present a different challenge. The actual change will cause turbulence in funding, greater complexity in calculating funding rates and an increase in administration and bureaucracy in schools and LAs.

4.2 Place Plus will comprise of three components:

- (1) Element 1 (E1) or "Core Education Funding" = This will vary depending on the type of provision, but generally will set a level of around £3,000 or £4,000.

- (2) Element 2 (E2) or “Additional Support Funding” = £6,000.
- (3) Element 3 (E3) or “Top Up Funding”. This element will be the additional funding over and above Elements 1 and 2 that is needed to meet the pupils assessed need.

The combined funding from 1, 2 & 3 is known as the “Pupil Offer” or “Funding Offer”.

4.3 Special Schools, Resourced Provision/Units and PRU’s will be funded on a number of places (E1 & E2). Funding for all provisions will also be triggered on the number of pupils actually placed (E3) in the provision based on the additional need of the pupil, and the DfE are requiring that this will be paid in or close to the real time movement of the pupil, on a monthly basis.

Special Schools

4.4 The new system will also introduce instability into budgets. Special Schools currently know that they will receive a set budget that will be funded from one source (the LA) for the financial year, and subsequently they can plan the resource of the school knowing that there is stability in its funding. This will no longer be the case as funding will come from a number of sources and element 3 will now vary. This will impact upon a school’s ability to plan its staffing as whilst element 3 funding may change on a monthly basis, a school cannot make staffing changes or cost reductions so easily. It could mean schools having to hold larger reserves to smooth this out (but where would those reserves come from?) or employ more agency/temporary staff who, whilst more expensive, will give greater flexibility.

4.5 Some of the issues special schools will face include the following:

- (a) Turbulence in funding – Element 3 of the schools funding will now follow the pupil on a monthly basis, so if the school is not at full capacity then they will lose funding. Element 3 funding will vary from school to school, and in a residential school could be as high as £80,000 per pupil, so the movement of one or two pupils will be financially significant.
- (b) Different funding rates – The overall need type funding rate of the pupil will be at the same level regardless of whether they are a Pre or Post 16 pupil, however E1 will be different for a post 16 and pre 16 pupil, post 16 will be based on the 16-19 national formula for the individual provision. The implication of this is that E3 will need to be set at a different rate for Pre and Post 16. Post 16 rates could change during the financial year as there are two academic years that overlap the financial year April to March.
- (c) Different sources of funding – E1 & E2 will be paid by the LA for maintained schools and E1 & E2 will be funded by the Education Funding Agency for Academies (EFA). E3 will be paid by the commissioning LA, where a school has a Other Local Authority (OLA) pupil, the school/academy will need to collect this funding from the OLA. This will be an extra task and cost for schools, and for some will also have significant cash flow implications
- (d) Administration- Each month the LA commissioning the place in the school will need to reconcile with the school the number of pupils on roll, this funding will then follow the pupil. Special Schools that have OLA pupils will need to make contact with the commissioning LA and collect funding for the individual pupils placed in their school, in Kent we have around 140 pupils placed in our special schools. Currently the LA carries out this process (known as recoument) on

behalf of all Special Schools, this will not exist in the future and all Special Schools will be responsible for directly collecting the funding in relation to OLA pupils placed in it.

4.6 A process for calculating this has been agreed with Kent Association Special Schools (KASS) Executive.

Resourced Provision/Unit

4.7 All High Needs SEN pupils in mainstream schools, regardless of whether they are in a unit or not, are currently funded on actual numbers. There are four different need type funding rates based on the day rate for special schools. The funding rate per pupil is reduced depending on the number of pupils with the same need type in the school which takes into consideration the economy of scale associated with the resources needed to support pupils with a similar need.

4.8 From April 2013 a Resource Provision/Unit will receive guaranteed funding for a number of places this will consist of Elements 1 & 2, and top-up funding for the number of pupils placed in the Resourced Provision/Unit will follow the pupil in or close to the real time movement of the pupil (monthly). Schools will no longer receive any elements of funding in their main school budget for Resourced Provision/Unit pupils, all Resourced Provision/Unit pupils will be solely funded through a separate Resource Provision/Unit budget.

4.9 A working group made up of school headteachers and LA officers has recommended a process for funding Resourced Provisions/ Units from April 2013. This recommendation is based on the current levels of funding allocated to High Needs SEN pupils. In the longer term work will need to be carried out in conjunction with the current SEN review that will base the funding rate on the costed provision of the Resourced Provision/ Unit.

4.10 The points outlined in 4.5 above will also be common to Resourced Provisions/Units.

High Needs Pupils in Mainstream Schools without a Resourced Provision/ Unit

4.11 This is going to be a substantial challenge and will cause discontent with schools if it is not applied in the right way. There are number of problems around the implementation which stems from the fundamental concept of applying Place Plus. In a mainstream school the DfE expectation is that E2 will come out of the schools existing notional AEN and SEN budget. Put simply, if we fund at comparable rate for a Resourced Provision/Unit pupil and a pupil in a mainstream school without a Resourced Provision/Unit (logic would suggest that this will be the case) the mainstream school would in the future be £6,000 worse off per High Needs SEN Pupil.

4.12 The DfE guidance defining a High Needs SEN pupil is a pupil requiring provision that costs more than £10,000 per annum. The DfE have deliberately chosen a financial threshold to define a pupil with high needs, as opposed to an assessment based threshold. There are currently pupils that are not assessed under the IAR criteria in Kent that would meet the new DfE definition of a High Needs SEN pupil, and the LA is looking at ways of defining these pupils, but this will take time to adapt our current system. For example an ASD pupil that does not meet the current criteria to trigger IAR funding, may have an assessed need of over £10,000. This is a fundamental change to how we categorise and fund High Needs SEN pupils.

4.13 The DfE in setting the recommended level of contribution at £6,000 for E2 have recognised that this will have a disproportionate impact on some schools where High Needs SEN pupils are placed but have a relatively low notional AEN/SEN budgets. Where this is

the case LAs can agree a clear and transparent policy that will allow schools to have their notional AEN/SEN budgets topped up to a level that recognises the disproportionate contribute of funding towards the cost of a High Needs SEN pupil.

4.14 The mainstream High Needs SEN working group (made up of Headteachers and LA officers) have recommended a method of topping up the notional AEN/SEN budget for schools where they are disproportionately affected by the £6,000 contribution for element 2. The basis of this recommendation is to retain stability based on the current method of allocation applied by Kent for High Needs SEN pupils. The recommendation in the short term (April 2013) is to retain the current rates and IAR criteria and to reimburse notional AEN/SEN budgets using agreed criteria.

5. Alternative Provision - PRUs

5.1 PRU's will be funded at £8,000 per place and an amount of top up funding per pupil (E3) for all pupils placed in the PRU. Determining the top up rate and tracking the pupil will be more problematic than a Special School due to the turnover of pupils in the Unit and on our current PRU structure we will have different rates for each PRU.

5.2 The DfE have recommended that the top up funding (E3) for permanently excluded pupils is paid termly and fixed term exclusions are paid on a daily rate. This is going to present a considerable challenge, not only in setting the appropriate rate (E3) but also the administration of tracking and paying pupils. This will worsen as PRUs become delegated schools with bank accounts and cash flow to consider, let alone conversion to academies.

Pupils in Hospital Education

5.3 By hospital education, the DfE mean education provision offered to a pupil as a result of the pupil having been admitted to a medical facility as a result of their medical needs. In other words, provision where the admission and commissioning is health-led, rather than local authority- education led.

5.4 All LAs will have their DSG top-sliced at a rate of £8,50 per pupil and this will form a national cash envelope for funding pupils in Hospital Education. The contribution Kent will make is around £1.9 million and its cost of funding Hospital Education is around £2.4 million. The difference between the £1.6 and £2.4m (£0.8m) will in effect cover the cost of Hospital Recoument that no longer exists under the new funding system.

6. Conclusion

6.1 These reforms are probably the most radical since the introduction of local management and simply turn upside down much of what we have developed and agreed locally with Kent schools for many years. The proposals are not fully developed and unnecessarily rushed given the continued operation of MFG. The root cause of many of the financial variances between schools/authorities that the DfE wish to address is the national distribution of DSG funding and that fundamental issue is simply left to one side. For some schools, particularly special schools, there are going to be considerable administrative challenges. It is already possible to identify some of the consequences of this but based upon past experience of wholesale DfE changes there will be many more unintended ones. This does seem to have prompted the recent DfE letter promising to review the impact of all the changes.

6.2 Whilst most of the changes being made are directed by the DfE, there are some aspects of all the changes to the formula, ~~Page 54~~ the proposed method to manage pupil

growth set out in paragraph 3.3 – that will require a final decision by the Cabinet Member for ELS.

7. Recommendations

7.1 Education Cabinet Committee to note:

7.2 Cabinet will be taking the final decision on changes to the school formula at its meeting on 3 December 2012.

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By:	Mike Whiting, cabinet member for Education, Learning and Skills John Cubitt, Deputy cabinet member for Education, Learning and skills Patrick Leeson, Corporate Director for Education , Learning and Skills
To:	Education Committee – 21 st November 2012
Subject	Decision Number - 12/01897 - Draft 14-24 Learning, Employment & Skills Strategy
Classification:	Unrestricted

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Summary:	This report informs the Education Cabinet Committee about the progress of the current stakeholder consultation upon the draft 14-24 Learning, Employment & Skills Strategy, which intended for final approval by Cabinet in December.
Recommendations:	To note the contents of the report.

1. Introduction

1.1 Following the previous Education Cabinet Committee meeting on the 12th September, the Committee's comments have been incorporated into an revised draft of the 14-24 Learning, Employment & Skills Strategy which was launched for consultation with key stakeholders on the 11th October. The purpose of this report is to provide interim findings from responses received so far through the consultation and to outline current activity that is taking place to support the Strategy's implementation.

2 Bold Steps for Kent and Policy Framework

2.1 The proposed decision to approve the Strategy links with the Council's Medium Term Plan (Bold Steps for Kent), as it directly serves the Plan's commitment in Priority 4 to work with all providers to "deliver a 14-24 strategy that equips young people with the academic, vocational and life skills required to succeed in the 21st century economy."

2.2 The proposed decision does not relate to a plan or strategy set out in the Council's Policy Framework.

3. Consultation Responses

3.1 The consultation launch event was held on the 11th October at Oakwood House. 107 people attended from a range of organisations including schools, academies, FE colleges, work based learning providers, Connexions Kent and employers. Initial views from the table discussions and plenary sessions included:

- The proposed priorities are the right ones, but there should be fewer targets, and they should be shared targets.
- The need to raise aspirations was highlighted, and the role that families play in this.

- The need for providers to facilitate travel arrangements was a recurring issue, with the need to consider offering provision where transport is difficult. The rural issue of accessibility was also raised.
- Employability skills were discussed, including the need to define what exactly we mean by this, the need for pre-apprenticeship/Young Apprenticeship style programmes and inclusion of work experience, especially due to the changes in requirements for work related learning.
- Collaboration and partnership: this was a main theme for the table discussions, including
 - Using collaboration to address the need to offer English and Maths post-16.
 - The need to revitalise the local 14-19 Planning Forums.
 - Use existing arrangements rather than create new structures, e.g. existing head teacher meetings; “join rather than form”.
 - Smaller partnerships e.g. two or three schools have proved more successful in some areas than broader groups.
 - There is a role for non-provider organisations to provide a brokering role in facilitating partnership working.
- **Risks and barriers to successful collaboration** were also considered, and included:
 - Conflicts of interest and tension, e.g. declining rolls, league tables, the selective system
 - Financial pressure, e.g. regarding post-16 funding
 - Logistical problem of moving pupils or resources around an area to the provision
 - A risk that organisational silos evolve into district silos.

3.2 Responses via the Strategy’s online consultation website have highlighted the following points so far:

- Respondents support the strategy’s ambition and priorities, and feel that the four key areas are the right ones to focus on.
- Other areas of focus should include improving outcomes for Science, Technology, Engineering & Maths (STEM) subjects, a focus on job progression, sustained support for vulnerable young people into post-16 provision and ongoing support for young people and employers for transition beyond the apprenticeship.
- Potential tensions between the proposals and respondents’ future plans included workforce planning, the potential for 14 and 15 year olds studying full time at college and the impact of Free Schools, University Technology Colleges (UTCs) and Studio Schools.
- Potential barriers to organisations helping to deliver the targets included the lack of independent Information, Advice & Guidance (IAG) in schools.
- Respondents felt that KCC has made its role clear through the strategy, and suggested support from the LA in the following areas:
 - Strategic mapping of the learning offer to employment need
 - Liaise more with Kent’s work based learning (WBL) providers
 - Set up an apprenticeship matching service for Kent’s employers, learners and WBL providers
 - Actively encourage apprenticeships across all of KCC’s directorates

3.3 Summary of Consultation Responses from Key Partners:

- **Connexions Kent (CXK), Kent Association of FE Colleges (KAFEC) and Kent Association of Training Organisations (KATO):**

Have collectively commented that there are too many targets and question how achievable they are during the life of the strategy.

- **Connexions** also highlighted the need for young people's and parents' perspective, and recommended producing a user friendly version of the strategy that clearly explains what's in it for them.
- **iKent Strategic Forum for 14-19 Education & Training:** the partnership discussed the strategy at their meeting on the 5th November, and will provide a formal response to the consultation, including their views on the formation of a County Employment, Learning and Skills Partnership Board.
- **Families & Social Care:** feedback has been received that underlines the need for greater emphasis in the strategy on addressing the needs of young people with learning difficulties or disabilities. This includes access to more work experience opportunities, assistance in preparing for the world of work, how we should support those young people with a disability who cannot access mainstream education provision and how we can offer suitable provision within Kent to reduce the need to place young adults in independent colleges out of county.
- **Kent Enterprise Education Partnership:** The partners have requested that there be a focus on developing young people's attitudes in the strategy, enabling them to manage their own career paths. They felt there should be targets regarding destination measures and self-employment and that the enterprise sector should be represented on the proposed Employment, Learning and Skills Partnership Board. They also envisaged a brokering role for KCC between schools and businesses to manage the cultural differences and move away from ad hoc reactive relationships. There is also a need for better apprenticeships IAG to improve retention and better sharing of local market information to prevent businesses from having to 'import' skilled labour from outside of the county.
- **Skills Funding Agency:** The central government funding agencies have yet to respond, apart from the SFA who have declined to comment on the draft strategy as they feel it is not their role to take a view on local plans, which should be driven by learners, employers and stakeholders.

3.3 Learner Feedback

Support they would like to receive:

- **Participate in taster weeks** to properly experience subjects of interest for post-19 learning, so they can get a feel for whether it is the course for them, as sometimes open days are not enough. This would help prevent students from dropping out.
- **Job search advice:** Receive comprehensive advice on how to search and apply for jobs in their chosen subject fields, in order to prepare them for

successfully moving into employment once they have achieved their qualifications.

- **Employability skills** such as time management needs to be taught, which would help them to prepare not just for employment but for post-16 learning too.
- **Proper advice about careers and earning potential:** This would help persuade those young people who want to leave and start earning money as quickly as possible that if they stay in education they will gain qualifications that will help them to earn money than if they left school.
- **Relatable advice:** Would like younger adults to come and speak to them about career and learning options relevant to their interests, as they would relate to them more easily.
- **More information and support for parents** would be welcome. KCC, schools and colleges should do more to encourage parents to take more interest in their children's education and understand the courses they are studying.

Barriers to learning:

- **Transport issues:** There were strong feelings about transport causing problems for accessing school or college; there needs to be more buses available in rural areas for those students that can not rely on transport by their parents.
- **Lack of feedback from teachers:** They would like personal and regular one to one feedback, so they know how they are performing and have an opportunity to improve.
- **More support for vulnerable pupils:** Specifically for those who may struggle due to problems at home, for example, a pupil having to drop out and earn money to help support their single parent.
- **Insufficient work experience:** Current work experience placements of one or two weeks during Year 10 do not give pupils a real idea of employment options. They would like more regular work experience opportunities that directly relate to their career interests. This is particularly important for young people studying academic subjects, who tend to be put into more generic placements than their counterparts on vocational courses.

4. Further Consultation Activity

4.1 The consultation closes on the 16th November, at which point all comments and feedback will be considered in producing the final version of the Strategy for Cabinet's approval on the 3rd December. By the end of the consultation, a number of focus groups for young people from Thanet, Ashford, Swale, Maidstone and Deal/Sandwich will have been held. The Kent Youth County Council will have given their views at their full council meeting on the 18th November – this will be fed into the responses. The Strategy will have also been discussed at the next meeting of the Business Advisory Board on the 14th November, to gain the views of employers. Individual meetings will also have taken place with a number of stakeholders including Kent Association of Training Organisations and KCC's Community Learning & Skills.

5. Current Activity Supporting the 14-24 Learning, Employment & Skills Strategy.

5.1 There are already a number of programmes and initiatives underway that are supporting the ambitions of the draft strategy:

- **KCC Skills & Employability Service:** The team has now filled its remaining vacancies and is at full strength and a strong position to support implementation of the strategy. In addition to activity listed below, the S&E Service has area-based teams that will be able to drive implementation at a district level, including officers with a specific focus on employer engagement and employability, to make the vital links between employers and the 14-19 learning offer and progression.
- **Apprenticeships:** Despite the current economic challenges, Kent's success in increasing the number of apprenticeships appears to be bucking the trend. The National Apprenticeship Service (NAS) has reported that Kent is outperforming the Southeast for the number of people starting apprenticeships, particularly for 16-18 year olds. Official figures providing the details will be released by NAS in January. This is a considerable achievement for Kent, which highlights the commitment and effort made by KCC, education and training providers and other partners such as NAS in driving forward apprenticeships to help provide positive outcomes for young people whilst meeting the needs of local employers.
- **Support for vulnerable learners:** The S&E Service is targeting support for specific vulnerable groups in collaboration with other KCC departments and partners. For example, work is being undertaken to devise a programme to support Kent's teenage parents, as currently 79% of this group of vulnerable learners are Not In Education, Employment or Training (NEET), and therefore education and training prospects are bleak without intervention. Colleagues in the S&E Service and Families & Social Care Commissioning are taking proposals for addressing the needs of teenage parents to senior management for approval.
- **Preparation for Raising the Participation Age (RPA):** The S&E Service has been working hard to prepare for the RPA requirements, which will see current Year 11s staying in education or training from September 2013 until their 17th birthday, and current Year 10s participating until age 18. The Service has launched an RPA awareness week from 5th to 9th November, to coincide with this year's launch of Kentchoices4u, the website that provides young people with information for making post-16 choices about education or training. During the RPA week, schools are encouraged to talk to their pupils about the changes and what it means for them. To support this, the S&E Service has written to Headteachers and school staff providing guidance and suggestions for awareness-raising activity in their schools, and provided briefing sessions which staff from almost all schools have attended. Pupils and parents have also been written to, informing them about the changes and how to access Kentchoices4u.
- **Kent Employment Programme:** The Kent Employment Programme has been set up as a flexible grant fund to encourage local businesses to take on young unemployed people as apprentices allowing employers to meet their skills needs. Kent County Council will offer grants of £2000 to businesses who take on a young person 18-24 who has been claiming out of work benefits. These grants are specific to the Kent Employment Programme and in some cases will compliment other national and regional grants already in place. The team have established strong partnerships with Job Centres and Work Programme providers across Kent, as well as various training providers and colleges. In all cases staff have been briefed at these organisations as to how the programme works and how to refer businesses and candidates to the programme team. The team has

engaged with over 300 businesses throughout Kent and have placed over 100 young people into apprenticeship positions.

- **Planned re-launch of vocational centres:** The S&E Service are in the process of re-shaping the programmes currently offered by vocational centres, to broaden their scope so that provision better meets the needs of the local economy.

7. Conclusions

7.1 The responses and feedback received through the consultation so far have proved encouraging. They support the strategy's ambitions and priorities, whilst offering insight and suggestions as to how the strategy's remit can address specific key matters in delivering 14-24 education and training. Stakeholders' views also demonstrate the need to get the delivery framework right, in particular how the remit for the proposed Employment, Learning and Skills Partnership Board will be defined, how it will link into local delivery partnerships, and what form these local partnerships should take.


8. Recommendations

Members are requested to note the interim responses to the consultation, prior to Cabinet considering the final version of the 14-24 Learning, Employment and Skills Strategy in early December.

9. Background Documents

- Draft 14-24 Learning, Employment and Skills Strategy
- Bold Steps For Kent
- Skills & Employability Annual Plan
- 14-24 Learning, Employment & Skills Strategy Baseline Information for Key Performance Indicators

10. Contact details

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By:	Mike Whiting – Cabinet Member - Education, Learning and Skills Patrick Leeson- Corporate Director- Education, Learning and Skills
To:	Education Committee – 21 November 2012
Subject	Education, Learning and Skills Performance Scorecard
Classification:	Unrestricted

:

Summary:	The Education, Learning and Skills performance management framework is provided by the targets for 2015, and the milestones for each year up to 2015, set out in Bold Steps. The scorecard is still in development and is intended to provide the Directorate and Members with progress against all the targets set out in the Bold Steps business plans for key performance and activity indicators.
Recommendations:	Members are asked to review and comment on the development of the Education, Learning and Skills performance management framework and to note and comment on current performance.

1. Introduction

1.1 Each Cabinet Committee is receiving a performance management scorecard which is intended to support Committee Members in reviewing performance against the targets set out in the Bold Steps for Education document and related business plans.

2. Education, Learning and Skills (ELS) Performance Management Framework

2.1 The performance management framework is provided by the targets and milestones set out in Bold Steps. Much development of the scorecard has taken place since June 2012, and there are now very few indicators awaiting baseline data. Attached to this report is the October version of the ELS scorecard, reporting on data as at the end of September 2012.

2.2 The scorecard contains a range of monthly, termly and annual indicators (as indicated in the Frequency column as M, T or A).

2.3 For some indicators it is good for performance to be high, (for example school attainment data) whilst for others it is good to be low (for example exclusions and persistent absence data). To aid interpretation this is shown in the polarity column as H, L or T (T denoting where it is best to be near the target rather than too high or too low). Detailed descriptions are available to show clearly what criteria have been applied to produce the data against each indicator.

2.4 For nationally published indicators, comparative data at national and statistical neighbour average level is provided.

2.5 Performance is highlighted as red, amber or green. Red indicates current performance is below the Kent outturn for 2010-11, amber indicates it is between the Kent outturn for 2010-11 and the target for 2013 (or 2015 if no target for 2013 has been set), and green indicates it has reached or exceeded the target.

2.6 Direction of travel is also shown. This indicates whether figures have gone up, down or remained the same since the previous reported figure and whether this movement is rated as red, amber or green.

2.7 A data definitions section has been included to ensure that all users of the ELS scorecard are clear about what the indicators actually report on. Given the complex nature of education reporting timescales, a data sources section provides detail as to the latest data source for each indicator i.e. whether it is provisional or final, latest month or last term etc.

2.8 A small number of indicators are still awaiting data or targets. For example, for some of the Bold Steps targets that have been expressed as a required percentage improvement, baseline data has to be produced and used to model and agree targets for each year up to 2015.

3. District Scorecards

3.1 In parallel to the development of the ELS scorecard, work has been undertaken to produce 12 District scorecards which were consulted on through the last two rounds of District Headteacher meetings. Feedback led to the inclusion of district level context data such as proportions of Free School Meals and Looked After Children to support the interpretation of district performance. These are intended to support performance management at a locality level, but will also be vital at Local Authority level for informing the targeting of appropriate support.

4. Current Performance

4.1 Areas of challenge are outlined in detail in the Exceptions reporting, included within the scorecard document for the first time this month, to provide commentary and actions against all indicators flagged as red within the LA level scorecard.

4.2 Results have improved across all key stages this year, with a significant rise at Key Stage Two (KS2). The number of permanent exclusions has dropped below 200 for the first time, thanks to a key focus on this area by the development of an Inclusion Strategy in Kent.

4.3 Reasonable progress is being made across a range of priority areas, and many amber indicators are green for their direction of travel, meaning they have improved since the previously reported result e.g. reduction in attainment gaps at Key Stage 4 (KS4).

4.4 As we accelerate the rate of progress overall, we need to work even harder to close the gaps in performance that exist for Free School Meals (FSM) pupils, Looked After Children (LAC) and pupils with Special Educational Needs

(SEN) or with Statements of Special Educational Need (SSEN). This year has seen a significant reduction in the FSM gap at KS2, but only a very slight reduction in the FSM gap at KS4.

4.5 We are currently seeing a static picture for the quality of schools, on the journey towards good and outstanding.

4.6 In the Employability section we are seeing a drop in youth unemployment, and an increase in the percentage of 19 year olds engaged in continuing education and training.

4.7 Work is currently underway to finalise our Alternative Curriculum and Pupil Referral Unit provision and to devolve the Specialist Teaching Service to a Lead Special School in each District to be deployed as part of the early intervention offer alongside outreach services from the Special schools. The FSC reorganisation of their District teams to provide dedicated early intervention and prevention teams and access to commissioned services is intended to support delivery of this target.

5. Recommendations

Members are asked to review and comment on the development of the Education, Learning and Skills performance scorecard and note aspects of current performance.

Background Documents

ELS Performance Scorecard: Appendix 1

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Education, Learning & Skills Performance Management Scorecards October 2012 Release (September 2012 Data)

Produced by: Management Information, ELS, KCC

Publication Date: 30 October 2012

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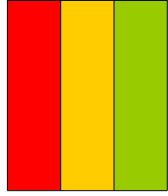
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Guidance Notes

POLARITY

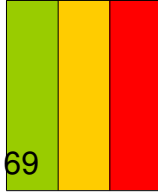
- H** The aim of this indicator is to achieve the highest number/percentage possible.
- L** The aim of this indicator is to achieve the lowest number/percentage possible.
- T** The aim of this indicator is to stay close to the target that has been set.

RAG RATINGS



- A red rating indicates that the current performance is below the 2010/11 outturn.
- An amber rating indicates that the current performance is between 2010/11 outturn and the target.
- A green rating indicates that the current performance has met the target.

DIRECTION OF TRAVEL (DOT)



- Green indicates that latest performance has improved when compared to previous performance. Depending on the polarity of the indicator, an improvement in performance could either be a reduction or increase in numbers/percentage. This is indicated by the arrows.
- Amber indicates that latest performance has remained the same as previous performance.
- Red indicates that latest performance has worsened when compared to previous performance. Depending on the polarity of the indicator, a worsening in performance could either be a reduction or increase in numbers/percentage. This is indicated by the arrows.

KEY TO ABBREVIATIONS

LAC	Looked After Children
FSM	Free School Meals
SEN	Special Educational Needs
SSEN	Statement of Special Educational Needs
M	Monthly
T	Termly
A	Annually
NEET	Not in Education, Employment or Training
Persistent Absence	Proportion of pupils absent for >15% of sessions

Guidance Notes

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Education, Learning & Skills Performance Management Scorecard - Indicator Definitions

Indicators	Polarity	Data Period	Frequency	Definition
PROVISION				
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	The total number of pupils that have been permanently excluded from a Kent maintained school or an academy during the last 12 months.
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	The total number of LAC, both Kent and OLA, that have been permanently excluded from a Kent maintained school or an academy during the last 12 months. This figure will also be included in the All Pupils indicator above.
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	The percentage of pupils that have been persistently absent from a Kent maintained primary school or a primary academy for 15% or more of their expected sessions over the reported time period.
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	The percentage of pupils that have been persistently absent from a Kent maintained secondary school or a secondary academy for 15% or more of their expected sessions over the reported time period.
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	The percentage of LAC, both Kent and OLA, that have been persistently absent from a Kent maintained secondary school or a secondary academy for 15% or more of their expected sessions over the reported time period.
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	The percentage of sessions missed by pupils due to authorised or unauthorised absence, as a proportion of their expected sessions over the reported time period.
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	The number of pupils at PRUs that are not dually registered at mainstream schools or academies.
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T	<i>To be confirmed</i>
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued during the last 12 months.
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	The number of pupils in Kent maintained schools or academies, both mainstream and special, that have a statement of Special Educational Needs.
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	The number of pupils with statements of special educational needs that are placed in independent special schools or out-of-county special schools.
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	The average home-to-school distance, in 'as the crow flies' miles, for special school pupils with a statement of Special Educational Needs.
Percentage of admissions applications for school places made online	H	Snapshot	A	The percentage of applications for admission to primary or secondary school that parents made online, rather than submitting paper application forms.
Percentage of parents getting first preference of school	H	Snapshot	A	The percentage of parents who got their first preference of primary or secondary school (out of their three ordered preferences) for their child.
Percentage of parents getting first or second preference of school	H	Snapshot	A	The percentage of parents who got their first or second preference of primary or secondary school (out of their three ordered preferences) for their child.
Percentage of surplus school places in each district	T	Snapshot	A	The percentage of spare school places: current school rolls calculated as a proportion of schools' Published Admission Numbers.
Average number of days taken to allocate a school place	L	Snapshot	T	The average number of days taken to allocate a school place, for casual admissions made outside of the formal annual admissions process.

Education, Learning & Skills Performance Management Scorecard - Indicator Definitions

Indicators	Polarity	Data Period	Frequency	Definition
QUALITY AND STANDARDS				
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	Number of Kent maintained schools judged inadequate for overall effectiveness by Ofsted in their latest inspection. Excludes academies.
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	The percentage of Kent maintained primary schools and primary academies judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	The percentage of Kent maintained secondary schools and secondary academies judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	The percentage of Kent maintained special schools and special academies judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	The percentage of Kent maintained primary schools and primary academies judged good or outstanding for quality of teaching in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	The percentage of Kent maintained secondary schools and secondary academies judged good or outstanding for quality of teaching in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	The percentage of private, voluntary and independent early years settings judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	Percentage of pupils assessed as achieving 78 points or more at the end of reception year, including 6 or more points in each area of Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL), based on the Early Years Foundation Stage Framework that ended in Summer 2012.
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Percentage of pupils assessed as achieving Expected or Exceeding at the end of reception year, based on the new Early Years Foundation Stage framework. This indicator is subject to change depending on what performance measures the DfE introduces for end of EYFS assessment in summer/autumn 2013.
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	The percentage of pupils at the end of Key Stage 1 who are teacher assessed as achieving a level 2B or above in reading.
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	The percentage of pupils at the end of Key Stage 1 who are teacher assessed as achieving a level 2B or above in writing.
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 1 who are teacher assessed as achieving a level 2B or above in maths.
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 2 who achieve a level 4 or above in both English and maths. From 2012 onwards the overall English level is calculated by combining the reading test result with the writing teacher assessment. Includes Kent maintained schools and academies.
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 2 who achieve a level 5 or above in both English and maths. From 2012 onwards the overall English level is calculated by combining the reading test result with the writing teacher assessment. Includes Kent maintained schools and academies.
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	The percentage of mainstream primary and junior schools or academies whose percentage achieving level 4 or above in both English & maths at KS2 exceeds 60%.
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in English.
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in mathematics.
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	The difference between the achievement of non-FSM pupils and FSM pupils in terms of percentage achieving level 4 or above in both English & maths at KS2. Includes Kent maintained schools and academies.
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A	The difference between the achievement of LAC pupils and all pupils in terms of percentage achieving level 4 or above in both English & maths at KS2. The LAC included in the calculation are Kent LAC looked after for at least 12 months as at 31st March in the academic year in which they finish KS2. Includes Kent maintained schools and academies.

Education, Learning & Skills Performance Management Scorecard - Indicator Definitions

Indicators	Polarity	Data Period	Frequency	Definition
QUALITY AND STANDARDS continued				
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	The difference between the achievement of non-SEN pupils and SEN pupils in terms of percentage achieving level 4 or above in both English & maths at KS2. School Action, School Action Plus and Statemented pupils are all included in the SEN group. Includes Kent maintained schools and academies.
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	The percentage of pupils with a statement of special educational needs who have achieved level 4 or above in both English & maths, at both mainstream and special schools and academies.
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 4 who achieve at least 5 or more GCSEs or equivalents including a GCSE in both English & maths. Includes Kent maintained schools and academies.
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	The percentage of mainstream secondary schools or academies whose percentage achieving 5+ A*-C including English & maths exceeds 40%.
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	The percentage of pupils achieving three or more levels of progress between Key Stage 2 and Key Stage 4 in English, based on National Curriculum levels and GCSE equivalent grade outcomes.
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	The percentage of pupils achieving three or more levels of progress between Key Stage 2 and Key Stage 4 in mathematics based on National Curriculum levels and GCSE equivalent grade outcomes.
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	The difference between the achievement of non-FSM pupils and FSM pupils in terms of percentage achieving 5+ A*-C including English & maths at KS4. Includes Kent maintained schools and academies.
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A	The difference between the achievement of LAC pupils and all pupils in terms of percentage achieving 5+ A*-C including English & maths at KS4. The LAC included in the calculation are Kent LAC looked after for at least 12 months as at 31st March in the academic year in which they finish KS2. Includes Kent maintained schools and academies.
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	The difference between the achievement of non-SEN pupils and SEN pupils in terms of percentage achieving 5+ A*-C including English & maths at KS4. School Action, School Action Plus and Statemented pupils are all included in the SEN group. Includes Kent maintained schools and academies.
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	The percentage of pupils with a statement of special educational needs who have achieved 5+ A*-C including English & maths, at both mainstream and special schools and academies.
EMPLOYABILITY				
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	The percentage of young people who have left compulsory education, up until their eighteenth birthday, who have not achieved a positive education, employment or training destination. Data collected under contract by CKX (Connexions).
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	The percentage of young people, under the care or supervision of the Families and Social Care Directorate who have left compulsory education, up until their eighteenth birthday, who have not achieved a positive education, employment or training destination. Data collected under contract by CKX (Connexions).
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	The percentage of young people achieving the level 2 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 2 threshold by the end of the academic year in which they turn 19.
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	This indicator reports the gap in attainment of level 2 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	The percentage of young people achieving the level 3 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 3 threshold by the end of the academic year in which they turn 19.
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	This indicator reports the gap in attainment of level 3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	The number of maintained schools and academies in Kent who have employed a young person, aged 16-24, as an apprentice, expressed as a percentage of all maintained schools and academies in Kent. Collected from Skills and Employability database.
Number of Level 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	The number of starts by Kent resident young people on an advanced or higher level apprenticeship, by Kent resident young people aged 16-24, within the Kent sectors of construction, creative and media, health and social care, hospitality and tourism, process and manufacturing and science, technology and manufacturing and land based industries. Collected from national Apprenticeship Service data.

Education, Learning & Skills Performance Management Scorecard - Indicator Definitions

Indicators	Polarity	Data Period	Frequency	Definition
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	The number of starts by Kent resident young people (16 - 24) on an intermediate or advanced level apprenticeship, by Kent resident young people aged 16-24, within the Kent sectors of construction, creative and media, health and social care, hospitality and tourism, process and manufacturing and science, technology and manufacturing and land based industries. Collected from national Apprenticeship Service data.
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M	The number of starts by Kent resident young people (16-24) on the KCC apprenticeship scheme - that is employed by KCC departments. Source Skills and Employability database.
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M	The number of young people completing the KCC Apprenticeship scheme, as a percentage of starts. Source Skills and Employability Service database.
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	The number of 18-24 year old Kent residents who are claiming unemployment benefits, as a proportion of the total population of 18-24 year olds. Source KCC Research Team unemployment report.
EMPLOYABILITY continued				
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Percentage of LLDD Learners aged 16-19 participating in education and training, increasing the number of vulnerable learners supported into work based learning.
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M	The number of care leavers, LLDD students, young offenders and young parents (vulnerable learners) who are participating in the KCC vulnerable learners project.
Adult participation in basic skills training	H	Snapshot	A	TBA - source still to be determined that includes all basic skills provision available in the county.
Adults with Skills Plus	H	Snapshot	T	The number of adults (19+) participating on a Kent Adult Education Service Skills Plus course. Source CLS.
Adults with NVQ Level 4	H	Snapshot	A	The proportion of Kent residents adults (19+) who have achieved a Level 4 qualification, as determined by the NOMIS workforce qualification data.
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A	Percentage of learners 19+ who continue in full-time education as a destination, as a percentage of 18-24 year olds. Numerator = DfE destinations analysis. Denominator = ONS mid-year population estimates. (This still needs to be refined as destination data has only been available for the first time this year.)
CONTEXTUAL DATA				
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	The percentage of pupils known to be eligible for Free School Meals due to the fact they have successfully applied for FSM and met the criteria and been recorded as such on their school's management information system. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	The percentage of pupils with a statement of SEN, as recorded on their school's management information system. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	The percentage of pupils with a SEN level of School Action or School Action Plus, as recorded on their school's management information system. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
Percentage of pupils from an Ethnic Minority		Snapshot	A	The percentage of pupils whose ethnicity is non-White British, as recorded on their school's management information system. Based on parental declaration. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	The percentage of pupils whose home language is not English, as recorded on their school's management information system. Based on parental declaration. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
Number of Kent Children in Care		Snapshot	M	The number of children currently looked after by Kent Specialist Children's Services. Kent Outturn, National and Statistical Neighbours averages show rates per 10,000 population.
Number of children with a Child Protection plan		Snapshot	M	The number of children subject to a Child Protection order from Kent Specialist Children's Services. Kent Outturn, National and Statistical Neighbours averages show rates per 10,000 population.

Education, Learning & Skills Performance Management Scorecard - Data Sources for Current Report

Indicators		Data used in current report		Latest data description		Latest data release date	
		Source Description					
PROVISION							
Number of permanent exclusions from schools - all pupils		Impulse database - monthly reported data		Rolling 12 months up to September 2012		As at October 2012	
Number of permanent exclusions from schools - LAC		Impulse database - monthly reported data		Rolling 12 months up to September 2012		As at October 2012	
Percentage of pupils who are persistently absent from primary schools - all pupils		School Census - attendance data reported one term in arrears		Spring Term 2012 School Census attendance data		As at Summer 2012 School Census	
Percentage of pupils who are persistently absent from secondary schools - all pupils		School Census - attendance data reported one term in arrears		Spring Term 2012 School Census attendance data		As at Summer 2012 School Census	
Percentage of pupils who are persistently absent - LAC		School Census - attendance data reported one term in arrears		Autumn Term 2012 School Census attendance data		As at Spring 2012 School Census	
Percentage total absence from Pupil Referral Units (PRUs)		PRU Census for Annual data in Spring Term, B2B reporting for Autumn & Summer Terms		Term 5 - B2B report		As at September 2012	
Number of pupils in PRUs not also on a school roll		PRU Census for Annual data in Spring Term, B2B reporting for Autumn & Summer Terms		Term 5 - B2B report		As at July 2012	
Percentage of pupils in PRUs reintegrated into mainstream schooling			Data not currently available				
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]		Impulse database - monthly reported data		Snapshot as at September 2012		As at October 2012	
Number of pupils with a statement of Special Educational Needs		Impulse database - monthly reported data		Snapshot as at September 2012		As at October 2012	
Number of pupils being placed in independent or out-of-county special schools			Data not currently available				
Average home-to-school distance for special school pupils with a statement of Special Educational Needs		School Census data matched to ArcGIS mapping		Spring 2012		Spring 2012	
Percentage of admissions applications for school places made online		Admissions school places offered for start of academic year		Based on offers for 2012-13		As at June 2012	
Percentage of parents getting first preference of school		Admissions school places offered for start of academic year		Based on offers for 2012-13		As at June 2012	
Percentage of parents getting first or second preference of school		Admissions school places offered for start of academic year		Based on offers for 2012-13		As at June 2012	
Percentage of surplus school places in each district		DfE SCAP Return via ELS Provision Planning Analyst		Surplus Places for 2010-11		As at June 2012	
Average number of days taken to allocate a school place		Admissions school places offered for latest term		Spring Term 2012 offers		As at June 2012	
QUALITY AND STANDARDS							
Number of schools in Ofsted Category (special measures or with notice to improve)		MT Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month		Inspections up to end of September 2012		As at October 2012	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness		MT Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month		Inspections up to end of September 2012		As at October 2012	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness		MT Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month		Inspections up to end of September 2012		As at October 2012	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness		MT Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month		Inspections up to end of September 2012		As at October 2012	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching		MT Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month		Inspections up to end of September 2012		As at October 2012	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching		MT Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month		Inspections up to end of September 2012		As at October 2012	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness			Data not currently available				
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL		End of year assessments based on previous EYFSP framework		2011-12 data from Keyphas online dataset		August 2012	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning			Data not available until end of 2012-13 academic year				
Percentage of pupils at KS1 achieving L2B+ in Reading		Teacher assessed results for end academic year		2011-12 results from Keyphas online dataset		August 2012	
Percentage of pupils at KS1 achieving L2B+ in Writing		Teacher assessed results for end academic year		2011-12 results from Keyphas online dataset		August 2012	
Percentage of pupils at KS1 achieving L2B+ in mathematics		Teacher assessed results for end academic year		2011-12 DfE Provisional results dataset		August 2012	
Percentage of pupils at KS2 achieving L4+ in English & mathematics		Test/TA results for end of academic year		2011-12 DfE Provisional results dataset		August 2012	
Percentage of pupils at KS2 achieving L5+ in English & mathematics		Test/TA results for end of academic year		2011-12 DfE Provisional results dataset		August 2012	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)		Test/TA results for end of academic year		2011-12 DfE Provisional results dataset		August 2012	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English		Test/TA results for end of academic year matched to previous KS1 attainment		2011-12 DfE Provisional results (MT Calculations)		August 2012	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics		Test/TA results for end of academic year matched to previous KS1 attainment		2011-12 DfE Provisional results (MT Calculations)		August 2012	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap		Test results for end of academic year		2011-12 DfE Provisional results (MT Calculations)		September 2012	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap		Test results for end of academic year		2011-12 DfE Provisional results (MT Calculations)		October 2012	

Education, Learning & Skills Performance Management Scorecard - Data Sources for Current Report

Indicators	Data used in current report		Latest data release date
	Source Description	Latest data description	
QUALITY AND STANDARDS continued			
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	Test results for end of academic year	2011-12 DfE Provisional results (MI Calculations)	September 2012
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	Test results for end of academic year	2011-12 DfE Provisional results (MI Calculations)	September 2012
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	Test results for end of academic year	2011-12 NCER Provisional Results	September 2012
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	Test results for end of academic year	2011-12 NCER Provisional Results	September 2012
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	Test results for end of academic year matched to previous KS2 attainment	2011-12 NCER Provisional Results	September 2012
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	Test results for end of academic year matched to previous KS2 attainment	2011-12 NCER Provisional Results (MI Calculations)	October 2012
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	Test results for end of academic year	2011-12 NCER Provisional results (MI Calculations)	October 2012
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	Test results for end of academic year	2011-12 NCER Provisional Results (MI Calculations)	October 2012
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	Test results for end of academic year	2011-12 NCER Provisional Results (MI Calculations)	October 2012
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	Test results for end of academic year	2011-12 NCER Provisional Results (MI Calculations)	October 2012
EMPLOYABILITY			
Percentage of 16-18 year olds not in education, employment or training (NEET)	Connexions monthly bulletin	September 2012 data	October 2012
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	Connexions monthly bulletin	September 2012 data	October 2012
Percentage of young people with Level 2 attainment by age 19	14-19 year olds annual reporting (EPAS online 14-19 dataset)	2010-11 results	January 2012
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	14-19 year olds annual reporting (EPAS online 14-19 dataset)	2010-11 results	January 2012
Percentage of young people with Level 3 attainment by age 19	14-19 year olds annual reporting (EPAS online 14-19 dataset)	2010-11 results	January 2012
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	14-19 year olds annual reporting (EPAS online 14-19 dataset)	2010-11 results	January 2012
Percentage of secondary schools offering L2/3/4 apprenticeships	Provider Gateway	2010-11 outturn	September 2012
Number of Level 3 & 4 apprenticeships offered in Kent key sectors	Provider Gateway	2010-11 outturn	September 2012
Number of Level 2 & 3 vocational training in skills shortage areas	Skills and Employability database	Rolling 12 months up to September 2012	October 2012
Number of starts on the Kent Success Apprenticeship scheme	Skills and Employability database	Rolling 12 months up to September 2012	October 2012
Percentage successfully completing the Kent Success Apprenticeship scheme	NOMIS / ONS Monthly employment statistics presented by KCC Business Intelligence Research & Evaluation	September 2012 data	October 2012
Percentage of unemployment among 18-24 year olds	Skills and Employability database	August 2012 data	September 2012
Percentage of learners with LLDD able to participate aged 16-19	Skills and Employability database	Rolling 12 months up to September 2012	October 2012
Number of vulnerable learners supported into work-based learning	Skills and Employability database	Rolling 12 months up to September 2012	October 2012
Adult participation in basic skills training	Skills Funding Agency	August 2012 data	September 2012
Adults with Skills Plus	NOMIS	August 2011 data	September 2012
Adults with NVQ Level 4			
Percentage of 19+ year olds engaged in continuing education and training			
CONTEXTUAL DATA			
Percentage of pupils eligible for Free School Meals (FSM)	School census - termly snapshot of pupils eligible for FSM	Summer Term 2012 snapshot data	July 2012
Percentage of pupils with a Statement of Special Educational Needs (SSEN)	School census - termly snapshot of pupils with SEN statement	Summer Term 2012 snapshot data	July 2012
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)	School census - termly snapshot of pupils with SEN A or P	Summer Term 2012 snapshot data	July 2012
Percentage of pupils from an Ethnic Minority	School census - termly snapshot of pupil ethnicity	Spring Term 2012 snapshot data	March 2012
Percentage of pupils with English as an Additional Language (EAL)	School census - termly snapshot of pupils eligible for FSM	Summer Term 2012 snapshot data	July 2012
Number of Kent Children in Care	Management Information SCS Monthly Scorecard	Snapshot as at September 2012	October 2012
Number of children with a Child Protection plan	Management Information SCS Monthly Scorecard	Snapshot as at September 2012	October 2012

Education, Learning & Skills Performance Management Scorecard - District Comparison Grid

**October 2012
(September 2012 Data)**

Indicators	Kent		Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone		Severoads		Shepway		Swale		Thanet		Tonbridge and Malling		Tunbridge Wells		
	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	
PROVISION																											
Number of permanent exclusions from schools - all pupils	L	G	↓	G	→	A	↓	G	→	A	↓	G	→	G	↓	G	↓	R	→	A	↓	A	↓	R	→	G	↑
Number of permanent exclusions from schools - LAC	L	A	↓	G	→	R	→	G	→	G	→	A	→	G	↓	G	↓	G	→	A	→	A	→	G	→	G	→
Percentage of pupils who are persistently absent from primary schools - all pupils	L	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	R	↑	A	↑	R	↑	G	↓	G	↓	A	↑	A	↑	R	↑	R	↑	R	↑	R	↑	R	↑	R	↑
Percentage of pupils who are persistently absent - LAC	L	G	↓	R	↑	G	↓	R	↓	G	↓	G	↓	G	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Percentage total absence from Pupil Referral Units (PRUs)	L																										
Number of pupils in PRUs not also on a school roll	L	A	↓	A	↓	A	↓	A	↓	G	→	A	↓	A	↓	A	↓	A	↓	A	↓	A	↓	A	↓	A	↓
Percentage of pupils in PRUs reintegrated into mainstream schooling	H																										
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	R	↑	R	↑	R	↓	R	→	R	→	G	→	R	↓	G	→	R	↓	G	→	G	→	G	→	R	→
Number of pupils with a statement of Special Educational Needs	L	R	↓	R	↓	G	↓	R	↓	G	↓	A	↓	R	↓	R	↓	A	↓	G	↓	G	↓	R	↓	R	↓
Number of pupils being placed in independent or out-of-county special schools	L																										
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L																										
Percentage of admissions applications for school places made online	H																										
Percentage of parents getting first preference of school	H																										
Percentage of parents getting first or second preference of school	H																										
Percentage of surplus school places in each district	T	↑																									
Average number of days taken to allocate a school place	L																										
QUALITY AND STANDARDS																											
Number of schools in Ofsted Category (special measures or with notice to improve)	L	↑																									
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	A	→	R	→	A	→	R	↑	A	→	R	↓	R	→	G	↑	R	↓	R	↓	A	→	R	↓	G	↑
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	A	→	R	→	R	→	R	→	A	→	R	→	G	→	R	→	R	→	R	→	A	→	R	→	G	→
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	R	→	G	→	R	→	R	→	G	→	G	→	G	→	R	→	R	→	R	→	G	→	R	→	G	→
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	A	→	R	→	A	↑	R	↑	A	→	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	A	→	R	→	R	→	R	→	A	→	R	→	G	→	R	→	R	→	R	→	A	→	R	→	G	→
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H																										
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H																										
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H																										
Percentage of pupils at KS1 achieving L2B+ in Reading	H	A	↑	G	↑	A	↑	G	↑	A	↑	R	↑	A	↑	G	↑	G	↑	R	↑	R	↑	R	↑	A	↑
Percentage of pupils at KS1 achieving L2B+ in Writing	H	A	↑	A	↑	A	↑	G	↑	G	↑	R	↑	A	↑	G	↑	R	↑	R	↑	R	↑	R	↑	A	↑
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	A	↑	A	↑	G	↑	A	↑	G	↑	R	↑	A	↑	A	↑	A	↑	R	↑	R	↑	R	↑	A	↑
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	G	↑	A	↑	A	↑	G	↑	G	↑	A	↑	G	↑	G	↑	G	↑	A	↑	A	↑	G	↑	G	↑
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H																										
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	G	↑	G	↑	A	↑	A	↓	G	↑	R	→	A	↑	G	→	G	↑	G	↑	A	↑	G	↑	G	↑
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H																										
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H																										
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	G	↓	G	↓	A	↓	R	↓	G	↓	G	↓	R	↓	G	↓	A	↓	A	↓	G	↓	G	↓	A	↓
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L																										

Indicators	Priority	Kent		Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone		Severnoaks		Shepway		Swale		Thanet		Tonbridge and Malling		Tunbridge Wells			
		Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel		
QUALITY AND STANDARDS continued																													
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	G	↓	G	↓	A	↑	G	↓	G	↓	G	↓	R	↓	G	↓	G	↓	A	↑	A	↑	A	↑	G	↓	A	↑
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	A	→	R	↑	A	↑	A	↓	R	↓	A	↓	A	↑	R	↓	R	↓	R	↓	R	↓	R	↓	A	↑	A	↑
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	↑	G	↓	R	↑	A	↑	R	↑	R	↑	R	↑	G	→	G	↑	R	↑	G	↑	A	↓	A	↓	G	↑
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	A	↑	R	→	R	↑	G	↑	R	↑	R	↑	R	↑	R	↑	R	↑	G	→	A	↑	A	↑	G	↑	G	→
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H																												
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H																												
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	↓	R	↑	G	↓	R	↑	G	↑	A	↑	A	↑	R	↓	G	↓	A	↑	A	↑	G	↓	R	↑	R	↑
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L																												
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	A	↓	R	↑	A	↑	R	↑	A	↓	R	↑	R	↑	R	↓	R	↑	A	↓	A	↓	G	↓	G	↓	G	↓
Percentage of pupils with SEN at KS4 5+ A*-C including GCSE English & mathematics	H	A	↑	A	→	R	↓	A	↑	R	↑	R	↓	R	↓	A	↑	R	↑	A	↑	A	↑	R	↓	G	↑	A	↑
EMPLOYABILITY																													
Percentage of 16-18 year olds not in education, employment or training (NEET)	L		↑		↑		↓		↑		↑		↑		↑		↑		↓		↑		↑		↑		↑		↑
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L		↓		↓		↓		↓		↓		↓		↓		↓		↓		↓		↓		↓		↓		↓
Percentage of young people with Level 2 attainment by age 19	H	G	↑	R	→	R	→	G	→	R	→	R	→	R	→	R	→	R	→	R	→	R	→	R	→	R	→	R	→
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L																												
Percentage of young people with Level 3 attainment by age 19	H																												
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L																												
Percentage of secondary schools offering L2/3/4 apprenticeships	H																												
Number of Level 3 & 4 apprenticeships offered in Kent key sectors	H																												
Number of Level 2 & 3 vocational training in skills shortage areas	H																												
Number of starts on the Kent Success Apprenticeship scheme	H																												
Percentage successfully completing the Kent Success Apprenticeship scheme	H																												
Percentage of unemployment among 18-24 year olds	L	R	↓	R	→	G	↑	A	↓	R	↓	R	↓	R	↓	A	↑	G	↓	R	↓	R	↓	R	↓	R	↓	R	↓
Percentage of Learners with LLDD able to participate aged 16-19	H																												
Number of vulnerable learners supported into work-based learning	H																												
Adult participation in basic skills training	H																												
Adults with Skills Plus	H																												
Adults with NVQ Level 4	H																												
Percentage of 19+ year olds engaged in continuing education and training	H																												

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target		Comparative Data	
				Latest Result and RAG Status	Direction of Travel (Dot)		Target 2014/15	Target 2012/13	Kent Outturn 2010-11	National Average 2010-11
PROVISION										
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	193	G	211	50	200	252	
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	12	A	13	0		19	
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.3	R	2.1	3		4.1	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	10.0	R	5.3	8		9.7	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	7.2	G	6.0	10		12	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	49.1		41.4	Awaiting Targets		51.4	
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	592	A	612	0		613	
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T							
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	85.4	R	70.0	95		88	95
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	6654	R	6872	5800	6500	6581	
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	364	R	Awaiting Previous Data	263	283	293	
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	7.7	A	Awaiting Previous Data	7.3	7.6	7.7	
Percentage of admissions applications for school places made online	H	Snapshot	A	90.4	G	88.3	90		88.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A	88.2	G	85.9	85	84.6	85.9	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A	90.8	R	92.9	95	93.4	92.9	96.4
Percentage of surplus school places in each district	T	Snapshot	A	8.2		8.1	5		8.1	11.1
Average number of days taken to allocate a school place	L	Snapshot	T	12		20	Awaiting Targets		16	
QUALITY AND STANDARDS										
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	19	R	18	0	7	17	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	56.4	A	56.4	85	70	56.0	69
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	69.6	A	69.6	85	77	68.8	67
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	75.0	R	75.0	100	94	87.5	83
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	59.4	A	59.4	85	70	58.0	71
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	69.6	A	69.6	85	77	67.7	68
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M			Awaiting Data	85			80
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	64.9		65.0			65	59
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A			Data not available until 2013				
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	75.7	A	73.2	81	77	73.2	74
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.3	A	59.5	70	64	59.5	61
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.6	A	74.0	82	78	74.0	74
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	77.5	G	72.0	82	77	72.0	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	27.1		22.0	Awaiting Targets		22.0	21
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	91.4	G	86.0	95	90	86	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	87		81	Awaiting Targets		81	85
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	85		81	Awaiting Targets		81	83
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	22.8	G	27	19	23	27	20
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A	39.0	A	39	31	35	39	34

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (Dot)		Target 2014/15	Target 2012/13	Target set at	Kent Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	48.5	G	53	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13	A	13	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	60.5	A	59.4	70	65	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	81.0	A	75.8	90	83	ELS Bold Steps	75.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	68.1		71.2	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	70.6		67.2	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	32.9	A	33.7	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A	47.4	A	49.0	41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	46.2	A	47.0	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	8.4	A	8.2	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	7.45		6.20	1.0	4.3	ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	14.66		22.01	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	80.9	G	78.3		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	24		28	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	52.7		51.6	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	33		33	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T				Awaiting Data		ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	1465	A	Awaiting Data	1612	1524	ELS Bold Steps	1465		
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	11159	A	Awaiting Data	12275	11605	ELS Bold Steps	11159		
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M	95	A	86	350	250	ELS Bold Steps	86		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M	86	G	86	75	75	ELS Bold Steps	86		
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	6.8	R	6.9	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	96.2	A	91.0	100.0	100.0	ELS Bold Steps	96.2		
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M	67	R	69		100.0	ELS Bold Steps	69		
Adult participation in basic skills training	H	Snapshot	A				20		ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T	2510	G	Awaiting Data		2650	ELS DMT	2510		
Adults with NVQ Level 4	H	Snapshot	A	31.6	G	30.0	32	31	ELS DMT	31.6	36.2	
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A				60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	14.7		13.5				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.8		2.7				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	21.7		20.6				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	14.5		14.7				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	7.6		7.7				7.0		
Number of Kent Children in Care		Snapshot	M	1832		1822				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	802		805				51.6	38.3	34.5

Scorecard - Indicators with Red RAG Status

PROVISION

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2012/13	Target 2014/15	Kent Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.3	R ↑	2.1	0	3	4.1	3.9	3.5	
<p>Commentary: Following the change to the Persistent Absence threshold in September 2011 from 20% to 15% (64+ sessions to 45+ sessions) Kent is underachieving in it's progress towards the un-changed target outlined in Bold Steps. Based on the pre September 2011 threshold the current PA figures is approximately 2.6%</p> <p>Actions: Adjust Bold Steps target in line with September 2011 threshold</p>												

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2012/13	Target 2014/15	Kent Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	10.0	R ↑	5.3	0	8	9.7	8.4	8.0	
<p>Commentary: Following the change to the Persistent Absence threshold in September 2011 from 20% to 15% (64+ sessions to 45+ sessions) Kent is underachieving in it's progress towards the un-changed target outlined in Bold Steps. Based on the pre September 2011 threshold the current PA figures is approximately 4.9%</p> <p>Actions: Adjust Bold Steps target in line with September 2011 threshold</p>												

Scorecard - Indicators with Red RAG Status

Indicators	Polarity	Data Period	Frequency	Current		Previous		Target		Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Kent Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	85.4	R	70.0	95	0	ELS Bold Steps	88	95	98

Commentary:
Actual performance April-June was 76% so second quarter performance is an improvement, yet is still insufficient and below target. Performance varies between areas. Detailed analysis has revealed the root causes of delay to be late receipt of advice from NHS and other agencies and protracted resourcing and placement decisions towards the end of the process (where schools either refuse to admit or seek a higher level of resourcing, this is referred back to the decision-making processes, creating a delay)

Actions:
A Care Management Quality Assurance Group has been established to oversee a root and branch review of practice in each area office, examining each step of the assessment process and using best practice to challenge under-performance and model effective ways of working.
A review of professional development for staff and of staff deployment is being undertaken.
Area office performance is being monitored and reviewed on a monthly basis.
Plans are being developed to increase expertise in mainstream schools to enable more pupils to be included in their local school.

Indicators	Polarity	Data Period	Frequency	Current		Previous		Target		Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Kent Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	6654	R	6872	5800	6500	ELS Bold Steps	6581	6581	6581

Commentary:
The number of children and young people with Statements of SEN usually increases gradually during the academic year, reducing significantly in August and September when the Statements of school leavers are ceased. September and October is therefore likely to have the lowest numbers of Statements. Therefore the September reduction to 6654 may appear to be the correct direction of travel but is high when compared to the same time last year (October 2011 figure was 6518). The target of 6500 for 2012-13 is therefore likely to be breached.

Actions:
A review of the practice and performance of decision-making processes, including 'County Panels' to identify levels of consistency and adherence to the criteria for Statutory Assessment is being carried out.
A pilot work strand on the process of Statutory decision-making is being established and will be led by the LIFT from January 2013. The model being developed will reflect local accountabilities and coordination with other local decision-making process.

Scorecard - Indicators with Red RAG Status

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Target set at	Kent Outturn	National Average	Statistical Neighbour Average	
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	364	R		263	283	ELS DMT	293	2010-11	2010-11	2010-11
<p>Commentary: This number represents a significant increase over a short period and the numbers are being checked. This has arisen partly due to pressure on places in Kent schools.</p> <p>Actions: Work is underway to increase capacity within Kent: first to increase the numbers of places in Kent Special Schools; secondly through transforming the delivery of outreach services to mainstream schools (through the recently established Specialist Teaching and Learning Service); and thirdly through the development of refreshed Service Level Agreements with mainstream schools with resourced provision for SEN pupils. These developments should enable more Kent children to be placed in Kent schools in future.</p>													
Percentage of parents getting first or second preference of school	H	Snapshot	A	90.8	R		92.9	95	93.4	ELS Bold Steps	92.9	2010-11	2010-11
<p>Commentary: The percentage achieved in March and April (on Primary and Secondary offer days) is broadly similar to the previous year. One barrier to increased percentages are the varying levels of surplus capacity across all schools.</p> <p>Actions: Expansion of some schools for September 2013 should enable capacity to be created which will increase choice and increase the percentage of preferences achieved. A series of briefings for headteachers is underway which includes advice on communications to parents to ensure they are make informed choices of secondary school.</p>													

Scorecard - Indicators with Red RAG Status

QUALITY AND STANDARDS

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Target set at	Kent Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	19	R	18	0	7	7	ELS Bold Steps	17	

Commentary:
Following the change in the inspection framework in January 2012 Kent has seen an increase in the number of schools going into an Ofsted category. This reflects a legacy of underachievement in a number of Kent schools and whilst many of the Ofsted inspections reflect recent significant action by the LA particularly in the area of school leadership in some schools, this has not been in place over a sufficient time to demonstrate impact.

The current Government agenda assumes that in the main, all schools who go into an Ofsted category will become a sponsored academy.

Actions:
The School Improvement service is working with all schools to support their school improvement priorities and to ensure that as far as possible schools are prepared for Ofsted inspections. All schools have been categorised and those at greatest risk are being given a high level of support.
All schools have been offered support if they are at all concerned about their up-coming inspection.
Schools have been encouraged to be part of collaborative to ensure that school to school support is as effective as possible.

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Target set at	Kent Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	75	R	75	100	94	94	ELS Bold Steps	87.5	83

Commentary:
Following the change in the Inspection schedule in January 2012 some Special Schools have found the inspection more demanding and whilst with the exception of one they are all satisfactory or better, there has been a fall in the percentage of good and outstanding special schools.

Actions:
All Special Schools have been offered support from the school improvement service to support their school improvement priorities. Following our categorisation of all schools any school that has been described as high risk has been given a high level of support. Leadership support has also been given where appropriate.

Scorecard - Indicators with Red RAG Status

EMPLOYABILITY

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Target set at	Kent Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	6.8	R	6.9	4.4	0	0	ELS Bold Steps	6.4	7.1	6.7

Commentary:

The UK has just endured a double dip recession. The economy is showing very few signs of growth. This cyclical pressure on youth employment is compounded by the structural pressure on youth employment that began in around 2004 as the labour market for young people began to diminish. Employers' demands in the labour market are for more highly skilled and experienced employees. Those young people with fewer skills and experiences are at a far greater disadvantage in the employment market.

Actions:

1. Kent Employment Programme team to submit a revised criteria for those young people it can recruit onto its' programme.
2. The 4 RPA trial areas to work with partners to develop employability programmes.
3. The Skills & Employability service to work with KEY training on developing its employability programme.
4. The Skills & Employability service to work with Skills Training UK to establish the 16-17 Youth Contract in Kent and meet its target of 2,400 supported into positive destinations over the next 3 years.
5. The Skills & Employability service to promote the value of apprenticeships to employers, young people, schools and parents and carers. This means meeting the target of 50% of schools in Kent employing an apprentice by 2015.
6. The Skills & Employability service to work with Regeneration in East Kent to develop a local skills plan to promote employability skills in local young people.

Indicators	Polarity	Data Period	Frequency	Current		Previously Reported Result	Target			Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Target set at	Kent Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M	67	R	69	0	100	0	ELS Bold Steps	69		

Commentary:

Phase 1 of the Vulnerable Learner project was evaluated and reported upon in September 2012. The evaluation presented the positive outcomes for the young people involved. Phase 2 is underway but has recruited fewer apprentices because of the difficulty in finding employers to offer places. Phase 3 planning is now underway. The challenge of Phase 3 is to convert the project into a sustainable programme with mainstream funding.

Actions:

- Bid to National Apprenticeship Service submitted November 2012 for £50k of project funding. Action plan for phase 3 devised.
- Assimilate the Vulnerable Learner project into the Apprenticeship advisory service that the Skills & Employability team is developing.

Indicators	Polarity	Data Period	Frequency	Current		Previous		Target			Comparative Data	
				Latest Result and RAG Status	Direction of Travel (Dot)	Previously Reported Result	Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
PROVISION												
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	6	G	→	6	4	17	ELS Bold Steps	5	
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0		ELS Bold Steps	0	
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	5.6	R	↑	1.7		3	ELS Bold Steps	4.1	3.9
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	9.4	A	↑	5.8		8	ELS Bold Steps	9.7	8.4
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	16.1	R	↑	12.5	10	11	ELS Bold Steps	12	6.5
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	48.5	A	↓	54.3	Awaiting Targets		ELS DMT	51.4	
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	125	A	↓	131	0		ELS DMT	613	
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T				Awaiting Data and Targets					
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	85.7	R	↑	33.3	95		ELS Bold Steps	88	95
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	470	R	↓	486	413	466	ELS Bold Steps	459	
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M				Awaiting Data					
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T				Awaiting Data					
Percentage of admissions applications for school places made online	H	Snapshot	A				90		7.6	ELS DMT	7.7	
Percentage of parents getting first preference of school	H	Snapshot	A				85		84.6	ELS Bold Steps	88.3	67.3
Percentage of parents getting first or second preference of school	H	Snapshot	A				85		84.6	ELS Bold Steps	84.2	85.3
Percentage of surplus school places in each district	T	Snapshot	A	5.4	G	↓	5.5	5	93.4	ELS Bold Steps	92.6	93.1
Average number of days taken to allocate a school place	L	Snapshot	T				Awaiting Targets					
QUALITY AND STANDARDS												
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	2		→	2	0	7	ELS Bold Steps	17	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	53.8	R	→	53.8	85	70	ELS Bold Steps	56.0	69
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	40.0	R	→	40.0	85	77	ELS Bold Steps	68.8	67
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	100	94	ELS Bold Steps	87.5	83
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	53.8	R	→	53.8	85	70	ELS DMT	58.0	71
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	60.0	R	→	60.0	85	77	ELS DMT	67.7	68
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M				Awaiting Data					
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	70.5			63.9			ELS DMT	65	59
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A				Data not available until 2013					
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	75.6	G	↑	73.6	79	75	ELS DMT	73.2	74
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	60.3	A	↑	57.9	68	63	ELS DMT	59.5	61
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	74.8	A	↑	74.5	81	76	ELS DMT	74.0	74
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	76.8	A	↑	71.4	83	79	ELS Bold Steps	72.0	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	24.5			21.0			Awaiting Targets	22.0	21
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	91.9	G	↑	83.8	95	90	ELS Bold Steps	86	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	84.1			82.3			Awaiting Targets	81	85
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	83.7			82.6			Awaiting Targets	81	83
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	22.3	G	↓	32.4	19	23	< National 2011	27	20
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (Dot)		Target 2014/15	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	48.3	G	55.3	45	49	< National 2011	53	52	55
Percentage of pupils with SEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	12.5	R	10.5	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	53.3	G	54.9	65	53	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	66.7	R	66.7	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	57.7		68.9	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	69.5		63.4	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	36.4	R	35.1	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	49.7	R	48.5	39	43	< National 2011	47	48	47
Percentage of pupils with SEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	8.9	A	8.9	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	9.00		5.07	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	12.35		16.13	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	76.4	R	76.4		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	27		27	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	47.6		47.6	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	27		27	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T				Awaiting Data and Targets		ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T				Awaiting Data and Targets		ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A				Awaiting Data and Targets		ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M						ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	6.8	R	6.8	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T				Awaiting Data and Targets		ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M				Awaiting Data and Targets		ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A				Awaiting Data and Targets		ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T				Awaiting Data and Targets		ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	20.3			32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A				60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	13.9		13.4				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.2		2.2				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	20.8		19.8				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	15.2		15.7				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	8.2		8.4				7.0		
Number of Kent Children in Care		Snapshot	M	99		98				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	59		65				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11		
PROVISION													
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	41	A	↓	46	5	18	ELS Bold Steps	49		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	5	R	→	5	0		ELS Bold Steps	2		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.4	R	↑	2.2		3	ELS Bold Steps	4.1	3.9	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	11.9	R	↑	5.4		8	ELS Bold Steps	9.7	8.4	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	5.2	G	↓	5.8	10	11	ELS Bold Steps	12	6.5	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	61.3			56.5		Awaiting Targets	ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	112	A	↓	118	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T				Awaiting Data and Targets						
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	80.0	R	↓	100.0	95		ELS Bold Steps	88	95	98
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	599	G	↓	664	545	615	ELS Bold Steps	617		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M				Awaiting Data				293		
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T				Awaiting Data				7.7		
Percentage of admissions applications for school places made online	H	Snapshot	A				90			ELS Bold Steps	88.3	67.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A				85		84.6	ELS Bold Steps	84.2	85.3	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A				95		93.4	ELS Bold Steps	92.6	93.1	96.4
Percentage of surplus school places in each district	T	Snapshot	A	10.5		↑	8.7	5		ELS Bold Steps	9.4	10.7	11.1
Average number of days taken to allocate a school place	L	Snapshot	T				Awaiting Targets				16		
QUALITY AND STANDARDS													
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	2		→	2	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	64.7	A	→	64.7	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	60.0	R	→	60.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	0.0	R	→	0.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	67.6	A	↑	67.6	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	60.0	R	→	60.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M				Awaiting Data				80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	73.2			66.3			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A				Data not available until 2013						
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	76.2	A	↑	74.1	81	77	ELS DMT	73.2	74	75
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.8	A	↑	59.9	70	64	ELS DMT	59.5	61	63
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	79.1	G	↑	76.0	83	78	ELS DMT	74.0	74	76
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	75.0	A	↑	74.7	81	76	ELS Bold Steps	72.0	74	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	25.8			21.2		Awaiting Targets		22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	87.5	A	↑	81.3	95	90	ELS Bold Steps	86	90	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	83.9			78.6		Awaiting Targets		81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	80.5			79.8		Awaiting Targets		81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	23.5	A	↓	30.1	19	23	< National 2011	27	20	25
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	52.4	A	47.4	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13.6	A	8.8	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	56.6	R	53.8	70	65	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	70.0	R	50.0	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	65.1		67.6	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	66.6		61.5	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	23.2	G	32.2	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	44.7	A	40.7	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	5.1	R	14.0	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.35		5.56	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	15.24		19.51	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	79.8	R	79.8		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	22		22	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	53.0		53.0	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	32		32	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	3.1	G	3.0	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	26.6		Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	14.4		13.1				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	3.1		2.9				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	21.8		20.1				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	11.6		12.1				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	6.5		6.9				7.0		
Number of Kent Children in Care		Snapshot	M	124		113				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	79		78				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average	
													2010-11
PROVISION													
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	3	G	→	3	4	16	ELS Bold Steps	6		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0		ELS Bold Steps	1		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.8	R	↑	3.0	3	3	ELS Bold Steps	4.1	3.9	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	7.9	G	↑	6.2	8	8	ELS Bold Steps	9.7	8.4	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	12.5	R	↓	15.8	10	11	ELS Bold Steps	12	6.5	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	0.0			0.0	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	11	A	↓	17	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T				Awaiting Data and Targets						
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	0.0	R	→	0.0	95		ELS Bold Steps	88	95	98
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	394	R	↓	403	339	383	ELS Bold Steps	385		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M				Awaiting Data				293		
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T				Awaiting Data				7.7		
Percentage of admissions applications for school places made online	H	Snapshot	A				90			ELS Bold Steps	88.3	67.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A				85	84.6		ELS Bold Steps	84.2	85.3	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A				95	93.4		ELS Bold Steps	92.6	93.1	96.4
Percentage of surplus school places in each district	T	Snapshot	A	4.9		↓	7.0	5		ELS Bold Steps	9.4	10.7	11.1
Average number of days taken to allocate a school place	L	Snapshot	T				Awaiting Targets				16		
QUALITY AND STANDARDS													
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	1		→	1	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	46.2	R	↑	42.3	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	62.5	R	→	62.5	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	0.0	R	→	0.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	46.2	R	↑	42.3	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	62.5	R	→	62.5	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M				Awaiting Data				80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	68.2			62.6			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A				Data not available until 2013						
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	77.1	G	↑	73.7	80	76	ELS DMT	73.2	74	75
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	63.1	G	↑	58.7	69	63	ELS DMT	59.5	61	63
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.7	A	↑	74.4	81	77	ELS DMT	74.0	74	76
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	77.3	G	↑	76.4	84	77	ELS Bold Steps	72.0	74	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	27.2			21.8	Awaiting Targets			22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	88.0	A	↓	96.0	95	90	ELS Bold Steps	86	90	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	83.7			84.5	Awaiting Targets			81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	86.3			83.9	Awaiting Targets			81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	27.8	R	↓	36.0	19	23	< National 2011	27	20	25
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target		Comparative Data					
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11			
QUALITY AND STANDARDS continued														
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	48.6	G	↓	52.5	45	49	< National 2011	53	52	55	
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	14.3	A	↓	27.3	25	19	ELS Bold Steps	13	15	13	
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	70.5	A	↑	67.4	83	81	ELS Bold Steps	59.4	58.9	58	
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	88.9	G	↑	77.8	90	83	ELS Bold Steps	76.8			
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	76.0			67.4	Awaiting Targets			71.2	71.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	80.1			72.3	Awaiting Targets			67.2	64.8		
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	43.1	R	↑	40.1	25.7	29.7	< National 2011	33.7	27.5	31.6	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					41	45	< National 2011	49.0	47.3		
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	48.4	R	↑	44.2	39	43	< National 2011	47	48	47	
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	11.1	A	↑	10.8	20	14	ELS Bold Steps	8.2	8.5	8.2	
EMPLOYABILITY														
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.98		↑	5.77	Awaiting Targets			ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	15.00		↓	18.75	0		ELS Bold Steps				
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	83.2	G	→	83.2		80	> National 2011	80.9	81.0	80.3	
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	28			28	Awaiting Targets		< National 2011	24	19	25	
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	57.2			57.2	Awaiting Targets		> National 2011	52.7	54.5	53.2	
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	39			39	Awaiting Targets		< National 2011	33	25	30	
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T				Awaiting Data and Targets			ELS Bold Steps				
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T				Awaiting Data and Targets			ELS Bold Steps				
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A				Awaiting Data and Targets			ELS Bold Steps				
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				Awaiting Data	88		ELS Bold Steps	118			
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				Awaiting Data and Targets			ELS Bold Steps				
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	6.1	A	↓	6.4	4.4		ELS Bold Steps	6.4	7.1	6.7	
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T				Awaiting Data and Targets			ELS Bold Steps				
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M				Awaiting Data and Targets			ELS Bold Steps				
Adult participation in basic skills training	H	Snapshot	A				Awaiting Data and Targets			ELS Bold Steps				
Adults with Skills Plus	H	Snapshot	T				Awaiting Data and Targets			ELS DMT				
Adults with NVQ Level 4	H	Snapshot	A	33.3			Awaiting Data	32.0	31.0	ELS DMT				
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A				Awaiting Data	60		ELS Bold Steps				
CONTEXTUAL DATA														
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	12.6			11.4				12.6	19.3	14.6	
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.2			1.9				2.7	2.8	2.9	
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	18.5			17.0				22.2	17.8	16.7	
Percentage of pupils from an Ethnic Minority		Snapshot	A	23.1			24.0				14.7	25.4	12.4	
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	10.6			10.6				7.0			
Number of Kent Children in Care		Snapshot	M	65			72				54.0	59.0	50.7	
Number of children with a Child Protection plan		Snapshot	M	41			39				51.6	38.3	34.5	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11		
												Target set at	
PROVISION													
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	22	A	↓	25	4	15	ELS Bold Steps	22		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0		ELS Bold Steps	1		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.6	R	↑	2.0	3		ELS Bold Steps	4.1	3.9	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	1.9	G	↓	5.1	8		ELS Bold Steps	9.7	8.4	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	2.0	G	↓	6.0	10	11	ELS Bold Steps	12	6.5	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	0.0			0.0	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	0	G	→	0	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T					Awaiting Data and Targets		ELS DMT			
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	0.0	R	→	0.0	95		ELS Bold Steps	88	95	98
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	489	G	↓	515	434	491	ELS Bold Steps	528		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M					263	283	ELS DMT	293		
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T					7.3	7.6	ELS DMT	7.7		
Percentage of admissions applications for school places made online	H	Snapshot	A					90		ELS Bold Steps	88.3	67.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A					85	84.6	ELS Bold Steps	84.2	85.3	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A					95	93.4	ELS Bold Steps	92.6	93.1	96.4
Percentage of surplus school places in each district	T	Snapshot	A	13.0		↑	10.9	5		ELS Bold Steps	9.4	10.7	11.1
Average number of days taken to allocate a school place	L	Snapshot	T					Awaiting Targets		ELS DMT	16		
QUALITY AND STANDARDS													
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	3		→	3	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	63.4	A	→	63.4	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	75.0	A	→	75.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	65.9	A	→	65.9	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	75.0	A	→	75.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M					85		ELS DMT		80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	76.4			63.6			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A							ELS DMT			
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	73.2	A	↑	68.3	78	74	ELS DMT	73.2	74	75
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	61.0	G	↑	53.2	66	61	ELS DMT	59.5	61	63
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.7	G	↑	70.4	80	76	ELS DMT	74.0	74	76
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	78.5	G	↑	70.6	81	77	ELS Bold Steps	72.0	74	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	24.7			19.1	Awaiting Targets			22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	92.3	G	↑	82.1	95	90	ELS Bold Steps	86	90	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	89.1			84.2	Awaiting Targets			81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	88.8			81.6	Awaiting Targets			81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	21.3	G	↑	15.9	19	23	< National 2011	27	20	25
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	42.6	G	55.6	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	11.1	R	15.4	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	56.2	R	52.1	70	63	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	70.0	R	55.6	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	63.0		66.9	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	65.8		59.3	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	28.9	G	26.2	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	45.2	A	46.8	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	6.8	R	6.7	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	7.46		7.34	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	12.68		27.66	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	78.4	R	78.4		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	23		23	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	48.1		48.1	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	28		28	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T				Awaiting Data and Targets		ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T				Awaiting Data and Targets		ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A				Awaiting Data and Targets		ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				Awaiting Data and Targets		ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	8.8	R	9.2	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T				Awaiting Data and Targets		ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M				Awaiting Data and Targets		ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A				Awaiting Data and Targets		ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T				Awaiting Data and Targets		ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	29.7			32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A				Awaiting Data		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	16.7		14.9				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.7		2.5				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	22.4		21.7				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	10.8		11.4				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	6.4		6.4				7.0		
Number of Kent Children in Care		Snapshot	M	93		90				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	54		56				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
PROVISION													
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	7	G	→	7	4	15	ELS Bold Steps	19		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	1	A	→	1	0		ELS Bold Steps	2		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	7.6	R	↑	2.4	3		ELS Bold Steps	4.1	3.9	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	9.4	A	↑	4.7	8		ELS Bold Steps	9.7	8.4	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	4.9	G	↓	8.3	10	11	ELS Bold Steps	12	6.5	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	0.0			35.3	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	83	A	↓	84	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T				Awaiting Data and Targets						
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	100.0	G	→	100.0	95		ELS Bold Steps	88	95	98
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	356	A	↓	373	305	345	ELS Bold Steps	367		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M				Awaiting Data				293		
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T				Awaiting Data				7.7		
Percentage of admissions applications for school places made online	H	Snapshot	A				90			ELS Bold Steps	88.3	67.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A				85	84.6		ELS Bold Steps	84.2	85.3	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A				95	93.4		ELS Bold Steps	92.6	93.1	96.4
Percentage of surplus school places in each district	T	Snapshot	A	5.1		↓	5.3	5		ELS Bold Steps	9.4	10.7	11.1
Average number of days taken to allocate a school place	L	Snapshot	T				Awaiting Targets				16		
QUALITY AND STANDARDS													
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	3		→	3	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	37.0	R	↓	37.0	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	37.5	R	→	37.5	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	44.4	R	↓	44.4	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	37.5	R	→	37.5	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M				Awaiting Data				80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	62.9			53.2			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A				Data not available until 2013						
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	72.0	R	↑	69.4	80	76	ELS DMT	73.2	74	75
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.6	R	↑	52.6	68	63	ELS DMT	59.5	61	63
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	73.8	R	↑	68.3	82	77	ELS DMT	74.0	74	76
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	75.6	A	↑	70.1	77	77	ELS Bold Steps	72.0	74	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	26.2			20.7	Awaiting Targets			22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	84.0	R	→	84.0	95	90	ELS Bold Steps	86	90	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	83.7			82.3	Awaiting Targets			81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	84.5			83.9	Awaiting Targets			81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	18.5	G	↓	29.6	19	23	< National 2011	27	20	25
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	47.8	G	52.9	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13.8	A	17.2	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	57.1	R	56.9	69	65	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	75.0	R	75.0	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	67.1		71.2	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	69.5		66.0	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	33.6	A	27.8	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	47.6	R	39.1	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	3.0	R	9.8	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	7.60		5.67	Awaiting Targets			5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	13.64		13.46	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	78.0	R	78.0		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	26		26	Awaiting Targets			24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	49.7		49.7	Awaiting Targets			52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	28		28	Awaiting Targets			33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data		88	ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	9.0	R	9.4	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	25.6		Awaiting Data		32.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data		60	ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	15.9		14.3				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.1		2.0				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	22.2		21.1				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	29.9		30.7				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	18.8		19.2				7.0		
Number of Kent Children in Care		Snapshot	M	111		122				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	76		77				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target			Comparative Data		
				Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2012/13	Target set at	Outturn	National Average	Statistical Neighbour Average
PROVISION												
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	21	G	23	5	21	ELS Bold Steps	33		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	1	0		ELS Bold Steps	2		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	5.4	R	2.0		3	ELS Bold Steps	4.1	3.9	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	9.5	A	4.3		8	ELS Bold Steps	9.7	8.4	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	4.2	G	0.0	10	11	ELS Bold Steps	12	6.5	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	33.9		28.1		Awaiting Targets	ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	47	A	47	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T						ELS DMT			
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	87.5	R	100.0	95		ELS Bold Steps	88	95	98
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	649	R	656	538	608	ELS Bold Steps	623		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M				263	283	ELS DMT	293		
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T				7.3	7.6	ELS DMT	7.7		
Percentage of admissions applications for school places made online	H	Snapshot	A				90		ELS Bold Steps	88.3	67.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A				85	84.6	ELS Bold Steps	84.2	85.3	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A				95	93.4	ELS Bold Steps	92.6	93.1	96.4
Percentage of surplus school places in each district	T	Snapshot	A	8.6		9.1	5		ELS Bold Steps	9.4	10.7	11.1
Average number of days taken to allocate a school place	L	Snapshot	T					Awaiting Targets	ELS DMT	16		
QUALITY AND STANDARDS												
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	1		1	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	50.0	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	80.0	G	80.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	100.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	56.8	R	56.8	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	80.0	G	80.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M				85		ELS DMT		80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	69.9		65.2			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A						ELS DMT			
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	77.6	A	75.3	82	78	ELS DMT	73.2	74	75
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	63.5	A	61.1	71	65	ELS DMT	59.5	61	63
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.6	A	75.1	84	80	ELS DMT	74.0	74	76
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	77.2	G	71.8	83	77	ELS Bold Steps	72.0	74	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	27.6		21.9		Awaiting Targets		22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	88.1	A	83.3	95	90	ELS Bold Steps	86	90	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	82.3		77.7		Awaiting Targets		81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	82.6		78.0		Awaiting Targets		81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	33.8	R	42.0	19	23	< National 2011	27	20	25
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A				31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11		
QUALITY AND STANDARDS continued													
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	55.0	R	↓	55.5	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13.4	A	↓	17.0	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	68.8	G	↑	66.8	75	67	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	81.8	A	→	81.8	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	75.8			76.0	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	76.3			71.6	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	36.0	R	↓	37.7	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	46.7	A	↑	42.7	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	10.2	A	↑	6.7	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY													
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	7.00		↑	6.58	Awaiting Targets			5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	11.11		↓	20.63	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	81.4	G	→	81.4		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	31			31	Awaiting Targets			24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	58.7			58.7	Awaiting Targets			52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	40			40	Awaiting Targets			33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T				Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T				Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A				Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	6.0	A	↑	5.8	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T				Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M				Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A				Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T				Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	34.3			Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A				Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA													
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	11.4				10.7			12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.8				2.7			2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	19.0				17.4			22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	13.2				13.3			14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	6.8				6.8			7.0		
Number of Kent Children in Care		Snapshot	M	133				133			54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	85				92			51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11		
PROVISION													
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	5	G	↓	8	3	11	ELS Bold Steps	15		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	↓	1	0		ELS Bold Steps	0		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	5.7	R	↑	1.6	3		ELS Bold Steps	4.1	3.9	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	12.2	R	↑	6.5	8		ELS Bold Steps	9.7	8.4	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	4.8	G	↓	5.3	10	11	ELS Bold Steps	12	6.5	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	0.0			0.0	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	5	A	↑	4	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T					Awaiting Data and Targets		ELS DMT			
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	100.0	G	→	100.0	95		ELS Bold Steps	88	95	98
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	526	R	↓	540	455	515	ELS Bold Steps	520		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M					263	283	ELS DMT	293		
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T					7.3	7.6	ELS DMT	7.7		
Percentage of admissions applications for school places made online	H	Snapshot	A					90		ELS Bold Steps	88.3	67.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A					85	84.6	ELS Bold Steps	84.2	85.3	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A					95	93.4	ELS Bold Steps	92.6	93.1	96.4
Percentage of surplus school places in each district	T	Snapshot	A	12.6		↓	12.9	5		ELS Bold Steps	9.4	10.7	11.1
Average number of days taken to allocate a school place	L	Snapshot	T					Awaiting Targets		ELS DMT	16		
QUALITY AND STANDARDS													
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	2		→	2	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	73.2	G	↑	73.2	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	→	50.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	66.7	R	↑	66.7	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	75.6	G	↓	75.6	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	50.0	R	→	50.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M					85		ELS DMT		80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	80.2			71.5			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A							ELS DMT			
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	83.2	G	↑	80.8	85	81	ELS DMT	73.2	74	75
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	72.1	G	↑	71.2	75	69	ELS DMT	59.5	61	63
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	81.5	A	↑	79.4	86	82	ELS DMT	74.0	74	76
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	83.7	G	↑	78.2	86	79	ELS Bold Steps	72.0	74	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	35.5			27.5		Awaiting Targets		22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	92.7	G	→	92.7	95	90	ELS Bold Steps	86	90	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	87.9			79.5		Awaiting Targets		81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	88.3			83.1		Awaiting Targets		81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	21.8	G	↓	29.6	19	23	< National 2011	27	20	25
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	46.4	G	48.7	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	3.7	R	13.5	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	42.4	G	42.4	35	37	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	66.7	R	66.7	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	54.7		62.9	Awaiting Targets	Awaiting Targets		71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	52.2		51.0	Awaiting Targets	Awaiting Targets		67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	19.9	G	20.9	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	49.2	R	52.6	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	2.6	R	0.0	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	7.17		3.25	Awaiting Targets	Awaiting Targets	ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	15.00		15.79	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	61.5	R	61.5		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	44		44	Awaiting Targets	Awaiting Targets	< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	23.1		23.1	Awaiting Targets	Awaiting Targets	> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	16		16	Awaiting Targets	Awaiting Targets	< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T				Awaiting Data and Targets	Awaiting Data and Targets	ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T				Awaiting Data and Targets	Awaiting Data and Targets	ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A				Awaiting Data and Targets	Awaiting Data and Targets	ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M						ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	4.3	G	4.5	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T				Awaiting Data and Targets	Awaiting Data and Targets	ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M				Awaiting Data and Targets	Awaiting Data and Targets	ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A				Awaiting Data and Targets	Awaiting Data and Targets	ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T				Awaiting Data and Targets	Awaiting Data and Targets	ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	35.4			32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A				60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	12.2		11.4				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	4.1		4.6				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	19.6		20.1				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	15.3		15.3				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	5.0		4.8				7.0		
Number of Kent Children in Care		Snapshot	M	57		49				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	32		31				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data					
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11			
												Target set at		
PROVISION														
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	15	R	→	15	3	14	ELS Bold Steps	11			
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0		ELS Bold Steps	2			
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.8	R	↑	2.1		3	ELS Bold Steps	4.1	3.9	3.5	
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	12.0	R	↑	8.4		8	ELS Bold Steps	9.7	8.4	8.0	
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	14.5	R	↓	16.7	10	11	ELS Bold Steps	12	6.5	5.9	
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	28.7			21.5	Awaiting Targets		ELS DMT	51.4			
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	32	A	↑	28	0		ELS DMT	613			
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T	Awaiting Data and Targets							ELS DMT			
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	0.0	R	↓	100.0	95		ELS Bold Steps	88	95	98	
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	447	A	↑	438	373	421	ELS Bold Steps	451			
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	Awaiting Data							ELS DMT	293		
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T	Awaiting Data							ELS DMT	7.7		
Percentage of admissions applications for school places made online	H	Snapshot	A				90			ELS Bold Steps	88.3	67.3	74.0	
Percentage of parents getting first preference of school	H	Snapshot	A				85		84.6	ELS Bold Steps	84.2	85.3	90.9	
Percentage of parents getting first or second preference of school	H	Snapshot	A				95		93.4	ELS Bold Steps	92.6	93.1	96.4	
Percentage of surplus school places in each district	T	Snapshot	A	11.6		↑	10.2	5		ELS Bold Steps	9.4	10.7	11.1	
Average number of days taken to allocate a school place	L	Snapshot	T	Awaiting Targets							ELS DMT	16		
QUALITY AND STANDARDS														
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	1		→	1	0	7	ELS Bold Steps	17			
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	52.9	R	↓	52.9	85	70	ELS Bold Steps	56.0	69		
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	→	50.0	85	77	ELS Bold Steps	68.8	67		
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	→	50.0	100	94	ELS Bold Steps	87.5	83		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	55.9	R	↑	55.9	85	70	ELS DMT	58.0	71		
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	50.0	R	→	50.0	85	77	ELS DMT	67.7	68		
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	Awaiting Data							ELS DMT	80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	70.2			62.5			ELS DMT	65	59		
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013							ELS DMT			
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	74.0	G	↑	71.1	78	74	ELS DMT	73.2	74	75	
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.8	R	↑	57.9	66	61	ELS DMT	59.5	61	63	
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	75.2	A	↑	71.8	80	76	ELS DMT	74.0	74	76	
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	77.0	G	↑	70.4	79	76	ELS Bold Steps	72.0	74	74	
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	26.6			20.6	Awaiting Targets			22.0	21		
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	94.3	G	↑	82.9	95	90	ELS Bold Steps	86	90	90	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	84.2			80.4	Awaiting Targets			81	85		
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	84.8			81.5	Awaiting Targets			81	83		
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	26.1	A	↑	17.9	19	23	< National 2011	27	20	25	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34		

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11		
QUALITY AND STANDARDS continued													
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	43.4	G	↓	50.8	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	17.5	A	↑	11.9	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	59.5	G	↑	57.3	61	57	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	100.0	G	→	100.0	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	71.5			73.9	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	63.6			63.5	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	24.0	G	↓	25.3	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	47.8	R	↑	43.9	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	6.9	R	↑	5.4	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY													
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.32		↓	7.77	Awaiting Targets			5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	14.46		↓	28.13	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	78.5	R	→	78.5		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	21			21	Awaiting Targets			24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	42.3			42.3	Awaiting Targets			52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	21			21	Awaiting Targets			33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T				Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T				Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A				Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	9.9	R	→	9.9	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T				Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M				Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A				Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T				Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	25.4			Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A				Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA													
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	19.0							12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	3.0							2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	26.2							22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	13.8							14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	8.8							7.0		
Number of Kent Children in Care		Snapshot	M	135							54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	53							51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
PROVISION													
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	25	A	↓	29	5	20	ELS Bold Steps	38		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	3	A	→	3	0		ELS Bold Steps	4		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	6.3	R	↑	2.2	3	3	ELS Bold Steps	4.1	3.9	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	9.4	A	↑	5.2	8	8	ELS Bold Steps	9.7	8.4	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	9.9	G	↓	11.0	10	11	ELS Bold Steps	12	6.5	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	32.9			40.1	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	25	A	↑	20	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T				Awaiting Data and Targets						
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	100.0	G	↑	50.0	95		ELS Bold Steps	88	95	98
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	558	G	↓	585	500	565	ELS Bold Steps	582		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M				Awaiting Data				293		
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T				Awaiting Data				7.7		
Percentage of admissions applications for school places made online	H	Snapshot	A				90			ELS Bold Steps	88.3	67.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A				85		84.6	ELS Bold Steps	84.2	85.3	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A				95		93.4	ELS Bold Steps	92.6	93.1	96.4
Percentage of surplus school places in each district	T	Snapshot	A	5.3		↓	6.3	5		ELS Bold Steps	9.4	10.7	11.1
Average number of days taken to allocate a school place	L	Snapshot	T				Awaiting Targets				16		
QUALITY AND STANDARDS													
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	3		↑	2	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	46.9	R	↓	49.0	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	85.7	G	↓	85.7	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	53.1	R	↓	55.1	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	85.7	G	↓	85.7	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M				Awaiting Data				80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	73.0			66.6			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A				Data not available until 2013						
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	70.7	R	↑	70.4	79	75	ELS DMT	73.2	74	75
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.4	R	↑	57.2	67	61	ELS DMT	59.5	61	63
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	73.2	R	↑	72.3	81	76	ELS DMT	74.0	74	76
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	75.3	A	↑	67.4	82	76	ELS Bold Steps	72.0	74	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	20.9			18.3	Awaiting Targets			22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	93.5	G	↑	73.3	95	90	ELS Bold Steps	86	90	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	82.3			79.5	Awaiting Targets			81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	82.8			76.9	Awaiting Targets			81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	17.6	G	↓	26.4	19	23	< National 2011	27	20	25
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	50.7	A	49.8	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	9.8	R	15.2	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	58.1	R	57.0	77	71	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	87.5	G	87.5	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	67.6		70.4	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	68.5		67.5	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	33.3	A	31.5	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	45.0	A	45.7	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	8.9	A	5.7	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	8.34		7.83	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	10.42		27.03	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	75.5	R	75.5		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	22		22	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	46.2		46.2	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	32		32	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	9.8	R	9.5	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	27.7		Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	18.5		16.8				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.4		2.4				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	27.5		26.3				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	10.2		10.2				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	3.1		3.0				7.0		
Number of Kent Children in Care		Snapshot	M	118		122				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	82		79				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
PROVISION													
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	24	A	↓	25	5	19	ELS Bold Steps	31		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	3	A	↑	2	0		ELS Bold Steps	5		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	8.9	R	↑	2.5	3		ELS Bold Steps	4.1	3.9	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	12.1	R	↑	7.0	8		ELS Bold Steps	9.7	8.4	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	8.8	G	↓	13.2	10	11	ELS Bold Steps	12	6.5	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	48.4			49.0	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	61	A	↓	66	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T				Awaiting Data and Targets						
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	100.0	G	→	100.0	95		ELS Bold Steps	88	95	98
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	793	G	↓	839	713	806	ELS Bold Steps	853		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M				Awaiting Data				293		
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T				Awaiting Data				7.7		
Percentage of admissions applications for school places made online	H	Snapshot	A				90			ELS Bold Steps	88.3	67.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A				85	84.6		ELS Bold Steps	84.2	85.3	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A				95	93.4		ELS Bold Steps	92.6	93.1	96.4
Percentage of surplus school places in each district	T	Snapshot	A	5.7		↑	4.5	5		ELS Bold Steps	9.4	10.7	11.1
Average number of days taken to allocate a school place	L	Snapshot	T				Awaiting Targets				16		
QUALITY AND STANDARDS													
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	1		→	1	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	57.1	A	→	57.1	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	70.0	A	↓	80.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	57.1	R	→	57.1	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	70.0	A	→	70.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M				Awaiting Data				80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	69.2			58.0			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A				Data not available until 2013						
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	70.7	R	↑	67.4	78	74	ELS DMT	73.2	74	75
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.5	R	↑	56.2	66	61	ELS DMT	59.5	61	63
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	71.7	R	↑	67.7	80	75	ELS DMT	74.0	74	76
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	72.4	G	↑	66.0	76	72	ELS Bold Steps	72.0	74	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	20.7			16.7	Awaiting Targets			22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	88.0	A	↑	72.0	95	90	ELS Bold Steps	86	90	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	83.0			81.4	Awaiting Targets			81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	85.2			78.4	Awaiting Targets			81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	19.8	G	↑	18.3	19	23	< National 2011	27	20	25
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	49.2	A	46.2	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	11.1	R	7.8	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	51.5	G	51.3	55	51	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	80.0	A	70.0	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	59.7		61.3	Awaiting Targets	Awaiting Targets		71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	64.4		60.9	Awaiting Targets	Awaiting Targets		67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	23.6	G	27.3	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	41.1	G	44.3	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	8.1	R	9.0	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	15.32		10.29	Awaiting Targets	Awaiting Targets	ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	19.40		25.32	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	75.9	R	75.9		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	23		23	Awaiting Targets	Awaiting Targets	< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	49.3		49.3	Awaiting Targets	Awaiting Targets	> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	29		29	Awaiting Targets	Awaiting Targets	< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	14.2	R	14.0	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	24.5		Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	22.2			20.4			12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	4.0			3.8			2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	27.0			26.5			22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	13.3			13.6			14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	8.4			8.4			7.0		
Number of Kent Children in Care		Snapshot	M	224			223			54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	95			85			51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2012/13	Target set at	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
PROVISION													
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	19	R	↓	20	5	18	ELS Bold Steps	17		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0		ELS Bold Steps	0		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	4.5	R	↑	1.5	3		ELS Bold Steps	4.1	3.9	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	9.8	R	↑	4.1	8		ELS Bold Steps	9.7	8.4	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	7.4	G	↑	5.6	10	11	ELS Bold Steps	12	6.5	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	55.6			20.2	Awaiting Targets		ELS DMT	51.4		
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	5	A	↑	4	0		ELS DMT	613		
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T				Awaiting Data and Targets						
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	100.0	G	→	100.0	95		ELS Bold Steps	88	95	98
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	509	R	↓	518	424	479	ELS Bold Steps	479		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M				Awaiting Data				293		
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T				Awaiting Data				7.7		
Percentage of admissions applications for school places made online	H	Snapshot	A				90			ELS Bold Steps	88.3	67.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A				85		84.6	ELS Bold Steps	84.2	85.3	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A				95		93.4	ELS Bold Steps	92.6	93.1	96.4
Percentage of surplus school places in each district	T	Snapshot	A	7.6		↓	8.1	5		ELS Bold Steps	9.4	10.7	11.1
Average number of days taken to allocate a school place	L	Snapshot	T				Awaiting Targets				16		
QUALITY AND STANDARDS													
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	0		→	0	0	7	ELS Bold Steps	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	54.8	R	↑	54.8	85	70	ELS Bold Steps	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	80.0	G	→	80.0	85	77	ELS Bold Steps	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	→	50.0	100	94	ELS Bold Steps	87.5	83	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	54.8	R	↑	54.8	85	70	ELS DMT	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	80.0	G	→	80.0	85	77	ELS DMT	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M				Awaiting Data				80		
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	74.6			70.3			ELS DMT	65	59	
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A				Data not available until 2013						
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	80.0	G	↑	76.2	84	80	ELS DMT	73.2	74	75
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	68.5	G	↑	64.6	74	68	ELS DMT	59.5	61	63
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	82.6	G	↑	77.3	85	81	ELS DMT	74.0	74	76
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	82.8	G	↑	77.6	85	78	ELS Bold Steps	72.0	74	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	34.2			26.0			Awaiting Targets	22.0	21	
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	97.5	G	↑	80.0	95	90	ELS Bold Steps	86	90	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	90.0			84.5			Awaiting Targets	81	85	
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	88.2			84.0			Awaiting Targets	81	83	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	17.2	G	↓	26.9	19	23	< National 2011	27	20	25
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					31	35	< National 2011	39	34	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
												Target set at
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	43.2	G	47.3	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	16.0	A	3.3	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	62.0	A	63.1	73	70	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	90.0	G	80.0	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	68.7		71.2	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	72.9		71.6	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	36.6	R	30.3	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	40.6	G	42.0	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	14.9	G	11.3	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.32		4.06	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	16.00		13.04	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	81.0	G	81.0		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	18		18	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	57.2		57.2	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	34		34	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	4.7	A	4.8	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	37.9		Awaiting Data	32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	10.4		9.8				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.5		2.5				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	18.5		17.1				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	9.0		9.2				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	3.5		3.4				7.0		
Number of Kent Children in Care		Snapshot	M	87		84				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	65		71				51.6	38.3	34.5

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data		
				Latest Result and RAG Status	Direction of Travel (Dot)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
PROVISION											
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	5	G	4	4	15	ELS Bold Steps	5	
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	0	0		ELS Bold Steps	0	
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	5.6	R	1.9	1.9	3	ELS Bold Steps	4.1	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	7.5	G	2.8	2.8	8	ELS Bold Steps	9.7	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	7.7	G	5.6	10	11	ELS Bold Steps	12	6.5
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	35.5		30.1	Awaiting Targets		ELS DMT	51.4	
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	86	A	93	0		ELS DMT	613	
Percentage of pupils in PRUs reintegrated into mainstream schooling	H	Snapshot	T				Awaiting Data and Targets		ELS DMT		
Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	0.0	R	0.0	95		ELS Bold Steps	88	95
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	447	R	466	361	407	ELS Bold Steps	427	
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M				263	283	ELS DMT	293	
Average home-to-school distance for special school pupils with a statement of Special Educational Needs	L	Snapshot	T				7.3	7.6	ELS DMT	7.7	
Percentage of admissions applications for school places made online	H	Snapshot	A				90		ELS Bold Steps	88.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A				85	84.6	ELS Bold Steps	84.2	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A				95	93.4	ELS Bold Steps	92.6	96.4
Percentage of surplus school places in each district	T	Snapshot	A	10.3		10.4	5		ELS Bold Steps	9.4	11.1
Average number of days taken to allocate a school place	L	Snapshot	T				Awaiting Targets		ELS DMT	16	
QUALITY AND STANDARDS											
Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	0		0	0	7	ELS Bold Steps	17	
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	74.2	G	74.2	85	70	ELS Bold Steps	56.0	69
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	100.0	85	77	ELS Bold Steps	68.8	67
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	100.0	100	94	ELS Bold Steps	87.5	83
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	77.4	G	77.4	85	70	ELS DMT	58.0	71
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	100.0	G	100.0	85	77	ELS DMT	67.7	68
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M				85		ELS DMT	80	
Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	77.7		73.1			ELS DMT	65	59
Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A				Data not available until 2013		ELS DMT		
Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	79.7	A	77.5	85	81	ELS DMT	73.2	74
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.7	A	61.8	75	69	ELS DMT	59.5	61
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	77.6	A	77.0	86	82	ELS DMT	74.0	74
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	80.0	G	73.9	85	79	ELS Bold Steps	72.0	74
Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	35.3		25.6	Awaiting Targets			22.0	21
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	93.3	G	83.3	95	90	ELS Bold Steps	86	90
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	88.4		85.4	Awaiting Targets			81	85
Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	87.5		84.0	Awaiting Targets			81	83
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	24.3	A	25.8	19	23	< National 2011	27	20
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A				31	35	< National 2011	39	34

Indicators	Polarity	Data Period	Frequency	Current		Previous Reported Result	Target		Comparative Data			
				Latest Result and RAG Status	Direction of Travel (Dot)		Target 2014/15	Target 2012/13	Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11	
QUALITY AND STANDARDS continued												
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	51.2	A	54.8	45	49	< National 2011	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13.0	A	13.6	25	19	ELS Bold Steps	13	15	13
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	75.0	G	74.9	77	73	ELS Bold Steps	59.4	58.9	58
Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	88.9	G	88.9	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	78.6		80.6	Awaiting Targets			71.2	71.8	
Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	81.8		83.3	Awaiting Targets			67.2	64.8	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	44.3	R	44.1	25.7	29.7	< National 2011	33.7	27.5	31.6
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A				41	45	< National 2011	49.0	47.3	
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	41.3	G	46.9	39	43	< National 2011	47	48	47
Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	12.5	A	8.9	20	14	ELS Bold Steps	8.2	8.5	8.2
EMPLOYABILITY												
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.72		3.56	Awaiting Targets		ELS Bold Steps	5.1	6.1	5.6
Percentage of 16-18 year olds not in education, employment or training (NEET) - LAC and care leavers	L	Snapshot	M	15.15		19.05	0		ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	87.9	G	87.9		80	> National 2011	80.9	81.0	80.3
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	31		31	Awaiting Targets		< National 2011	24	19	25
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	71.1		71.1	Awaiting Targets		> National 2011	52.7	54.5	53.2
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	42		42	Awaiting Targets		< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Number of starts on the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data	88		ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	3.7	G	3.8	4.4		ELS Bold Steps	6.4	7.1	6.7
Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T			Awaiting Data and Targets			ELS Bold Steps			
Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M			Awaiting Data and Targets			ELS Bold Steps			
Adult participation in basic skills training	H	Snapshot	A			Awaiting Data and Targets			ELS Bold Steps			
Adults with Skills Plus	H	Snapshot	T			Awaiting Data and Targets			ELS DMT			
Adults with NVQ Level 4	H	Snapshot	A	41.3			32.0	31.0	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A			Awaiting Data	60		ELS Bold Steps			
CONTEXTUAL DATA												
Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	8.1		7.6				12.6	19.3	14.6
Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.3		2.4				2.7	2.8	2.9
Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	15.8		14.7				22.2	17.8	16.7
Percentage of pupils from an Ethnic Minority		Snapshot	A	12.4		12.2				14.7	25.4	12.4
Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	6.6		6.4				7.0		
Number of Kent Children in Care		Snapshot	M	63		64				54.0	59.0	50.7
Number of children with a Child Protection plan		Snapshot	M	65		69				51.6	38.3	34.5

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By:	Mike Whiting, Cabinet Member for Education, Learning & Skills Patrick Leeson, Corporate Director for Education, Learning & Skills
To:	Education Cabinet Committee – 21 November 2012
Subject	ELS Complaints, Enquiries and Compliments 2011/12
Classification:	Unrestricted

Summary:

This report provides information on the complaints and representations received in 2011/12 about services provided by the Education Learning and Skills Directorate.

1. Introduction

1.1 There are no statutory requirements in relation to complaints about education services provided by the Local Authority. All complaints, comments and compliments from people directly affected by the Directorate's services should be handled in accordance with KCC's Corporate Complaints Policy unless the issue can only be resolved by another process such as a statutory appeal.

1.2 The majority of complaints, enquiries, compliments and school issues recorded in 2011/12 were addressed by letter to the Managing Director.

Type of record	2007/8	2008/9	2009/10	2010/11	2011/12
Complaints	217	231	173	88	44
Enquiries	110	180	146	178	82
compliments	2	0	15	5	4

1.3 Complaints data before 2010/11 is not comparable as complaints, enquiries and compliments were not recorded consistently. From April 2010 the process has been managed by the former CFE Customer Care Team currently managed within the Families and Social Care Directorate.

1.4 The higher figures in 2007 to 2010 can be accounted for by the recording of statutory appeals, complaints about schools, and enquiries from MPs as complaints against the Local Authority. Since April 2010 the Customer Care Team has recorded letters from MPs on behalf of constituents as enquiries. Parents complaining about schools have been directed to the schools' statutory process unless there is a role for the Local Authority, for example if the complaint

raises a safeguarding issue. Issues raised for which there is an alternative process for resolving them, such as a formal appeal about a school admission or home to school transport decision or an SEN panel or tribunal, are no longer double-counted as complaints. Care is taken not to mislead parents into thinking that making a complaint can alter a decision that than only be changed via a statutory process.

1.5 There are statutory requirements in respect of handling complaints about schools in which the Local Authority does not have a formal role. Complaints about schools are therefore not included in the data.

1.6 It is not clear why there was a reduction in enquiries from MPs and County Councillors in 2011/12 but the number of enquiries remained higher than the number of complaints received direct by service users.

1.7 It is hoped that the introduction of one telephone number, address and improvements to the website planned for April 2013 under the Customer Service Strategy will make it easier for service users to raise issues and have them resolved at a local level by those responsible for service delivery.

1.8 The number of complaints received about the Local Authority's education services remains very low when viewed in the context of the number of children receiving an education in Kent.

2. Comparators

2.1 Comparison with other local authorities is difficult as there is no requirement to publish complaints data about education services, no national, standard process or definition of a complaint and varying organisational arrangements, for example some local authorities include early years and childcare in education services while others are managed within a social care directorate. Some local authorities may include members' enquiries, school transport appeal panels or SEN tribunals in their complaints data.

2.2 Examples of 2011/12 data published by comparator County Councils:

County Council	Population	Complaints total
Hampshire	1,296,800	138
Kent	1,466,500	44
Surrey	1,127,300	45

3. Contact method

3.1

	Website	Email	Letter	Other	Telephone	total
Complaint	6	8	24	0	6	44
Enquiry	0	10	72	0	0	82
compliment	0	3	0	0	1	4

3.2 Compliance with corporate standards

Complaints

55% received an acknowledgement within three working days.

64% of complaints were completed within 20 working days.

Enquiries

94% received an acknowledgement within three working days.

72% received a response within 20 working days.

3.3 Who made the complaints

The majority of complaints received (89%) were from parents.

Government department	1
Health professional	1
Homeowner	1
neighbour	1
Other Local Authority	1
Parent	39
<i>Total</i>	<i>44</i>

3.4 The types of complaints made

The subject matter of the complaints was as follows.

Assessment	1
Attitude of staff	1
Behaviour of staff	3
Confidentiality breach	1
Delay	3
Disputed decision	9
Failure to provide education	4
Incorrect information/advice given	1
Kent Test	1
Lack of information	2
Lack of provision	2
Lack of support	3
Needs not met	1
Policy	3
Resource issue	1
Transport	2
Written communication	1
<i>Total</i>	<i>44</i>

3.5 The services complained about were:

Admissions	17
Admissions in-term	2
Attendance and behaviour	7
School investment	1
SEN	12
Transport	4
Other	1
<i>Total</i>	<i>44</i>

(i) School Investment

The reduction in complaints from the previous year is mainly down to the reduction in complaints about lack of investment in school buildings. In 2010/11 this generated by far the largest group of complaints and 28 complaints were received about the lack of primary school places in Kings Hill alone. Complaints and enquiries about resources and school premises in 2011/12 were not received from parents but from people living next to schools raising boundary issues.

(ii) Admissions

There was an increase in complaints in 2011/12 despite the significant reduction in complaints about the in-term admissions procedure. Complaints about in-term admissions were about lack of information and communication. Only one was about system delays which represents an improvement over 2010/11.

14 of the complaints were about primary school admissions and only 5 about secondary admissions including the Kent Test. Two parents alleged unfairness in the Kent Test process for example that concessions were made for one child but not another and that a disruptive child was not moved. Another parent complained that although his son had passed the Kent Test there was no grammar school place available to him. The remainder of the complaints about the admissions process were about children offered primary school places in different schools to their siblings, communication issues and delays. Many complaints about process, systems and staff contact were linked to decisions subject to the appeal process.

(iii) Home to school transport

Disagreements with decisions on the funding of home to school transport are handled through the appeal process rather than as complaints. Complaints received were all about communication problems with staff but linked to a disagreement with the decision. One was in relation to a disabled child. Most of the complaints expressed concern about the cost of transport. Overall more complainants voiced issues about financial issues in 2011/12 than in the previous year.

(iv) Special Educational Needs

Underlying many of the complaints was dissatisfaction with a decision in relation to a Statement (or lack of a Statement) of Special Educational Needs. Many parents were hoping for more support for their children. The complaints included issues about what evidence was taken into account, alleged incomplete reports and behaviour of staff.

Other complaints were about delays in identifying placements at special schools, the distance from home to school and difficulties with journeys; one was about the supply of specialist equipment.

(v) Children out of school

Six complaints were about a child who had been out of school for at least one term. Three were in connection with admissions processes and the remainder were about the attendance and behaviour service. Other complaints about the attendance and behaviour service were in connection with a school's decision to issue a penalty notice.

4. The types of enquiries received from MPs

4.1 (i) Appeals

39 of the enquiries received were about decisions subject to an appeal or tribunal. In a number of cases the appeal had been heard and the constituent did not accept the decision.

(ii) Home Education

Two enquiries raised concerns about home education. One parent felt that KCC did not take its responsibilities seriously enough and a father alleged that although the arrangement had been approved, the children were receiving no education from their mother.

(iii) Children out of school

Nine MPs raised issues about children without a school place on behalf of their constituents. Four were in respect of children with a disability and/or statement of Special Educational Needs, others cited bullying as a reason for taking their children out of school.

(iv) School management

A number of the enquiries received were in respect of school internal management decisions over which the Local Authority has no jurisdiction.

(v) Admissions

Most were about appeal decisions or issues subject to the appeal process. Two were from families with children offered places at different primary schools from their siblings.

(vi) Transport

Four families said they had financial difficulties in getting children to school; two thought the policy not to fund Freedom Passes post-16 was unfair.

(v) Kent Test

Issues of perceived unfairness were raised via MPs: some schools practising for the test and not others, more grammar school places in some areas, lack of places in others.

(vi) Disabled children

Issues were raised in relation to the difficulty in identifying a special school place near enough to home and problems with travelling distances.

(vii) Policies

Policy issues raised were: home tutoring, parents wanting their 15 year old child to be placed in a school where he could take A levels early, and parents of a reception child wanting child to start school a year later. Some enquiries indicated concerns from constituents about future funding of early years services.

5. The outcome of complaints and enquiries

complaints and enquiries closed in 2011/12

outcome	
Advice	4
Apology	3
Decision changed	1
Explanation	55
Financial settlement	1
Other agency or other process issue	2
Issue resolved	8
Policy change	1
Practice issue addressed	2
<i>Total</i>	<i>77</i>

5.1 It should be noted that apology is only recorded as an outcome when fault is identified and not when sympathy expressed with the complainant's situation. Issue resolved is recorded when the matter was rectified before the reply was sent to the complainant.

Most upheld complaints were resolved quickly. One child was offered an infants school place in error and should have been offered a place in a junior school. Another complainant had not received confirmation of a school place in writing.

5.2 One complaint about how a Team Around the Child (TAC) meeting was conducted led the service to look at ways that a more effective transition process could be achieved for children with complex learning difficulties and disabilities across the county including the review of training for staff chairing TAC meetings.

5.3 Some complaints led to dialogue with schools on advising parents about referrals made to the Attendance and Behaviour Service and the possibility of fines for non-attendance at school.

6. Complaints made to the Local Government Ombudsman

6.1 As in previous years the majority of complaints about Kent County Council received by the Local Government Ombudsman in 2010/11 were in respect of education services. However, the largest group of settlements were not in respect of complaints but about decisions for which there is a statutory appeal process or were complaints about the handling of statutory appeals for which the LGO, rather than the Local Authority, holds jurisdiction.

6.2 The LGO received 11 complaints in 2011/12 about Kent education services which were not in respect of appeals (cp 8 received in 10/11). Eight were about SEN services and the remainder about admissions and lack of school investment.

6.3 People who have complaints about the Local Authority may contact the Local Government Ombudsman at any time but the Ombudsman will usually refer them back to the Local Authority as premature if it has not had the opportunity to consider the complaints under its own procedures. Only two of the complaints received by the LGO last year were premature. Four complaints resulted in a local settlement, the LGO exercised its discretion not to pursue two, two were outside the LGO's jurisdiction, no maladministration was found in respect of one and another investigation was discontinued.

6.4 Agreement was reached with the LGO on the proposed resolution of the following complaints before the LGO issued a report.

- (i) Failure to finalise the proposed Statement of Educational Needs within timescales resulting in delays in moving the child to an appropriate 52 week placement

6.5 The main issues were: delays in asking Social Services to commence a core assessment, insufficient consideration given to education in hospital, no evidence that the proposed Statement had been explained to the parent, inaccurate statement made about the basis of the child's admission to psychiatric

hospital and missed opportunities by the Council for social services and education services to work together leading to delay and drift. The Council made a financial remedy of £500 to the family.

(ii) Delay in amending SEN Statement.

There was a delay in making amendments following the annual review and to provide additional support in the form of a specialist dyslexic teacher, specialist numeracy teacher and a Team Around the Child. This had also been subject to an SEN tribunal and complaint against the school. There was a delay in ensuring that a changed literacy strategy was implemented. A financial remedy of £500 was made to support the child's special needs.

(iii) Disabled child excluded from school

The LGO found no fault in respect of the Council's efforts to seek an alternative school and there was no delay. However, no suitable alternative provision was made following the exclusion. Tuition was provided via an agency without proper evaluation of the service and subsequent concerns were raised. A financial remedy of £1,000 was made and the Council reviewed its procedures for the assessment of outside agencies offering alternative educational provision.

(iv) Failure to implement Statement of Special Educational Needs

There was an identified failure to provide the learning support assistant needed for five months and a delay in making an offer of tuition on medical grounds. A financial remedy of £1,000 was made.

In her Annual Letter the Local Government Ombudsman stated that she has no concerns about the timeliness of responses from Kent County Council.

Recommendation

Members are asked to note the content of the report.

Background Documents

None

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By: Mike Whiting, Corporate Director Education Learning and Skills
 Patrick Leeson, Corporate Director Education, Learning and Skills

To: Education Cabinet Committee – 21 November 2012

Subject School Performance 2012 - National Curriculum Test and Public Examination - Confirmed Results

Classification: Unrestricted

Summary	This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, KS1 and KS2 Standard Assessment Tests (SATs), GCSE and A Level results for 2012. The report includes comparison to National Data where available. It also reports on vulnerable groups against each Key Stage. This is not final validated data so caution needs to be given to the accuracy of all current results and some national comparative data is still unavailable for some indicators.
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1. Introduction

1.1 The full report contains all of the written and graphical data to over all the key stages above. The following commentary reflects a summary of the key points for each key stage and the priorities for action in 2012/2013.

2. EYFS Headlines:

- A significant improvement from 2012 in all 13 aspects of learning for the sixth year in succession. The percentage of children now achieving 78+ points and 6+ in PSE & CLL has exceeded the 2011 result of 64.8 % by 7.3. The percentage of children now reaching this “good” level of development is 72.2%.
- Kent has continued for the sixth year in succession to reduce the gap between the lowest achieving 20% and other children. The LA gap was reduced to 25.5% in 2011 and in 2012 this gap has been further reduced to 24.8%. This is a very strong performance in comparison to the national gap of 30.1%.

2.1 Priorities for Action

- Continue to improve the quality of provision in settings which feed Kent’s most challenging schools and ensure that early intervention, (prior to children entering Reception) is secure.
- Establish a plan of support for all Reception classes where the expected level of achievement was not reached.
- Implement a bespoke programme of professional development for all Reception classes requiring additional support to raise the quality of teaching.
- Ensure that schools track those children entering Year 1 from Reception that are likely to require additional intervention and ensure their needs are catered for within the School’s Intervention programme such that accelerated progress is achieved.

3. Key Stage 1 Headlines

3.1 Reading

Level 2b+ for girls shows considerable improvement from last year and is at its strongest level for more than 5 years. Level 2b+ for boys has again shown improvement and has risen by 5.8% over the last five years. Higher achieving girls (Level 3+) have improved slightly on 2011 results but show a 5 year declining trend. Higher achieving boys have improved slightly from last year but also show a 5 year declining trend. Despite this declining trend both girls and boys remain above the NA. Nationally at Level 3+ both girls and boys improvement has plateaued over the last 6 years with only a 1% improvement for both girls and boys since 2007.

3.2 Writing

Level 2b+ girls have improved in 2012 though they are still below the NA. The gap between Kent girls and the NA for girls has closed this year to 1.4% from 2.6% in 2011. Level 2b+ boys have shown a marked improvement this year and have a 5 year upward trend. The gap for boys has increased however from 1% in 2011 to 2.5% in 2012. Higher achieving girls' performance has declined this year to the lowest for 5 years. Boys have improved very slightly on 2011 but have fallen below the NA in 2012.

3.3 Maths

Level 2b+ girls have improved by 3.7% in 2012. Girls are inline with the NA this year. This is a very positive picture having closed the gap between Kent and the National of 2011 which was a negative 1.7% in 2011. Level 2b + boys' performance improved by 0.3% in 2012 though this is still below national and a gap has opened between Kent and the NA. In 2011 Kent boys were above the NA by 0.2. In 2012 the gap is a negative 1.5%.

Higher achieving girls and boys have improved on 2010 and 2011. Girls are slightly above the NA but are still weak against the level achieved in 2007. Higher achieving boys have improved their position by 0.7% but both girls and boys have a 5 year declining trend.

3.4 Vulnerable Group key Headlines at KS 1

The gap is closing in Reading and Maths for FSM children at level 2+, faster than the national picture, whilst the gap is closing in writing for FSM children at level 2+ at the same rate as the national picture.

The gap in reading for SEN Statemented children at level 2+ has remained the same for 2012 whilst the national gap has reduced by 1%. The gap in reading for children with SEN but no statement at level 2+ has remained the same for 2012. The national gap has reduced by 3%. The gap in writing for SEN statemented children at level 2+ has remained the same for 2012 as has the national picture. The gap in writing for SEN non statemented children at level 2+ has remained the same for 2012 whilst the national gap has reduced by 2%. The gap in Maths for SEN statemented children at level 2+ has widened by 2% in 2012 whilst the national gap has remained the same. The gap in reading for SEN non statemented children at level 2+ has narrowed by 2% in 2012 which equals the national picture.

3.5 Priorities for KS1

- Overall to ensure that the direction takes Kent schools above the NA and achieves an upward trajectory.
- To focus on narrowing the gap for vulnerable groups.
- To maintain the improved trend patterns of boys in all three areas.

- To focus on improving girls' performance to a more secure attainment level above the NA.

4. Key Stage 2 Headlines

4.1 The provisional 2012 combined English and Maths results show 78% of pupils achieved the expected level of attainment at KS2 (Level 4+), an improvement of 5.9 % on 2011. Kent's performance has shown a similar increase to National when compared to 2011. Nationally the performance at Level 4+ English and Maths combined has increased by 9% since 2007, whilst Kent's performance has improved by 11.3% since 2007. Nationally the performance at Level 5+ has increased by 5% over the same period, whilst Kent's performance has improved by 5.6%

4.2 In 2012, in 18 Kent schools 100% of children achieved at least a Level 4 in both English & Maths, up from 11 last year (15 schools different from last year, 3 schools 100% this year and last year).

4.3 English

In English at Level 4+ we have seen a 3.7% improvement on 2011. In English Level 5+ Kent has increased by 8.7%. Again these are similar to the National increases from 2011. Nationally at Level 4+ since 2007 the increase in improvement is 5%. In Kent over the same period it is 5.7%. Nationally at Level 5+ since 2007 the increase in improvement is 4%. In Kent over the same period it is 5.1%.

4.4 Reading

There is a Level 4+ increase of 3.4% from 2011. Level 5+ has increased by 6.3% in Kent. These are marginally greater than the National increases from 2011.

4.5 Writing

Level 4+ shows a significant increase in 2012 by 6.4%. Level 5+ has also shown a significant increase of 7.7% in 2012. These are in line with National increases from 2011.

4.6 Maths

Level 4+ Maths has risen by 3.3% in 2012. This is a continuing upward trajectory for L4+. Level 5+ has risen by 3.3% in 2012. These are similar to the National increases from 2011. Nationally since 2007 there has been an improvement in Level 4+ Maths of 7% whilst in Kent this has been 9.5%.

Nationally since 2007 there has been an improvement in Level 5+ Maths of 7% whilst in Kent over the same period there has been an increase of 8%.

4.7 Statistical Neighbour (SN) Headline

Our top SN achieved 81% in 2012 as against Kent 78%. The difference between Kent and the highest performing LA is now only 3%. In 2011 this was 7%. Kent has clearly closed the gap and is accelerating its progress whilst other LA's have maintained their performance albeit at a slightly higher level than Kent's.

5. KS2 Gender Headlines

5.1 Level 4+ English and Maths combined attainment for girls rose by 4.2% in 2012 – this has increased by 7.8% since 2010. Boys' attainment rose by 6.4% in 2012 – this has increased by 7.2% since 2010. These are slightly higher increases for Kent than for the National picture over the same period. Level 5+ English and Maths combined attainment for girls increased by 4.4% and level 5+ attainment for

boys increased by 6.5% in 2012. These are broadly similar to increases in National attainment.

5.2 English

Level 4+ attainment for girls has continued to rise - this year by 1.8%. This is less than the National increase of 3% from 2011. Level 4+ attainment for boys has risen by 5.4%. This is marginally greater than the National increase from 2011. Level 5+ attainment for girls has shown a significant increase this year of 8.3% boys have shown a similar increase of 8.9%. These are both broadly similar to the National increases from 2011. At both Level 4 and Level 5 the gap has narrowed in 2012 for boys against the national picture.

5.3 Reading

Both L4+ and L5+ attainment for boys and girls have shown increases for 2012, notably a 6.0% increase for girls at L5+ and a 7.3% increase for boys at L5+. These are greater than the National increases from 2011. Girls and boys have narrowed the gap this year on all national comparators. Both L4+ and L5+ attainment for boys and girls have shown increases for 2012, notably a 7.8% increase for boys at L4+ and L5+ increases of 6.3% for boys and 8.9% for girls. These are all similar to the National increases from 2011.

5.4 Writing

Both L4+ and L5+ attainment for boys and girls have shown increases for 2012, notably a 7.8% increase for boys at L4+ and L5+ increases of 6.3% for boys and 8.9% for girls. These are all similar to the National increases from 2011.

5.5 Maths

Both L4+ and L5+ attainment results for boys and girls have shown increases for 2012, notably a 5.2% increase for boys at L5+. All increases are similar to the National increases from 2011. Level 5+ girls and boys have maintained or extended the gap with the national picture.

6. Vulnerable group data

6.1 The attainment gap between FSM and Non FSM pupils Level 4+ English and Maths combined has narrowed quite considerably this year at 4.2%. National data will not be available until December. The attainment gap between SEN Statemented pupils and Non SEN pupils has widened by 2.1% this year. The attainment gap between pupils with SEN but No Statement and Non SEN pupils has narrowed considerably this year at 6.2%. National data will not be available until December 2012.

7. Floor Standard Headline

7.1 In 2012 Kent has 23 schools that performed below the floor standard of 60% which is a significant reduction from the 70 schools below the floor in 2011 and a further reduction from the 95+ schools in 2010.

7.2 Priorities for Action

- To continue to implement Kent Challenge. This will focus on all schools below the floor standards in 2012 and those with 3,4,5 years below the floor standards.
- To continue to challenge all schools to set and achieve inspirational targets for all pupils.

- To work with schools to ensure that all vulnerable groups are making accelerated progress.
- To develop the school to school support network to ensure the sharing of best practice.
- Sais to ensure that Districts are aware of the district data and the priorities for their areas.

8. GCSE

8.1 Kent's GCSE results overall improved on 2011 performance by 3.5%, bringing the 5+ A*-C result to 86.0%. This exceeds the National average of 81.1% by 4.9%. The 5+ A*-C including English and Maths also improved by 1.2%, bringing the county wide figure to 60.6%. This is above the National average of 58.6%.

8.2 Kent's 5+ A*-G results went up by 0.7%, bringing the overall result to 95.8%. Kent's performance is above the National Average of 93.6% and is an indication of the success Kent schools' inclusive approach to securing educational success for the vast majority of its young people. 48 Kent mainstream schools showed improved performance for 5+ A*-C including English and Maths, with 7 schools increasing by 10% or more. For the number of mainstream schools where results fell (40), most showed small falls; 11 schools showed falls in excess of 5%, of which 7 are an Academy and 4 are LA schools.

8.3 The gap between pupils eligible for FSM and their peers for 5+ A*-C including English and maths fell by 0.8% to 32.9%, which is still significantly greater than the national figure of 26%.

9 Vulnerable Groups

9.1 The attainment gap between FSM and Non FSM pupils for 5 A* to C Including English and Maths has reduced in Kent by 0.8% since 2011. The provisional national data shows a greater reduction of 1.7%. The attainment gap between SEN Statemented pupils and pupils with no SEN shows a slight reduction of 0.3% this year in Kent. The attainment gap between pupils with SEN but No Statement and pupils with no SEN shows a reduction of 0.7% this year in Kent. National data is not yet available in a suitable format for the last two indicators.

9.2 Floor Standard Headlines

There are 17 schools below the floor standard of 40% in Kent in 2012. 10 of these are maintained schools whilst 7 are academies. There are 59 schools in Kent above the 50% future floor standard (including Academies).

9.3 Priorities for Action

- Further develop and disseminate the successful strategies to support schools in their progress towards the 2015 floor standards.
- Further narrow the performance gaps for vulnerable groups, particularly for FSM/non-FSM students.
- Provide specific challenge and support to accelerate progress in those schools which are below the floor standard, and/or causing concern.
- Identify good practice in securing progress for lower attaining students and disseminate it so as to narrow performance gaps for these and other vulnerable groups.

10. A Level Headlines

10.1 Kent increased the numbers of students pursuing A Level study by approximately 1,500 pupils in 2012. However this broadening of the sixth form cohort has coincided and possibly contributed to a slight drop in the three key measures of sixth form attainment. The overall proportion of students securing 2 or more A* - E passes decreased by 0.3% from 95.1% in 2011 to 94.8% in 2012. This compares to the National average of 91.7%. 24 schools reported 100% of students securing 2+ A*-E grades, which is similar to last year when 25 schools reported the 100% figure.

The Average Point Score (APS) per student fell from 798.0 to 781.4, with 49 schools reporting a decrease, as opposed to 41 schools reporting a rise. The National average for this indicator was 717.7.

10.2 Priority for Action

- Promote the raising of standards in sixth forms through the development and extension of successful KS4 strategies, and improved GCSE results with English and maths,
- Improve teaching and learning, student progress tracking and intervention and strengthen sixth form leadership.
- Liaise with the 14-24 unit over the quality of provision offered by different school sixth forms in order to support their work in ensuring a suitable range of post 16 options are made available to young people in Kent.

11. Recommendation

The members of the Committee are asked to note:

- (i) the significant improvement in many areas of school performance in 2012.
- (ii) (ii) the areas that still require significant improvement and the priorities for action to ensure that improvement is achieved.

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Background Documents

Report to ECC – School Performance 2012 National Curriculum Test and Public Examination - 12 September 2012

2012 National Curriculum Test and Public Examination Results

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Introduction

- This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, KS1 and KS2 Standard Assessment Tests (SATs), GCSE and A Level results for 2012.
- Data shaded Green shows that Kent has made improvement on 2011 and is in- line with, or above, the National Average (NA)
- Data shaded Mauve shows that Kent has made improvement though we are still below the NA. In many cases we have significantly closed the gap to the National Average.
- Data shaded Red shows that Kent has not improved and is below the NA

Early Years Foundation Stage

- The 2012 Foundation stage assessments, taken at age 5 in a child's first year of Reception, show a significant improvement from 2011 in all 13 aspects of learning. This is particularly pleasing as it is the sixth year in succession that Kent's Foundation Stage outcomes have shown improvement.

Areas of significant increase (more than 3%) include

- 5.2% improvement in writing – an area of learning targeted through training and the core work of the team
- 3.7% improvement in reading – an area targeted through letter and sounds training
- 3.0% improvement in emotional development – an area targeted through the Leuven work as well as training
- 4.5% improvement in linking sounds and letters – an area targeted in the Communication. Language and Literacy Development and Every Child a Talker
- 3.7% improvement in Calculating – again an area of focused training

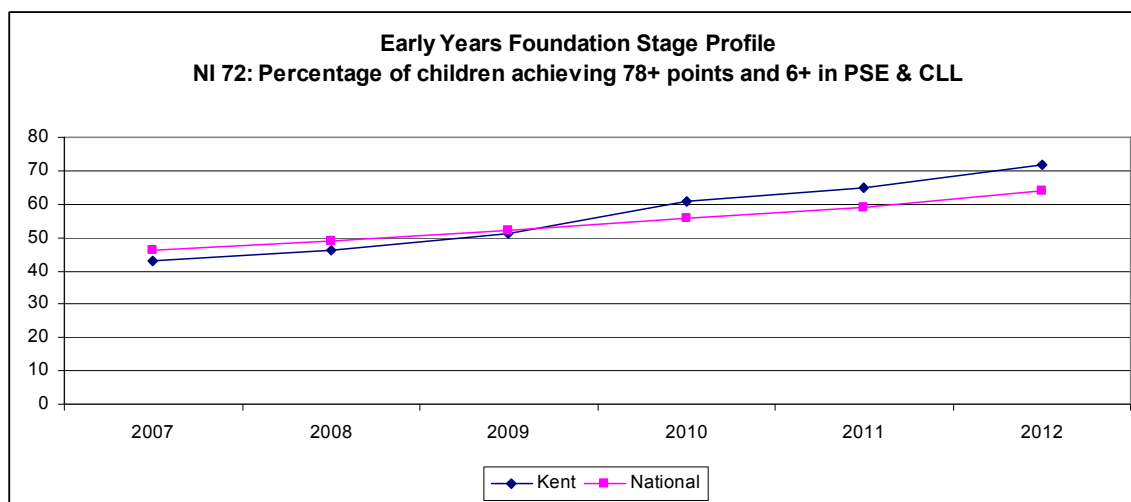
Kent had 16,612 pupils in this year's cohort and 600 additional pupils than 2011. This figure has been increasing for 6 consecutive years.

- Overleaf a table shows Kent and National data for previous years against the thirteen aspects of learning. The table also shows the % improvement for Kent in each aspect of learning between 2011 and 2012.

(National in brackets)	2007 % 6+ Points	2008 % 6+ Points	2009 % 6+ Points	2010 % 6+ Points	2011 %6+ Points	2012 %6+ Points	% increase 11/12
Dispositions and Attitudes	89.1 (87)	91.1 (88)	93.1 (89)	94.6 (91)	95.5 (91)	96.2 (92)	0.7
Social Development	81 (80)	82.5 (82)	86.1 (83)	90.0 (86)	91.4 (87)	93.1 (88)	1.7
Emotional Development	74 (76)	76.3 (77)	80.6 (79)	85.4 (81)	87.4 (83)	90.4 (85)	3.0
Language for Communication and Thinking	80 (78)	82.6 (79)	86.5 (82)	89.1 (84)	91.1 (86)	92.2 (87)	1.2
Linking Sounds and Letters	65.4 (65)	70.6 (71)	74.8 (74)	79.4 (77)	81.9 (79)	86.4 (83)	4.5
Reading	67.5 (69)	69.4 (70)	72.9 (72)	77.9 (74)	80.3 (76)	84.0 (79)	3.7
Writing	55.9 (58)	58.8 (61)	62.7 (62)	68.8 (65)	72.6 (67)	77.8 (71)	5.2
Numbers as Labels and for Counting	88 (87)	89.6 (88)	90.1 (88)	91.1 (89)	91.4 (90)	92.8 (91)	1.4
Calculating	69.8 (70)	72.5 (72)	74.7 (73)	78.8 (76)	80.8 (78)	84.5 (80)	3.7
Shape, Space and Measures	83.2 (80)	82.8 (81)	85.7 (82)	87.7 (84)	88.4 (85)	90.9 (86)	2.5
Knowledge and Understanding of the World	79.9 (77)	79.9 (79)	85.6 (81)	87.2 (83)	88.6 (84)	91.9 (86)	3.3
Physical Development	89.5 (88)	89.9 (89)	93.4 (90)	93.5 (91)	94.7 (91)	95.6 (92)	0.9
Creative Development	79 (78)	80.9 (79)	83.9 (80)	85.4 (82)	87.2 (83)	90.5 (85)	3.3

Chart 1 below demonstrates performance in Kent over the last six years with comparative National Performance for this indicator and identifies that over time, an additional 29% of children (around 4500) are now achieving the expected level.

Chart 1



National Indicator 72 – Number of children achieving 78+ points and 6+ in PSE & CLL

For the sixth year in succession Kent has exceeded its Statutory Improvement Target NI 721. Kent exceeded the 2011 result of 64.8 % by 7.3. The percentage of children now reaching this “good” level of development is 72.2%. This improvement equates to an additional 750 children in 2012 now entering Year One of their primary phase of learning having mastered the skills and competencies for learning in Year One. The improvement over a two year period equates to an additional 2250 children now achieving the expected level, which is very positive.

This ranks Kent in first place for this indicator when judged against the other Local Authorities which represent our statistical neighbours* and demonstrates a steady improvement over the last three years (2010 3rd place and 2011 2nd place)

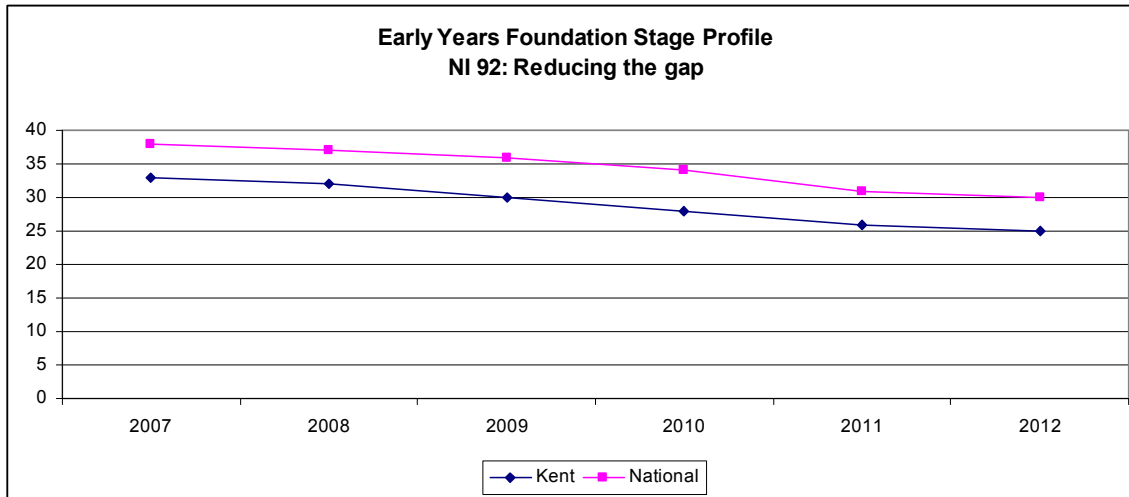
National Indicator 92 – Reducing the gap

Chart 2 below focuses on NI 92² and provides Kent and National data. The importance of this target is to ensure that when improving outcomes for all children we also focus on reducing the inequalities between the lowest 20% and the median measure. Again the improving trend is a clear indicator of improving outcomes for children in the lowest achieving 20%.

¹ Improving the proportion of children achieving at least 78 points in EYFSP with at least 6 points in **all** aspects of Personal, Social and Emotional (PSE) Development as well as Communication, Language and Literacy (CLL) Development.

² Reducing the gap between the average of the lowest 20% and the median.

Chart 2



Kent has continued for the sixth year in succession to reduce the gap between the lowest achieving 20% and other children. The LA gap was reduced to 25.5% in 2011 and in 2012 this gap has been further reduced to 24.8%. As evidenced in Chart 2, the gap in Kent is much lower than the national gap of 30.1%.

Again this ranks Kent in first place against statistical neighbours, with the smallest gap between the lowest 20% and the rest. This is particularly significant when taken in the context of the increase in the percentage of children achieving a “good” level of development overall, and demonstrates year on year accelerated progress for the lowest achieving 20%.

Higher Achieving Children

The number of children above and beyond the expected level and achieving 8 or more points has improved in all 13 aspects of learning. The greatest improvement is in Linking Sounds & letters with 40.6 % of the children now achieving 8 or more points. The eight areas of learning where greatest improvement is evident are:

- Linking sounds and letters (an increase of 6.3 %)
- Knowledge & Understanding of the World (an increase of 6.2%)
- Shape, Space & Measures (an increase of 6.1%)
- Reading (an increase of 5.6 %)
- Numbers as Labels & for Counting (an increase of 5.6%)
- Physical Development (an increase of 5.6%)
- Calculating (an increase of 5.4 %)
- Social Development (an increase of 5.1%)

In comparison to statistical neighbours Kent ranks from 1st to 4th place across all 13 scales for the percentage of children scoring 9 points (i.e. working beyond the early learning goals at the end of the Reception year) (1st place 4 scales, 2nd place 7 scales, 3rd place 1 scale, 4th place 1 scale)

Priorities for Action

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

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

Key Stage 1

Kent performance compared to national 2007 to 2012

READING	2007	2008	2009	2010	2011	2012
% Level 2B+ Reading	70.9	72.1	71.7	72.3	73.2	75.7
Nat % Level 2B+ Reading	71	71	72	72	73.2	76
% Level 3+ Reading	28.6	28.2	28.3	27.1	26.9	27.4
Nat % Level 3+ Reading	26	25	26	26	26.0	27
WRITING	2007	2008	2009	2010	2011	2012
% Level 2B+ Writing	58.0	59.2	59.2	59.4	59.5	62.3
Nat % Level 2B+ Writing	59	58	60	60	59.5	64
% Level 3+ Writing	12.9	14.4	14.1	13.7	13.5	12.8
Nat % Level 3+ Writing	13	12	12	12	13.0	14
MATHS	2007	2008	2009	2010	2011	2012
% Level 2B+ Maths	75.2	75.0	74.1	74.1	73.7	76.6
Nat % Level 2B+ Maths	74	74	74	73	74.0	76
% Level 3+ Maths	24.9	23.5	22.8	20.4	20.1	21.3
Nat % Level 3+ Maths	22	21	21	20	20	22

KEY POINTS:

Overall Key Stage 1 is showing an improvement against previous performance with a slight dip in writing at level 3.

At level 2b+ (the expected level for most 7 year olds) Kent has continued to make good progress in reading and considerable progress in writing and maths.

Level 3 has shown an improvement in reading and although maths has improved on last years' performance it has dropped below the NA this year. Writing shows a sharp decline to the lowest level since 2007 and below this years NA.

Nationally reading and writing have shown progress over the last 3 years and Kent is ranked 9th against our statistical neighbours. Our Statistical Neighbours (SN) consist of East Sussex, Essex, Lancashire, Northamptonshire, Nottinghamshire, Staffordshire, Swindon, Warwickshire, West Sussex, and Worcestershire.

The national picture for maths shows good progress at level 2b+ but remains static at level 3. Kent is ranked 7th against our statistical neighbours.

READING

Kent performance compared to national 2007 to 2012 – Gender Analysis

READING	2007	2008	2009	2010	2011	2012
% Level 2B+ Reading Girls	77.1	77.2	78.1	77.9	77.5	80.9
% Level 2B+ Reading Boys	65.0	67.2	65.8	67.0	69.1	70.8
Nat % Level 2B+ Reading Girls	77	77	77	78	79.0	81
Nat % Level 2B+ Reading Boys	66	66	67	67	68.0	72
% Level 3+ Reading Girls	33.3	33.4	32.8	31.5	31.5	31.8
% Level 3+ Reading Boys	24.1	23.1	24.1	23.0	22.5	23.3
Nat % Level 3+ Reading Girls	30	29	30	30	30	31
Nat % Level 3+ Reading Boys	22	21	22	22	22	23

Level 2b+ for girls shows considerable improvement from last year and is at its strongest level for more than 5 years.

Level 2b+ for boys has again shown improvement and has risen by 5.8% over the last five years.

Whilst there is improvement in boys reading at Level 2b+ the gap has widened slightly with the National. In 2011 the gap was a positive 1.1% and in 2012 the gap is now 1.2 behind the NA.

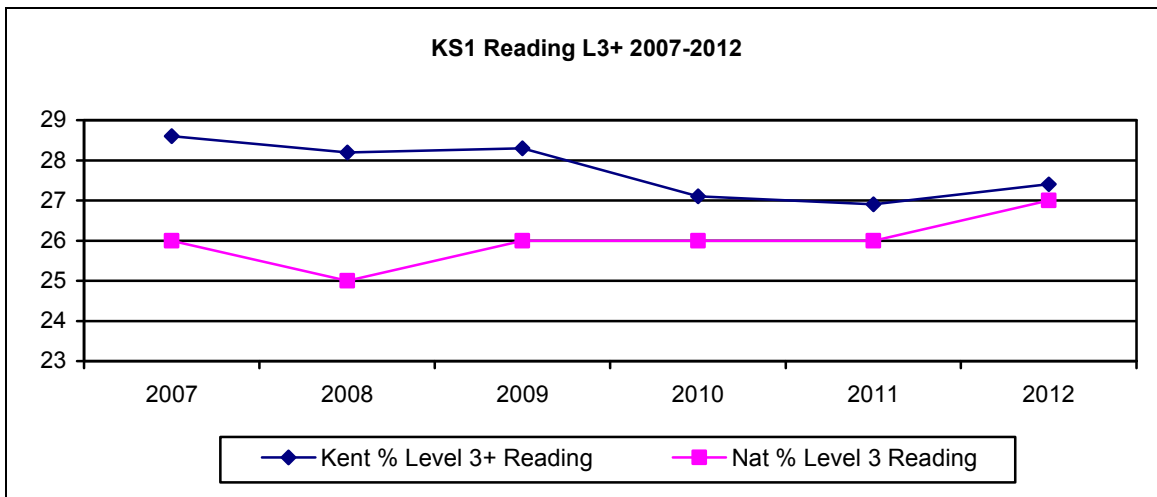
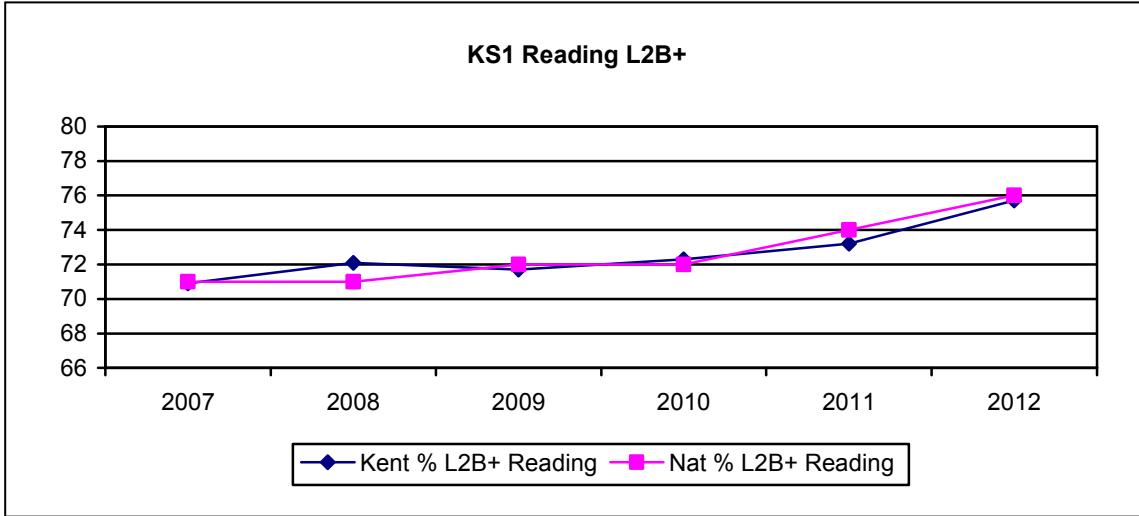
Nationally at Level 2b+ there has been a 4% improvement for girls since 2007 and a 6% improvement for boys. Girls and Boys in Kent have matched this pattern of improvement.

Higher achieving girls (Level 3+) have improved slightly on 2011 results but show a 5 year declining trend. They remain above the NA.

Higher achieving boys have improved slightly from last year but still show a 5 year declining trend. They remain above the NA.

Nationally at Level 3+ both girls and boys improvement has plateaued over the last 6 years with only a 1% improvement for both girls and boys since 2007.

READING



WRITING

Kent performance compared to national 2003 to 2011 – Gender Analysis

WRITING	2007	2008	2009	2010	2011	2012
% Level 2B+ Writing Girls	66.9	67.7	68.3	68.3	67.4	70.6
% Level 2B+ Writing Boys	49.5	51.0	50.7	51.1	52.0	54.5
Nat % Level 2B+ Writing Girls	67	67	68	69	70	72
Nat % Level 2B+ Writing Boys	51	51	52	52	53	57
% Level 3+ Writing Girls	17.3	19.1	18.7	18.2	18.1	16.6
% Level 3+ Writing Boys	8.6	10.0	9.7	9.4	9.1	9.2
Nat % Level 3+ Writing Girls	17	16	16	16	17	18
Nat % Level 3+ Writing Boys	9	8	9	8	9	10

Level 2b+ Girls have improved in 2012 but still fall below the NA. The gap between Kent girls and the NA for girls has closed this year to 1.4% from 2.6% in 2011.

Level 2b+ Boys have shown a marked improvement this year and have a 5 year upward trend. The gap for boys has increased however from 1% in 2011 to 2.5% in 2012.

Nationally there is a 5 year improvement trend from 67 to 72% (5%) for girls and 51% to 57% (6%) for boys. Kent has a slower improvement trend of 67% to 70.6% (3.6%) for girls and 49.5% to 54.5% (5%) for boys.

Higher achieving Girls' performance has declined this year to the lowest for 5 years. Boys have improved very slightly on 2011 but have fallen below the NA in 2012.

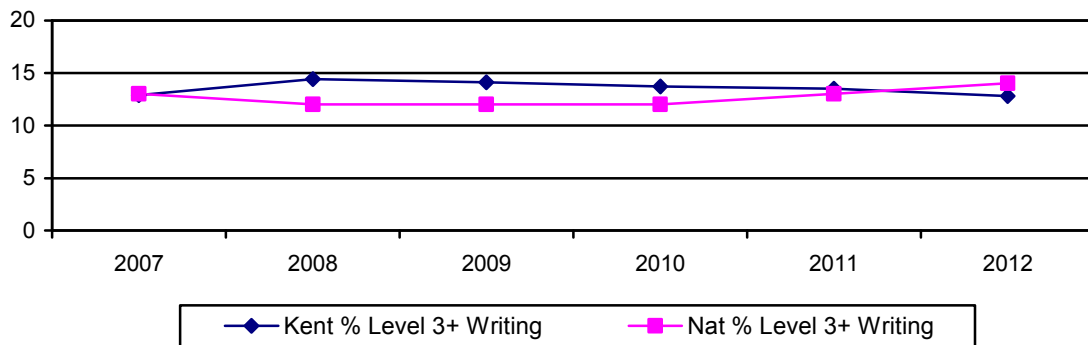
A gap has opened from a positive 1.1% picture for higher achieving girls in 2011 to a 1.4 negative picture in 2012. A gap has also opened with higher achieving boys from in line in 2011 to 0.8% negative in 2012.

Nationally there is a slight 5 year upward trend from 17 – 18% for Girls, and 9 – 10% for Boys.

KS1 Writing L2B+ 2007-2012



KS1 Writing L3+ 2007-2012



MATHS

Kent performance compared to national 2007 to 2012 – Gender Analysis

MATHS	2007	2008	2009	2010	2011	2012
% Level 2B+ Maths Girls	76.7	76.1	76.6	75.6	74.3	78.0
% Level 2B+ Maths Boys	73.8	73.9	71.7	72.7	73.2	73.5
Nat % Level 2B+ Maths Girls	75	75	75	75	76	78
Nat % Level 2B+ Maths Boys	73	73	72	72	73	75
% Level 3+ Maths Girls	22.7	21.8	21.2	18.2	17.5	19.2
% Level 3+ Maths Boys	26.9	25.2	24.3	22.5	22.6	23.3
Nat % Level 3+ Maths Girls	20	19	19	18	18	19
Nat % Level 3+ Maths Boys	24	24	23	23	23	24

Level 2b+ Girls have improved by 3.7% in 2012. Girls are inline with the NA this year. This is a very positive picture having closed the gap between Kent and the National of 2011 which was a negative 1.7% in 2011.

Level 2b + Boys' performance improved by 0.3% in 2012 though this is still below national and a gap has opened between Kent and the NA. In 2011 Kent boys were above the NA by 0.2. In 2012 the gap is a negative 1.5%.

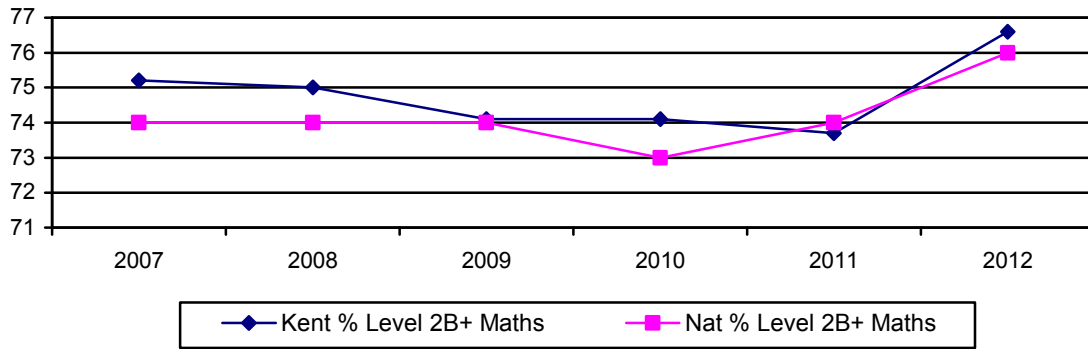
Nationally attainment for Level 2b+ has improved over the last 5 years by 1.3%. There has been no significant improvement in Level 2b+ for boys with girls matching the national increase of 1.3% for girls.

Higher achieving girls and boys have improved on 2010 and 2011. Girls are slightly above the NA but are still weak against the level achieved in 2007.

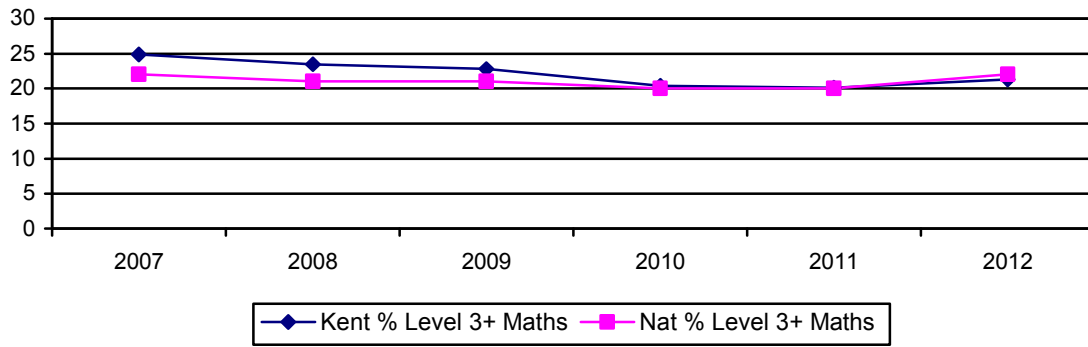
Higher achieving boys have improved their position by 0.7% but both Girls and Boys have a 5 year declining trend.

Nationally the picture has remained broadly the same since 2007.

KS1 Maths L2B+ 2007-2012



KS1 Maths L3+ 2007-2012



Narrowing the Gap for Vulnerable Groups (FSM) – KS1

	% Achieving L2+ Reading						
	2011 FSM	2011 Non FSM	2011 Gap	2012 FSM	2012 Non FSM	2012 Gap	Difference
Kent	68	88	20	72	89	17	-3
National	73	88	15	76	90	14	-1

The gap is closing in reading for FSM children at level 2+ much faster than the national picture.

	% Achieving L2+ Writing						
	2011 FSM	2011 Non FSM	2011 Gap	2012 FSM	2012 Non FSM	2012 Gap	Difference
Kent	61	83	22	65	85	20	-2
National	67	85	18	70	86	16	-2

The gap is closing in writing for FSM children at level 2+ at the same rate as the national picture.

	% Achieving L2+ Maths						
	2011 FSM	2011 Non FSM	2011 Gap	2012 FSM	2012 Non FSM	2012 Gap	Difference
Kent	78	91	13	81	93	12	-1
National	81	92	11	82	93	11	0

The gap is closing in Maths for FSM children at level 2+ faster than the national picture.

Narrowing the Gap for Vulnerable Groups (SEN) – KS1

	% Achieving L2+ Reading						
	2011 SEN Statement	2011 Non SEN	2011 Gap SEN Statement	2012 SEN Statement	2012 Non SEN	2012 Gap SEN Statement	Difference SEN Statement
Kent	16	95	79	16	95	79	0
National	23	95	72	24	95	71	-1

The gap in reading for SEN Statemented children at level 2+ has remained the same for 2012 whilst the national gap has reduced by 1%.

	% Achieving L2+ Reading						
	2011 SEN No Statement	2011 Non SEN	2011 Gap SEN No Statement	2012 SEN No Statement	2012 Non SEN	2012 Gap SEN No Statement	Difference SEN No Statement
Kent	59	95	36	59	95	36	0
National	55	95	40	58	95	37	-3

The gap in reading for SEN with no statement children at level 2+ has remained the same for 2012 whilst the national gap has reduced by 3%.

	% Achieving L2+ Writing						
	2011 SEN Statement	2011 Non SEN	2011 Gap SEN Statement	2012 SEN Statement	2012 Non SEN	2012 Gap SEN Statement	Difference SEN Statement
Kent	10	92	82	11	93	82	0
National	16	92	76	17	93	76	0

The gap in writing for SEN stated children at level 2+ has remained the same for 2012 as has the national picture.

	% Achieving L2+ Writing						
	2011 SEN No Statement	2011 Non SEN	2011 Gap SEN No Statement	2012 SEN No Statement	2012 Non SEN	2012 Gap SEN No Statement	Difference SEN No Statement
Kent	48	92	44	49	93	44	0
National	46	92	46	49	93	44	-2

The gap in writing for SEN non stated children at level 2+ has remained the same for 2012 whilst the national gap has reduced by 2%.

	% Achieving L2+ Maths						
	2011 SEN Statement	2011 Non SEN	2011 Gap SEN Statement	2012 SEN Statement	2012 Non SEN	2012 Gap SEN Statement	Difference SEN Statement
Kent	21	97	76	19	97	78	2
National	26	97	71	26	97	71	0

The gap in Maths for SEN stated children at level 2+ has widened by 2% in 2012 whilst the national gap has remained the same.

	% Achieving L2+ Maths						
	2011 SEN No Statement	2011 Non SEN	2011 Gap SEN No Statement	2012 SEN No Statement	2012 Non SEN	2012 Gap SEN No Statement	Difference SEN No Statement
Kent	71	97	26	73	97	24	-2
National	68	97	29	70	97	27	-2

The gap in reading for SEN non stated children at level 2+ has narrowed by 2% in 2012 this equals the national picture.

Priorities for KS1

- Overall to ensure that the direction takes Kent schools above the NA and ensures an upward trajectory.
- To focus on narrowing the gap for vulnerable groups.
- To maintain the improved trend patterns of boys in all three areas.

- To focus on improving girls' performance to a more secure attainment level above the NA.

Key Stage 2

Key Stage 2 attainment

ENGLISH & MATHS	2007	2008	2009	2010	2011	2012
% Level 4+ English & Maths	66.7	69.3	68.2	69.9	72.1	78
% Level 5+ English & Maths	21.4	19.4	19.7	21.7	21.5	27
Nat % Level 4+ English & Maths	71	73	72	73	74	80(79%)
Nat % Level 5+ English & Maths	22	20	20	23	21	27

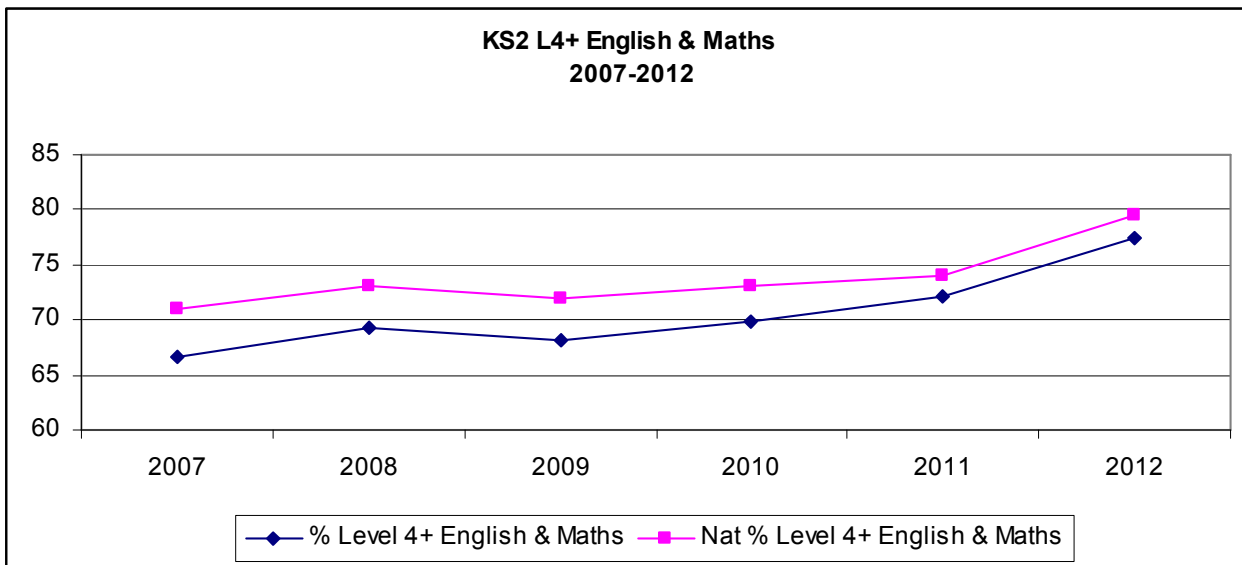
- National all school result includes independent schools. National maintained schools is 79%

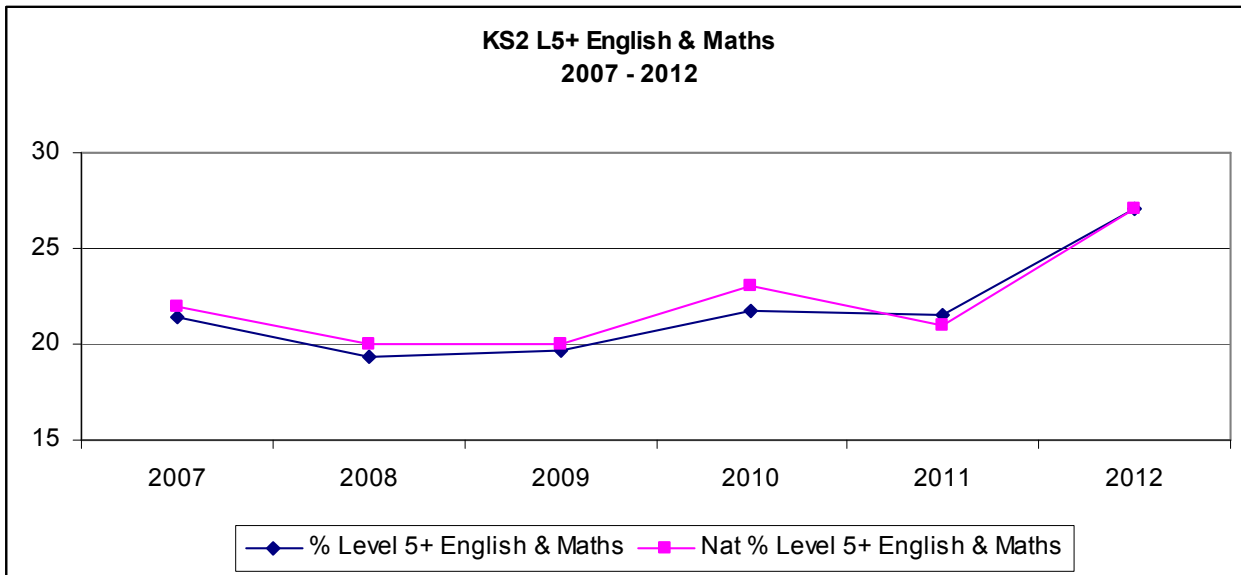
The provisional 2012 combined English and Maths results show 78% (rounded up) of pupils achieved the expected level of attainment at KS2 (Level 4+), an improvement of 5.9 % on 2011. Kent's performance has shown a similar increase to National when compared to 2011.

Nationally the performance at Level 4+ has increased by 9% since 2007, whilst Kent's performance has improved by 11.3% since 2007.

Nationally the performance at Level 5+ has increased by 5% whilst Kent's performance has improved by 5.6%

In 2012, in 18 Kent schools 100% of children achieved at least a Level 4 in both English & Maths, up from 11 last year (15 schools different from last year, 3 schools 100% this year and last year).





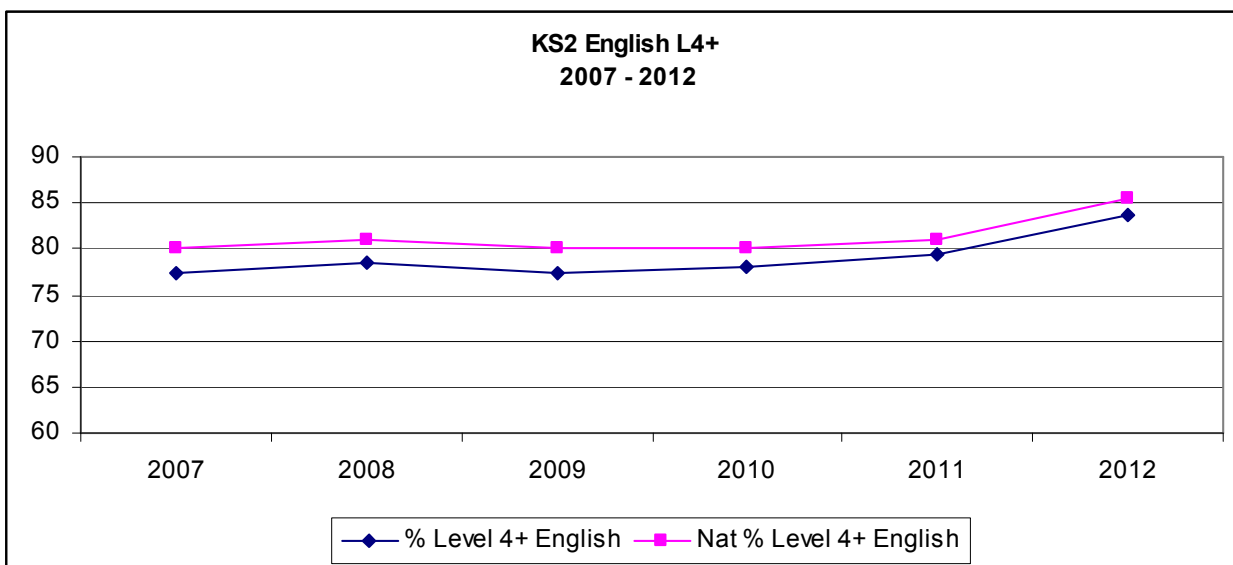
ENGLISH

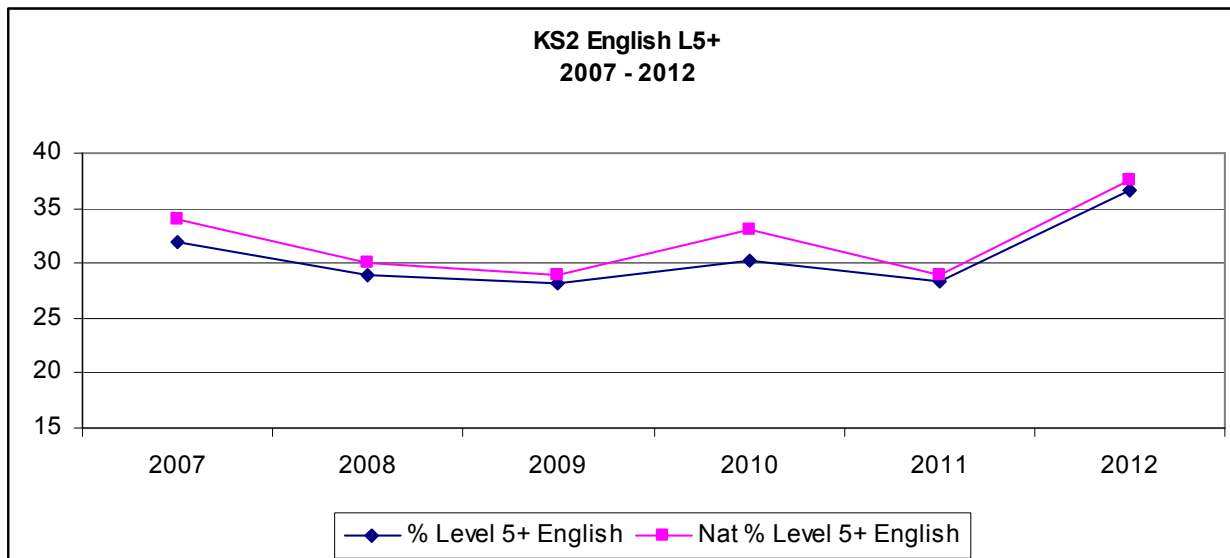
ENGLISH	2007	2008	2009	2010	2011	2012
% Level 4+ English	77.3	78.5	77.4	78.0	79.3	83
% Level 5+ English	31.9	29.0	28.1	30.2	28.3	37
Nat % Level 4+ English	80	81	80	80	81	85
Nat % Level 5+ English	34	30	29	33	29	38

In English at Level 4+ we have seen a 3.7% improvement on 2011. In English Level 5+ Kent has increased by 8.7%. Again these are similar to the National increases from 2011.

Nationally at Level 4+ since 2007 the increase in improvement is 5%. In Kent over the same period it is 5.7%.

Nationally at Level 5+ since 2007 the increase in improvement is 4%. In Kent over the same period it is 5.1%.





READING

READING	2007	2008	2009	2010	2011	2012
% Level 4+ Reading	81.6	84.7	83.5	82.3	81.6	85
% Level 5+ Reading	46.0	47.0	45.2	48.3	40.7	47
Nat % Level 4+ Reading	84	87	86	83	84	87
Nat % Level 5+ Reading	48	49	47	50	42	48

There is a Level 4+ increase of 3.4% from 2011. Level 5+ has increased by 6.3% in Kent. These are marginally greater than the National increases from 2011.

Nationally at Level 4+ Reading has improved by 3% whilst in Kent it is 3.4% since 2007.

Nationally at Level 5+ Reading has not increased since 2007, whilst in Kent it is 1% improvement over the same period.

WRITING

WRITING	2007	2008	2009	2010	2011	2012
% Level 4+ Writing	65.2	65.0	65.4	66.9	72.6	79
% Level 5+ Writing	19.7	19.9	18.5	18.9	19.3	27
Nat % Level 4+ Writing	67	68	68	71	75	81
Nat % Level 5+ Writing	19	20	20	21	20	28

Level 4+ shows a significant increase in 2012 by 6.4%. Level 5+ has also shown a significant increase of 7.7% in 2012. These are in line with National increases from 2011.

Nationally at Level 4+ since 2007 there has been an increase of 14% whilst in Kent it has been 13.8%.

Nationally at Level 5+ since 2007 there has been an increase of 9% whilst in Kent it has been 7.3%

MATHS

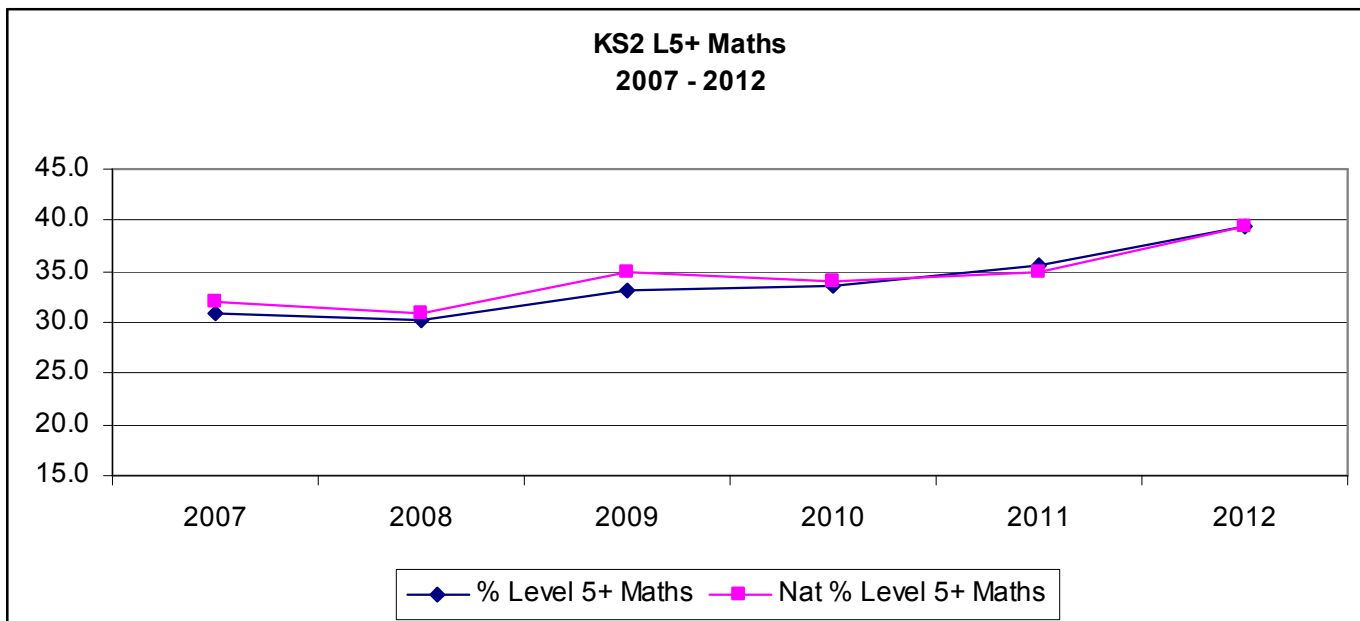
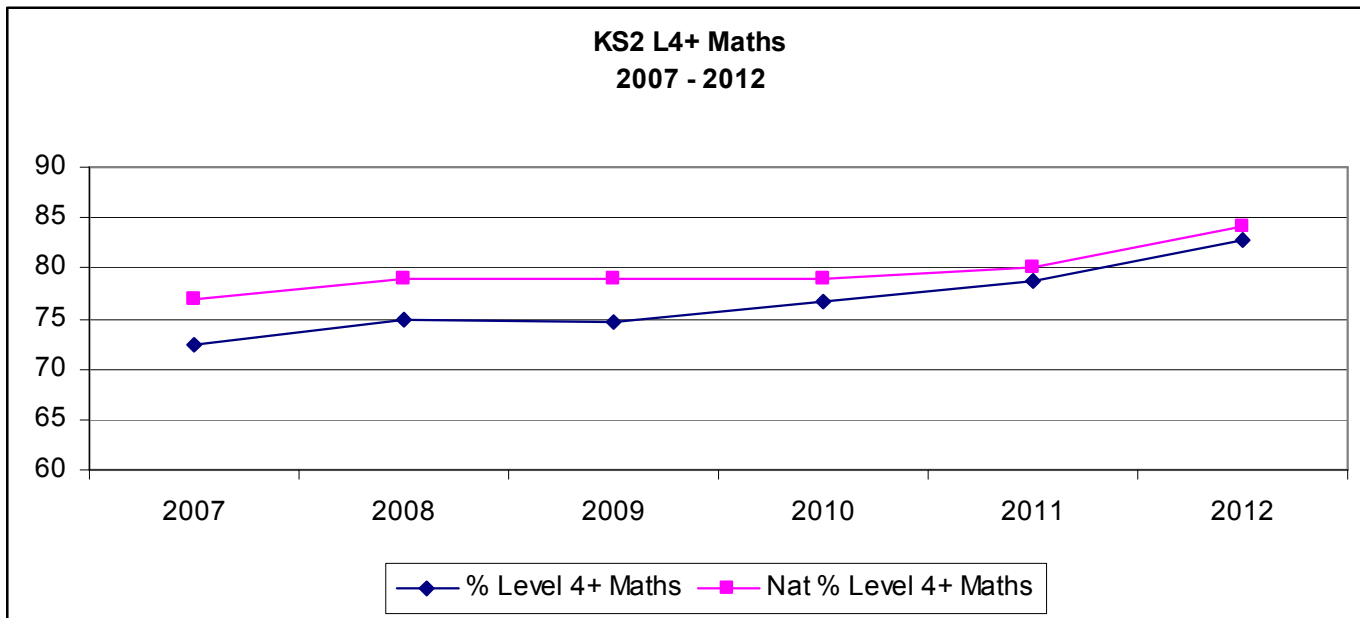
MATHS	2007	2008	2009	2010	2011	2012
% Level 4+ Maths	72.5	74.8	74.7	76.7	78.7	82
% Level 5+ Maths	31.0	30.2	33.1	33.6	35.7	39
Nat % Level 4+ Maths	77	79	79	79	80	84
Nat % Level 5+ Maths	32	31	35	34	35	39

Level 4+ Maths has risen by 3.3% in 2012. This is a continuing upward trajectory for L4+.

Level 5+ has risen by 3.3% in 2012. These are similar to the National increases from 2011.

Nationally since 2007 there has been an improvement in Level 4+ Maths of 7% whilst in Kent this has been 9.5%.

Nationally since 2007 there has been an improvement in Level 5+ Maths of 7% whilst in Kent over the same period there has been an increase of 8%.



Statistical Neighbours

	% Pupils Achieving								
	L4+ English and Maths	L4+ Reading Test	L4+ Writing Teacher Assessment	L4+ English (Test and TA)	L4+ English Teacher Assessment	L4+ Maths Test	L4+ Science Teacher Assessment	2 Levels of Progress English	2 Levels of Progress Maths
4. Kent	78	85	79	83	84	82	85	87	85
5. East Sussex	77	86	79	84	84	82	85	89	84
4. Essex	78	87	80	85	84	84	85	87	87
1. Lancashire	81	87	82	87	87	86	89	91	89
6. Northamptonshire	76	83	80	83	84	80	86	87	85
1. Nottinghamshire	81	87	83	86	87	85	88	90	89
2. Staffordshire	80	86	82	86	86	84	89	88	85
4. Swindon	78	85	80	83	84	83	85	86	86
2. Warwickshire	80	88	83	86	88	84	88	88	85
3. West Sussex	79	87	81	86	86	83	88	87	84
5. Worcestershire	77	84	81	83	84	81	88	88	85
National*	80	87	81	85	85	84	87	89	87

*All Maintained Schools is 79%. The figure of 80% includes all schools (Independent)

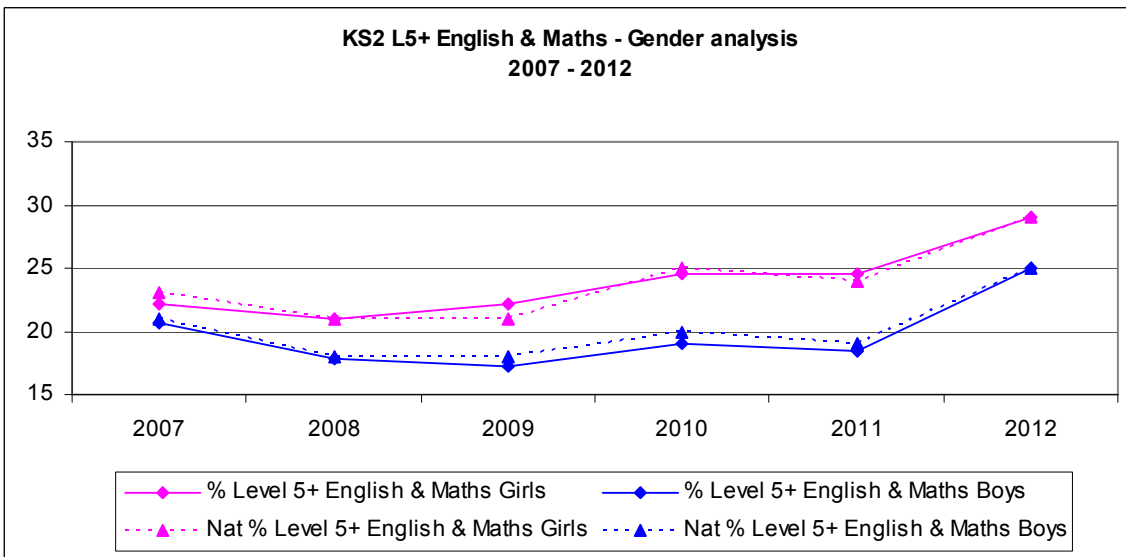
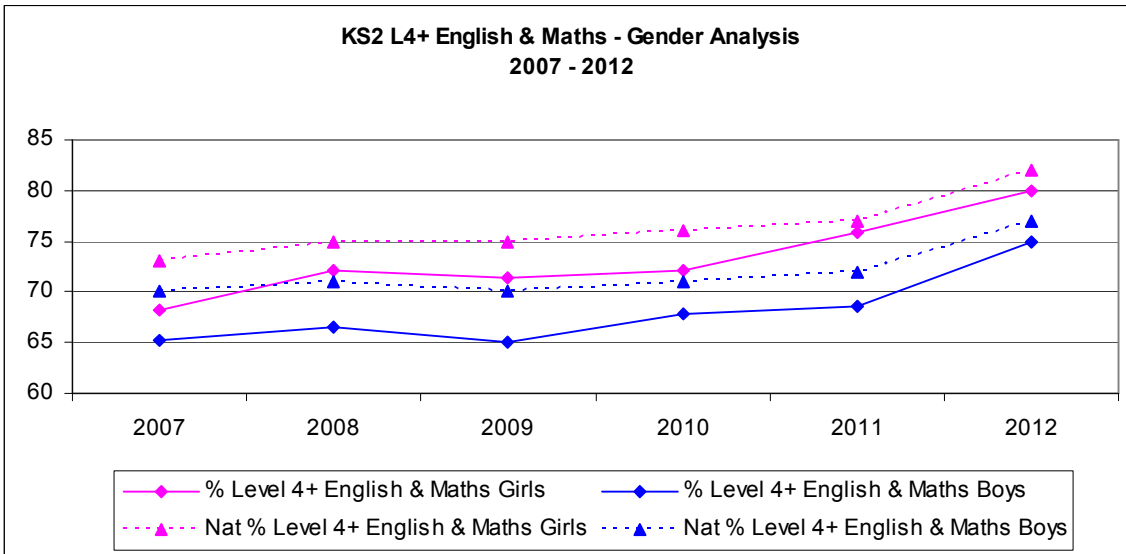
The difference between Kent and the highest performing LA is now only 3%. In 2011 this was 7%.

Key Stage 2 Gender Analysis

ENGLISH & MATHS	2007	2008	2009	2010	2011	2012
% Level 4+ English & Maths Girls	68.2	72.2	71.4	72.2	75.8	80
% Level 4+ English & Maths Boys	65.3	66.5	65.1	67.8	68.6	75
% Level 5+ English & Maths Girls	22.1	20.9	22.2	24.5	24.6	29
% Level 5+ English & Maths Boys	20.7	17.9	17.3	19.0	18.5	25
Nat % Level 4+ English & Maths Girls	73	75	75	76	77	82
Nat % Level 4+ English & Maths Boys	70	71	70	71	72	77
Nat % Level 5+ English & Maths Girls	23	21	21	25	24	29
Nat % Level 5+ English & Maths Boys	21	18	18	20	19	25

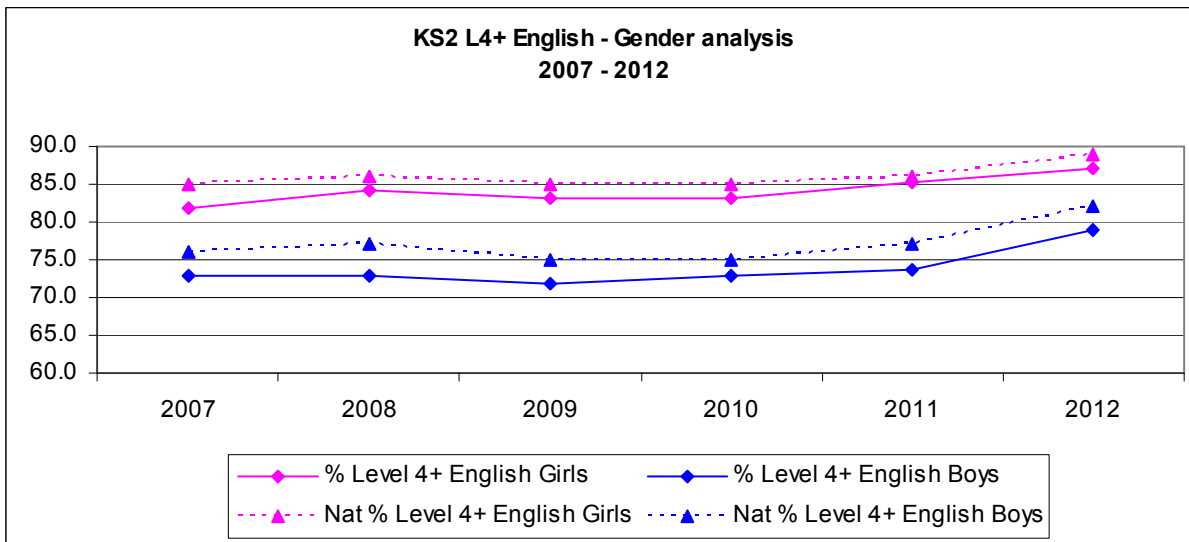
Level 4+ attainment for Girls rose by 4.2% in 2012 – this has increased by 7.8% since 2010. Level 4+ attainment for Boys rose by 6.4% in 2012 – this has increased by 7.2% since 2010. These are slightly higher increases for Kent than for the National picture over the same period.

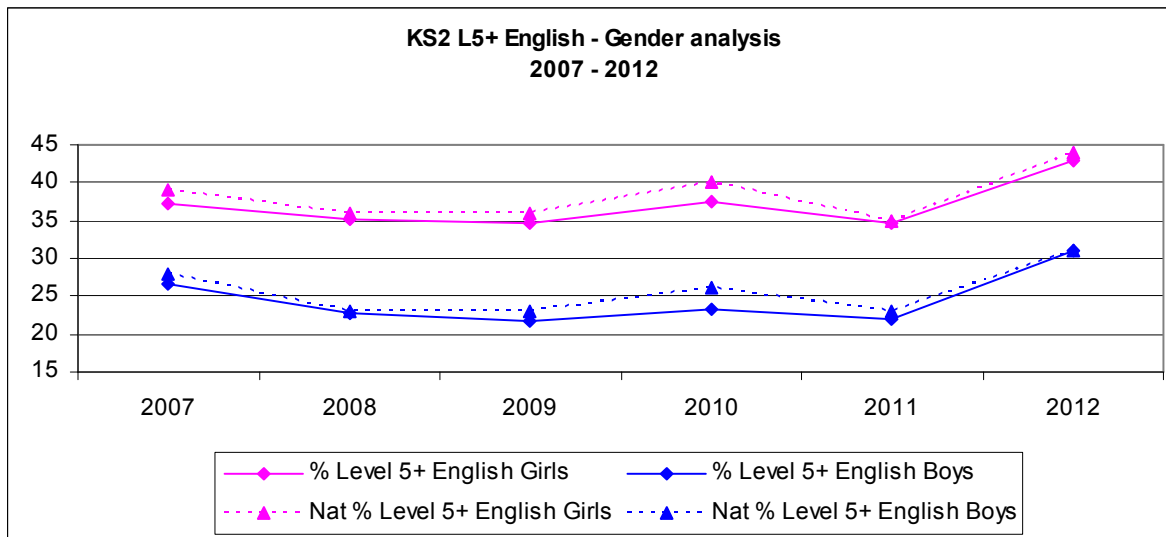
Level 5+ attainment for Girls increased by 4.4% and level 5+ attainment for Boys increased by 6.5% in 2012. These are broadly similar to increases in National attainment.



ENGLISH	2007	2008	2009	2010	2011	2012
% Level 4+ English Girls	81.8	84.1	83.2	83.2	85.2	87
% Level 4+ English Boys	73.0	73.0	71.8	73.0	73.6	79
% Level 5+ English Girls	37.2	35.3	34.7	37.4	34.7	43
% Level 5+ English Boys	26.7	22.8	21.6	23.4	22.1	31
Nat % Level 4+ English Girls	85	86	85	85	86	89
Nat % Level 4+ English Boys	76	77	75	75	77	82
Nat % Level 5+ English Girls	39	36	36	40	35	44
Nat % Level 5+ English Boys	28	23	23	26	23	31

- Level 4+ attainment for Girls has continued to rise - this year by 1.8%. This is less than the National increase of 3% from 2011.
- Level 4+ attainment for Boys has risen by 5.4%. This is marginally greater than the National increase from 2011.
- Level 5+ attainment for Girls has shown a significant increase this year of 8.3% Boys have shown a similar increase of 8.9%. These are both broadly similar to the National increases from 2011.
- At both Level 4 and Level 5 the gap has narrowed in 2012 for Boys against the national picture.





READING	2007	2008	2009	2010	2011	2012
% Level 4+ Reading Girls	84.9	88.4	87.6	85.8	86.3	88
% Level 4+ Reading Boys	78.4	80.9	79.5	79.1	77.1	82
% Level 5+ Reading Girls	50.1	53.1	52.3	53.2	47.0	53
% Level 5+ Reading Boys	42.2	41.0	38.3	43.6	34.7	42
Nat % Level 4+ Reading Girls	87	90	89	87	87	90
Nat % Level 4+ Reading Boys	81	83	82	80	80	84
Nat % Level 5+ Reading Girls	52	55	54	56	48	53
Nat % Level 5+ Reading Boys	44	43	41	45	37	43

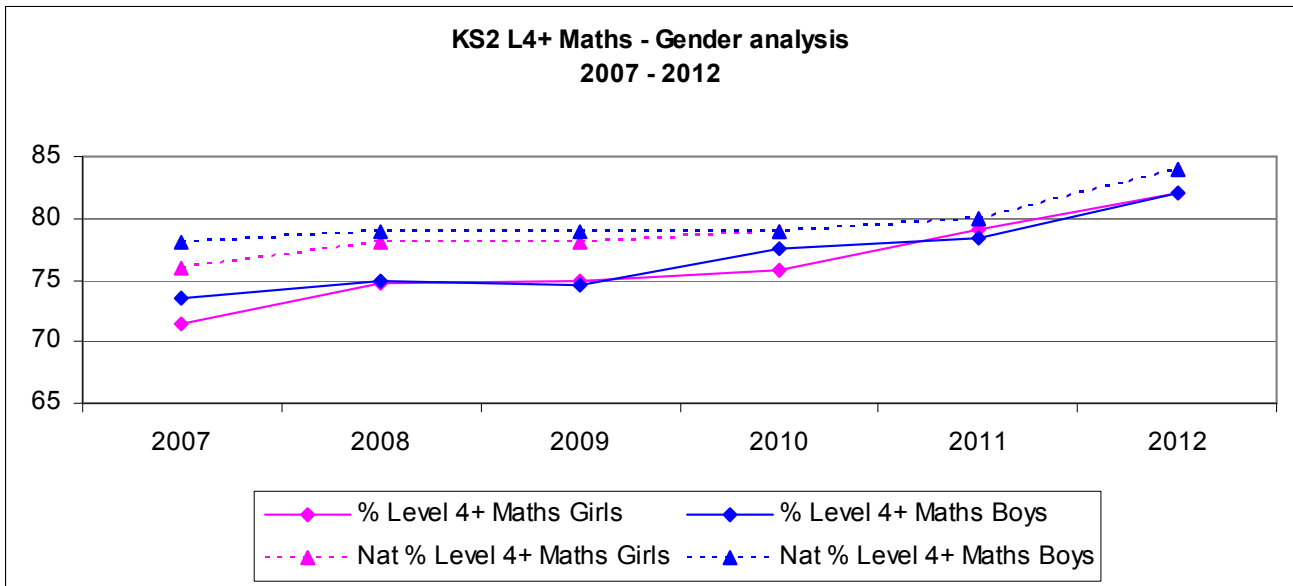
- Both L4+ and L5+ attainment for Boys and Girls have shown increases for 2012, notably a 6.0% increase for Girls at L5+ and a 7.3% increase for Boys at L5+. These are greater than the National increases from 2011.
- Girls and Boys have narrowed the gap this year on all national comparators.

WRITING	2007	2008	2009	2010	2011	2012
% Level 4+ Writing Girls	72.7	72.6	73.3	75.5	80.3	85
% Level 4+ Writing Boys	57.9	57.5	57.6	58.8	65.2	73
% Level 5+ Writing Girls	24.5	24.6	22.8	25.1	24.1	33
% Level 5+ Writing Boys	15.0	15.1	14.3	13.1	14.7	21
Nat % Level 4+ Writing Girls	75	75	75	78	81	87
Nat % Level 4+ Writing Boys	60	61	61	63	68	76
Nat % Level 5+ Writing Girls	24	25	24	27	25	35
Nat % Level 5+ Writing Boys	15	15	15	15	15	22

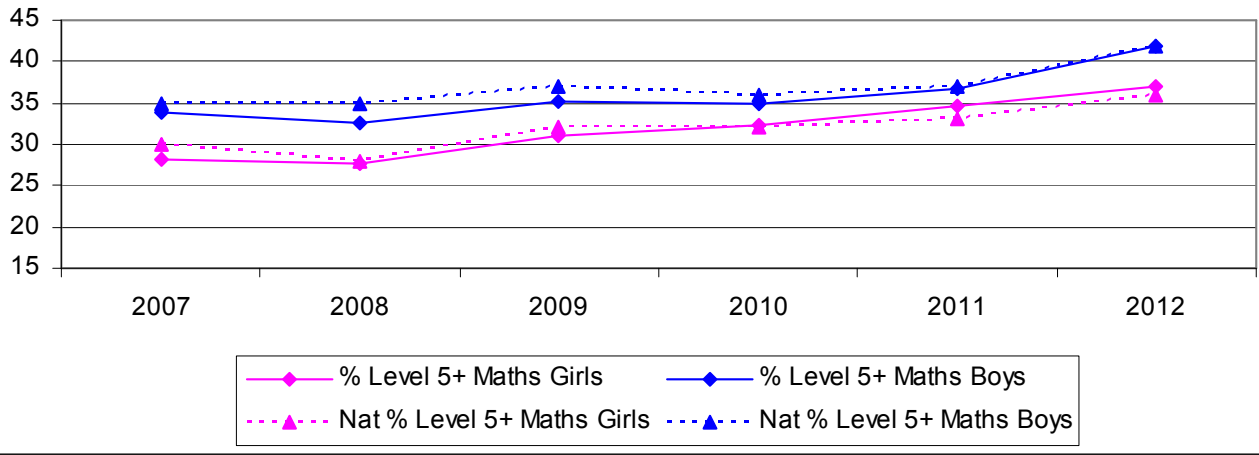
- Both L4+ and L5+ attainment for Boys and Girls have shown increases for 2012, notably a 7.8% increase for Boys at L4+ and L5+ increases of 6.3% for Boys and 8.9% for Girls. These are all similar to the National increases from 2011.
- The gap between national and Kent remains to be closed.

MATHS	2007	2008	2009	2010	2011	2012
% Level 4+ Maths Girls	71.4	74.8	74.9	75.7	79.1	82
% Level 4+ Maths Boys	73.6	74.9	74.6	77.6	78.4	82
% Level 5+ Maths Girls	28.2	27.8	31.1	32.3	34.6	37
% Level 5+ Maths Boys	33.8	32.5	35.1	34.8	36.8	42
Nat % Level 4+ Maths Girls	76	78	78	79	80	84
Nat % Level 4+ Maths Boys	78	79	79	79	80	84
Nat % Level 5+ Maths Girls	30	28	32	32	33	36
Nat % Level 5+ Maths Boys	35	35	37	36	37	42

- Both L4+ and L5+ attainment results for Boys and Girls have shown increases for 2012, notably a 5.2% increase for Boys at L5+. All increases are similar to the National increases from 2011.
- Level 5+ girls and boys have maintained or extended the gap with the national picture.



KS2 L5+ Maths - Gender analysis
2007 - 2012



Narrowing the Gap for Vulnerable Groups (FSM) – KS2

	% Achieving L4+ English and Maths						
	2011 FSM	2011 Non FSM	2011 Gap	2012 FSM	2012 Non FSM	2012 Gap	Difference
Kent	49	76	27	58.1	80.9	22.8	-4.2
National	58	78	20	N/A	N/A	N/A	N/A

The attainment gap between FSM and Non FSM pupils has narrowed quite considerably this year at 4.2%. National data will not be available until December.

Narrowing the Gap for Vulnerable Groups (SEN) – KS2

	% Achieving L4+ English and Maths						
	2011 SEN Statement	2011 Non SEN	2011 Gap SEN Statement	2012 SEN Statement	2012 Non SEN	2012 Gap SEN Statement	Difference SEN Statement
Kent	13	89	76	12.6	90.7	78.1	2.1
National	15	88	73	N/A	N/A	N/A	N/A

The attainment gap between SEN Statemented pupils and Non SEN pupils has widened by 2.1% this year. National data will not be available until December.

	% Achieving L4+ English and Maths						
	2011 SEN No Statement	2011 Non SEN	2011 Gap SEN No Statement	2012 SEN No Statement	2012 Non SEN	2012 Gap SEN No Statement	Difference SEN No Statement
Kent	38	89	51	45.9	90.7	44.8	-6.2
National	38	88	50	N/A	N/A	N/A	N/A

The attainment gap between pupils with SEN but No Statement and Non SEN pupils has narrowed considerably this year at 6.2%. National data will not be available until December.

Primary Schools Below the KS2 Floor Standard

The National expectation is that at least 60% of pupils in each school will achieve level 4 in both English and Mathematics combined at KS2. (Floor Standard). This floor standard was changed from 55% to 60% in March 2011.

- **In 2012 Kent has 23 schools that performed below the floor standard of 60% this is a significant reduction from the 70 schools below the floor in 2011 and a further reduction from the 95+ schools in 2010.**

The DfE announced in March 2011 that as well as a change in the floor standard of 60% for the combined attainment, progress measures for English and Maths would also be applied. This was 86% in English and 87% in Mathematics. As a consequence of this Kent was required to produce a plan to tackle its underperformance.

This plan was entitled Kent Challenge. There were 44 schools who met the DfE criteria. With an additional 48 schools who had a trend pattern between 2006 – 2010 or 2007 – 2011, of three or four years below the floor standard. There were also 47 schools that had a 2 year variable trend over the same period and therefore met the DfE criteria.

During 2011 – 2012 we have worked with these schools in Kent Challenge to 'Make Improvement Happen'. A separate paper describing the outcomes for Kent Challenge schools has been prepared for ECC. A further paper, with individual schools performance has been prepared for the monitoring committee.

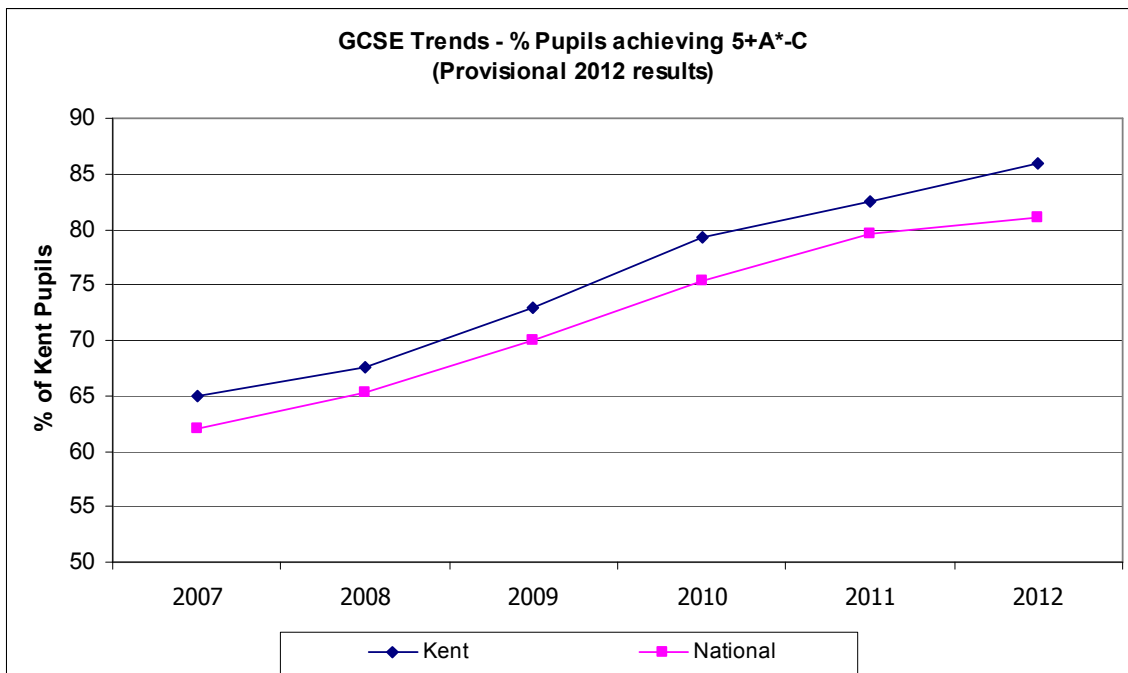
Priorities for Action

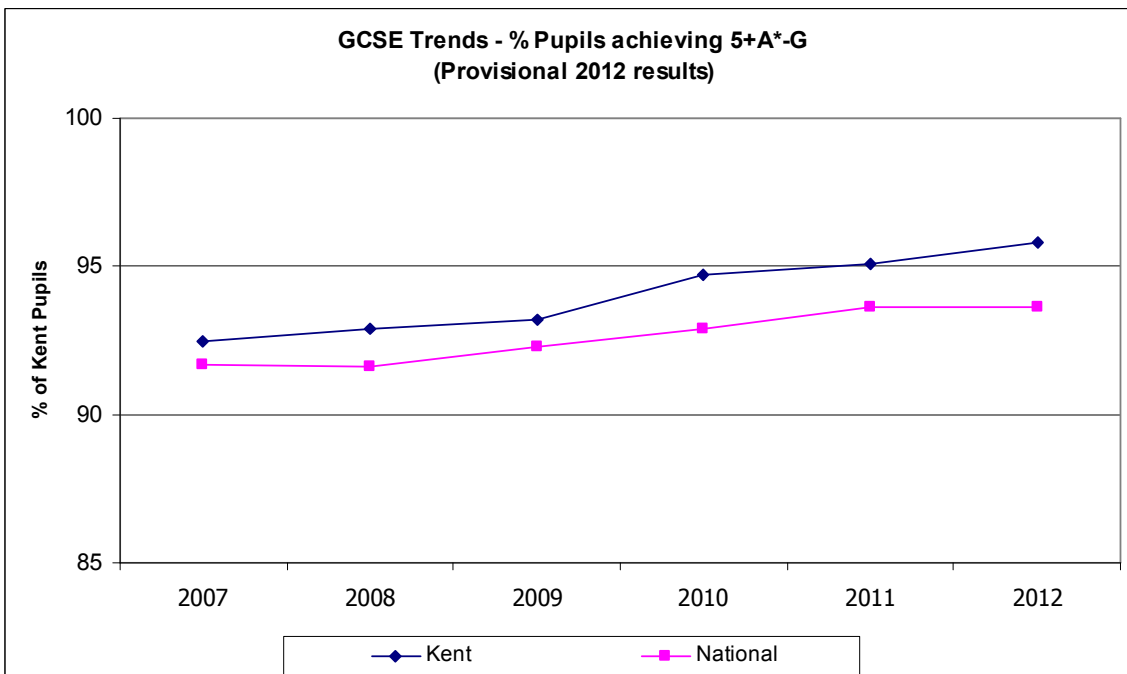
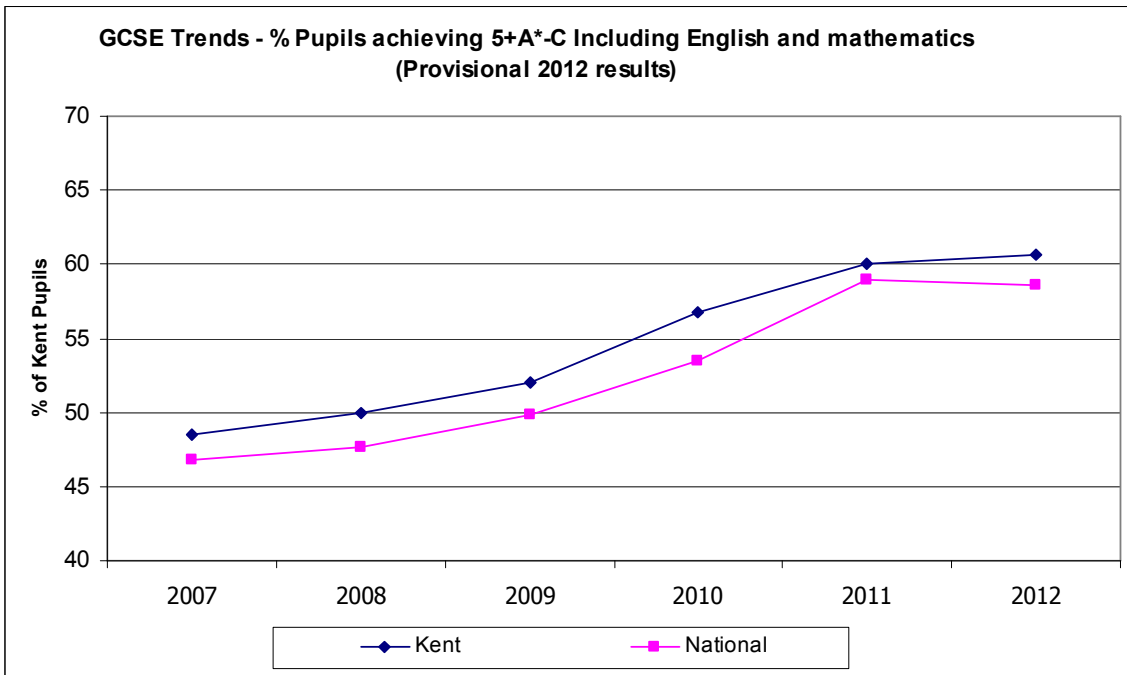
- To continue to implement Kent Challenge. This will focus on all schools below the floor standards in 2012 and those with three, four or five years below the floor standards.
- To continue to challenge all schools to set and achieve aspirational targets for their pupils.
- To work with schools to ensure that all vulnerable groups are making accelerated progress.
- To develop the school to school support network to ensure the sharing of best practice.
- SIAs to ensure that Districts are aware of the district data and the priorities for their areas.
- Secure a speedy recovery for those schools in an Ofsted category.
- To work with the DfE and local authority trusts to bring about rapid improvement by structural change

GCSE – Provisional Results

Note: These figures include academies and local authority maintained schools

- Kent's GCSE results overall improved on 2011 performance by 3.5%, bringing the 5+ A*-C result to 86.0% this exceeds the National average of 81.1% by 4.9%.
- The 5+ A*-C including English and Maths also improved by 1.2%, bringing the county wide figure to 60.6%. This is above the National average of 58.6%.
- Kent's 5+ A*-G results went up by 0.7%, bringing the overall result to 95.8%. Kent's performance is above the National Average of 93.6% and is an indication of the success Kent schools' inclusive approach to securing educational success for the vast majority of its young people.
- 48 Kent mainstream schools showed improved performance for 5+ A*-C including English and Maths, with 7 schools increasing by 10% or more.
- For the number of mainstream schools where results fell (40), most showed small falls; 11 schools showed falls in excess of 5%, of which 7 are an Academy and 4 are LA schools.
- The gap between pupils eligible for FSM and their peers for 5+ A*-C including English and maths fell by 0.8% to 32.9%.





Narrowing the Gap for Vulnerable Groups (FSM) – KS4

	% Achieving 5+ A*-C inc English and Maths						
	2011 FSM	2011 Non FSM	2011 Gap	2012 FSM	2012 Non FSM	2012 Gap	Difference
Kent	28.8	62.5	33.7	31.3	64.2	32.9	-0.8
National	34.7	62.2	27.5	38.3	64.1	25.8	-1.7

The attainment gap between FSM and Non FSM pupils has reduced in Kent by 0.8% since 2011. The provisional national data shows a greater reduction of 1.7%.

Narrowing the Gap for Vulnerable Groups (SEN) – KS4

	% Achieving 5+ A*-C inc English and Maths						
	2011 SEN Statement	2011 Non SEN	2011 Gap SEN Statement	2012 SEN Statement	2012 Non SEN	2012 Gap SEN Statement	Difference SEN Statement
Kent	8.2	72.2	64.0	8.4	72.1	63.7	-0.3
National	8.5	69.8	61.3	N/A	N/A	N/A	N/A

The attainment gap between SEN Statemented pupils and pupils with no SEN shows a slight reduction of 0.3% this year in Kent. National data is not yet available in a suitable format.

	% Achieving 5+ A*-C inc English and Maths						
	2011 SEN No Statement	2011 Non SEN	2011 Gap SEN No Statement	2012 SEN No Statement	2012 Non SEN	2012 Gap SEN No Statement	Difference SEN No Statement
Kent	28.0	72.2	44.2	28.6	72.1	43.5	-0.7
National	24.7	69.8	45.1	N/A	N/A	N/A	N/A

The attainment gap between pupils with SEN but No Statement and pupils with no SEN shows a reduction of 0.7% this year in Kent. National data is not yet available in a suitable format.

Secondary Schools below the KS4 Floor Standard

In 2008 the then Government set a floor target for all schools to exceed 30% of students getting 5+ A*-C including English and Maths. Kent had 33 schools which had been below the National Challenge floor target (30% of students to get 5+ A*-C including English and Maths) in 2008 and/or 2007. These schools have been supported through the National Challenge Programme. In 2009, 22 remained below the floor target. By 2010 this had reduced to 5 LA schools.

In 2010 the government raised the floor standard for 2011 that required schools to reach an attainment level of 35% of students securing 5+ A*-C including English and Maths. The DfE further indicated that the floor standard would rise to 40% in 2012 and 50% by 2015.

- There are 17 schools below the floor standard of 40% in Kent in 2012
- There are 11 local authority schools which achieved between 40% and 50% 5+ A*-C including English and maths.
- There are 59 schools in Kent above the 50% future floor standard (including Academies).

Current position

	Local Authority Schools	Established or newly converted academies
Above 50%	20	39
Between 40% and 50%	11	13
Between 35% and 40%	5	4
Between 30% and 35%	4	0
Below 30%	1	3

Priorities for Action

- Further develop and disseminate the successful strategies to support schools in their progress towards the 2015 floor standards.
- Further narrow the performance gaps for vulnerable groups, particularly for FSM/non-FSM students.
- Provide specific challenge and support to accelerate progress in those schools which are below the floor standard, and/or causing concern.
- Secure a speedy recovery for those schools in an Ofsted category.
- Identify good practice in securing progress for lower attaining students and disseminate it so as to narrow performance gaps for these and other vulnerable groups.
- To work with the DfE and local authority trusts to bring about rapid improvement by structural change

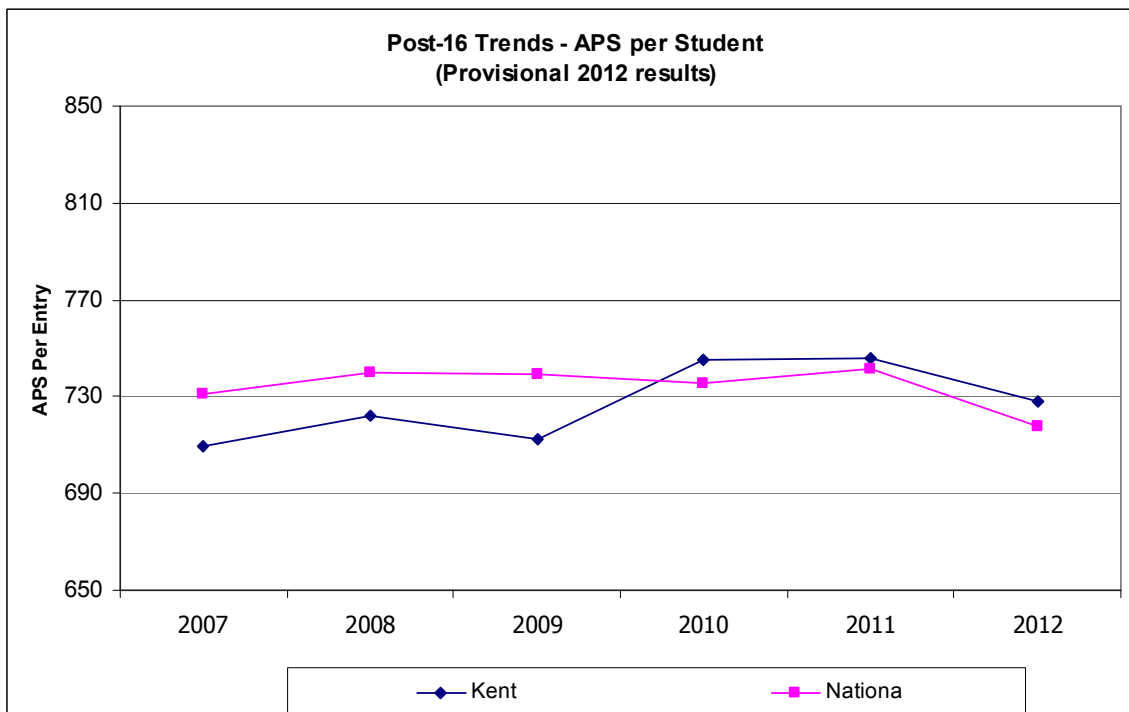
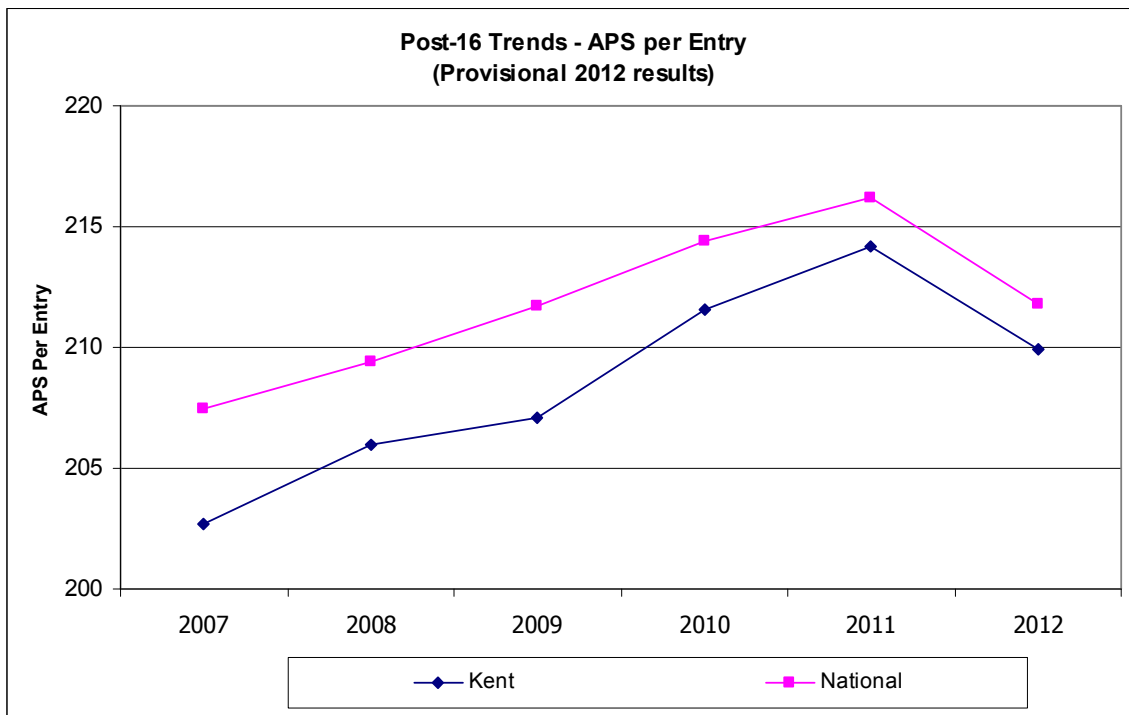
A Level – Provisional Results

Note: All Kent figures are based on NCER provisional data, which includes academies and Local Authority maintained schools only. National figures are based on DfE provisional data which includes all maintained and independent schools and colleges.

- Kent increased the numbers of students pursuing A Level study by approximately 1,500 pupils in 2012. However this broadening of the sixth form cohort has coincided and possibly contributed to a slight drop in the three key measures of sixth form attainment.
- The overall proportion of students securing 2 or more A* - E passes decreased by 0.3% from 95.1% in 2011 to 94.8% in 2012. This compares to the National average of 91.7%. 24 schools reported 100% of students securing 2+ A*-E grades, which is similar to last year when 25 schools reported the 100% figure.
- Broadly similar numbers of schools reported rises (37 schools) and falls (31 schools) in the 2+ A*-E pass rate.
- The Average Point Score (APS) per student fell from 798.0 to 781.4, with 49 schools reporting a decrease, as opposed to 41 schools reporting a rise. The National average for this indicator was 717.7.
- The APS per entry decreased from 214.3 to 212.8, compared to the National average of 211.8. The Kent attainment equates to an average grade C (C=210 points, B =240 points). Broadly similar numbers of schools reported rises (37 schools) as falls (53 schools) on this measure.

Priority for Action

- Promote the raising of standards in sixth forms through the development and extension of successful KS4 strategies, and improved GCSE results with English and maths,
- Improve teaching and learning, student progress tracking and intervention and strengthen sixth form leadership.
- Liaise with the 14-24 unit over the quality of provision offered by different school sixth forms in order to support their work in ensuring a suitable range of post 16 options are made available to young people in Kent.



Vulnerable Groups – Additional Overview

- Although there have been major overall improvements in achievement in the past 20 years, there are still major differences in outcomes between disadvantaged children and young people and their peers. Indeed, despite a range of initiatives specifically intended to address this issue over recent years, there has been limited progress in narrowing the attainment gap. For example, between 2007 and 2012 the gap between the percentage of pupils eligible for FSM and others:
- In 2012 the FSM gap in Kent has closed by the following in EYFS, KS2 and KS4:
 - Achieving a good level of development in the EYFS profile reduced from 22.7% to 20.2%
 - Achieving level 4 or above in both English and Maths reduced from 30.8% to 22.8%
 - Achieving 5+ A*-C GCSE including English and Maths reduced from 33% to 32.9%
- Outcomes for FSM pupils vary greatly between schools, the variation in the percentage of FSM pupils achieving 5+ A*-C GCSE inc English and Maths in 2012 is from 0% to 100% due to small numbers of FSM pupils in grammar schools.
- The percentage of FSM pupils is 15.6% in nursery/primary schools and 10.6% in Secondary. White British pupils form by far the largest ethnic group (83.5% in primary schools, 84.9% in secondary), and therefore the group to which overall FSM data mainly applies.
- Performance tables data on the percentage of FSM pupils making the expected level of progress between key stages show that many more pupils make the expected progress in English and Maths between key stage 1 and 2 (80.8% and 75.6% respectively) than between key stages 2 and 4 (45% and 46%); that the gap between FSM and non FSM pupils making the expected progress in English and Maths is much smaller between KS1 and KS2 (7.5% and 11.1%) than between KS2 and KS4 (26% and 27%); and that a greater proportion of primary (40.6% and 35.1%) than secondary schools (22.7% and 21.8%) have a proportion of FSM pupils making expected progress than exceeds the national rates for non FSM pupils in English and Maths respectively.
- The proportion of primary schools that have 100% of FSM pupils making the expected progress in English and Maths is 35.1% and 30.9% respectively, The proportion of secondary schools is smaller, 15.1% and 16.0% - many of which are selective. (KS2 relates to 2011 data as FSM progress data has not yet been released for 2012.)

There are 26 secondary and special schools in which the proportion of FSM pupils making the expected progress in maths exceeds the national rate for non FSM pupils. Of these 26 schools the highest year 11 FSM eligibility percentage is 15.9% (High school). Of the same 26 schools the highest year 11 EAL percentage is 18.6% (Grammar school).

By: Mike Whiting Cabinet Member for Education, Learning & Skills
 Patrick Leeson Corporate Director, Education, Learning & Skills

To: Education Cabinet Committee – 21 November 2012

Subject: Education Learning and Skills Directorate 1/2 Yearly Financial Monitoring 2012/13

Classification: Unrestricted

Summary:

Members of the Cabinet Committee are asked to note the first quarter's full budget monitoring report for 2012/13 was reported to Cabinet on 17 September 2012. Members of the Cabinet Committee are also asked to note the subsequent update to this position which was reported in the monitoring exception report to Cabinet on 15 October 2012.

FOR INFORMATION

1. Introduction

1.1 This is a regular report to this Committee on the forecast outturn for Education, Learning & Skills Directorate.

2. Background

2.1 A detailed quarterly monitoring report is presented to Cabinet, usually in September, December and March and a draft final outturn report in either June or July. These reports outline the full financial position for each portfolio and will be reported to Cabinet Committees after they have been considered by Cabinet. In the intervening months an exception report is made to Cabinet outlining any significant variations from the quarterly report. The first quarter's monitoring report for 2012/13 was reported to Cabinet Committees in September. An update to this position was reported in the monitoring exception report to Cabinet on 15 October. The relevant extracts from this exception report are included in the revenue and capital sections below.

3. Education, Learning & Skills Directorate 2012/13 Financial Forecast - Revenue

3.1 **Table 1** shows the movements reported in the exception report following the quarter 1 report provided to Cabinet Committees in September.

Portfolio	Forecast Variance £000s	Movement from Qtr 1 report (before management action) £000s
Education, Learning & Skills	-0.162	-0.487
Directorate Total	-0.162	-0.487

The main reasons for this movement are detailed below:

3.2 Education, Learning & Skills Portfolio:

The position for this portfolio has moved by -£0.487m since the last report from a pressure of +£0.325m to an underspend of -£0.162m, excluding schools. This is mainly due to:

- a) -£0.200m ELS Strategic Management & Directorate Support – a reduction in the position from a pressure of +£0.037m to an underspend of -£0.163m. This is mainly due to a forecast underspend of -£0.222m on the Participation by Rights budget within the Advocacy and Entitlement Unit. This budget will not be spent in 2012-13 and will, in part, offset the pressure on the Attendance and Behaviour Service due to an unachievable contract saving reported last month. There are other minor variances all below £0.100m in value.
- b) -£0.209m Individual Learner Support – the forecast underspend on this budget line is due to early years training previously supported by the Early Years Inclusion and Equalities budget being provided elsewhere in the directorate, within existing resources.

4. Education, Learning & Skills Directorate 2012/13 Financial Forecast - Capital

4.1 There is no reported variance and no movement in forecast for the portfolio.

5. Recommendations

5.1 Members of the Education Cabinet Committee are asked to note the revenue and capital forecast variances from budget for 2012/13 for the Education, Learning & Skills Portfolio based on the first quarter's full monitoring to Cabinet and the subsequent exception report.

Background Documents

Cabinet report: Revenue & Capital Budget Monitoring Exception Report 2012-13 - 15 October

Lead Officer Contact Details:

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To:	Mike Whiting - Cabinet Member for Education, Learning & Skills Patrick Leeson – Corporate Director for Education, Learning & Skills Andy Wood – Corporate Director of Finance & Procurement
By:	Education, Learning & Skills Cabinet Committee – 21 November 2012
Subject:	Consultation on 2013/14 Revenue Budget
Classification	Unrestricted

Summary: This report provides Members with feedback on the recent consultation on 2013/14 budget, and in particular how it relates to ELS portfolio. The timing of this committee means we have not been able to fully analyse all the responses in time for this meeting. A full analysis of responses will be presented to Cabinet in December.

1. Introduction

1.1 Consultation on proposals for the 2013/14 revenue budget was launched on 6th September. This launch was much earlier than in previous years, allowing more time for respondents to make submissions and more time to consider responses. The consultation closed on 1st November.

1.2 The consultation included a variety of engagement approaches including:

- Media launch
- Easy to read consultation document (available in printed and on line versions)
- Tick-box questionnaire with the option of submitting a more detailed response
- 2 all day workshops with a cross section of Kent residents organised by independent market research firm Ipsos MORI
- Specific briefings and workshop sessions with a range of other stakeholders including business representatives, voluntary sector, youth county council and trade unions
- Engagement with representative member panels from Cabinet Committees
- Presentations by County Councillors to locality/local boards
- Briefing sessions for staff including Challenger group

1.3 This comprehensive consultation and communication strategy has been endorsed by Cabinet members with the aim of striking the right balance between in-depth engagement with a representative sample of Kent residents as well as wider engagement. We have devoted the majority of expense in engaging Ipsos MORI. Previous experience has demonstrated the additional benefit of independent market research rather than in-house. Ipsos MORI have given assurances that deliberative events with a small sample of residents can provide reliable and robust findings that are indicative of the larger population. The sessions included a cross section of the community and Ipsos MORI recommend that face to

face engagement produces much higher quality research results than other forms of engagement.

1.4 In addition to the formal consultation process, Unison circulated a survey to KCC staff and others attending the County Council on 25th October. The results of this survey will be identified separately from the main consultation.

2. Consultation Proposals

2.1 The consultation identified that we are estimating an overall reduction in funding of £67m. These are estimates at this stage for consultation purposes as we have no provisional grant figures from central government or details of how the new funding arrangements will work under Local Government Finance Bill. We also only have an estimate for the Council Tax base, and at this stage districts have not agreed their local schemes for Council tax support to replace Council Tax benefit.

2.2 The funding estimate takes account of the loss of the one-off Council Tax Freeze grant for 2012/13 and the estimated loss of Formula Grant based on Spending Review 2010 planned totals. It also takes account of forecast changes in Dedicated Schools Grant due to additional pupils and conversion of academies.

2.3 The funding estimate includes the forecast impact of increased Council Tax base due to growing population and reduced collection rates due to transfer of responsibility for Council Tax benefit. The funding estimate includes a freeze in the County Council element of Council Tax without any additional Government support (at the time of the launch the Council Tax freeze grant now on offer had not been announced).

2.4 The funding estimates will need to be updated when we get provisional grant settlements, more details of the new funding arrangements following Royal Assent of the Local Government Finance Bill and better estimates of Council Tax base and collection rates. Members should be aware that these were our best estimates based upon available information for consultation purposes.

2.5 The consultation also identified estimated additional spending demands of £32m. The majority of these (£19m) are unavoidable due to inflationary, legislative and demand led pressures. As with funding, these estimates are based on the best available information for consultation purposes and will need to be refined prior to the budget being finalised. It is essential that the final budget is set according to the most up to date information. The remaining £13m of estimated additional spending would not be unavoidable and is subject to local policy choices e.g. impact of funding new capital spending.

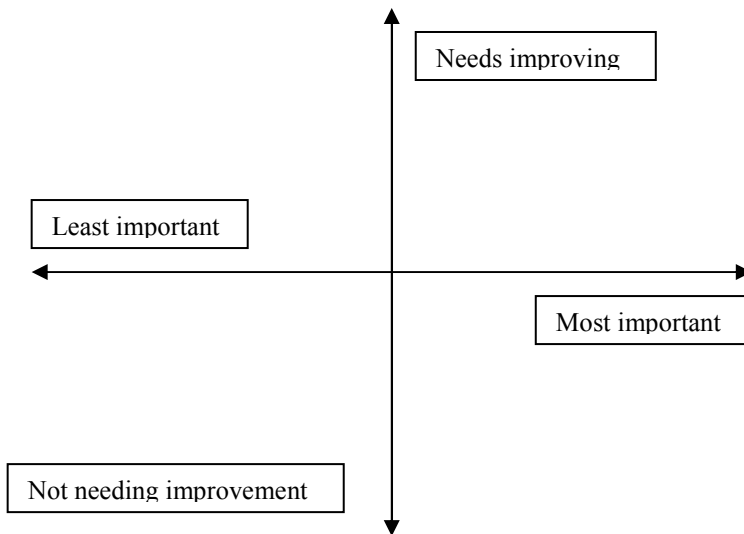
2.6 In order to balance the estimated funding reductions (excluding DSG) and additional spending demands the consultation outlined £60m of possible savings, income and service transformations. £13m of this £60m will arise from the full year impact of actions being taken during 2012/13 or from decisions which have already been taken. The consultation did not seek views on this £13m. The consultation focussed on £44m arising from key new proposals which would be implemented in 2013/14.

2.7 Appendix 1 sets out the main additional spending demands and savings proposals for the ELS portfolio.

3. Feedback from MORI Workshops

3.1 Ipsos MORI organised workshops with Kent residents on Saturday 29th and 6th October. The first workshop covered East Kent and was held in Canterbury, the second workshop, for West Kent, was held in Tonbridge. Both had between 30 to 40 attendees recruited from a variety of backgrounds and age ranges. This number is consistent with similar workshops organised in previous years.

3.2 The sessions ran from 10am until 4.30pm. In the first session participants had the opportunity to identify what they like and don't like about living in Kent. This was discussed in 4 smaller groups and each group was asked to map a range of KCC services against a scale of importance and scale of scope for improvement as below.



3.3 The remainder of the morning session gave participants an insight into other MORI research into opinions on public spending and a presentation on the issues facing KCC next year and the proposals in the budget consultation.

3.4 In the afternoon MORI explored in more depth with the 4 groups whether KCC should address the budget gap through savings or council tax increases (including other ways the council could raise council tax). MORI also explored with the groups examples of KCC services and whether savings should be determined by the County Council, by local communities, or by individuals taking greater responsibility.

3.5 We have not received the report from Ipsos MORI in time for this committee meeting. The full report will be presented to Cabinet in December.

4. Feedback from On-Line Questionnaire and Budget Consultation Document

4.1 Confirmation will be provided on 9th November of the total number of responses to the consultation have been received. These are either from the questionnaire available on-line/included in the consultation document or e-mails to the dedicated address. This is the first year we have produced a plain English document, in addition to putting more resources into raising awareness of the budget consultation.

4.2 The response rate is considerably higher than in previous years but the number of respondents does mean that the results, although indicative of those who responded, may not be as robust as we would expect, or represent the views of the population at large.

Therefore, we are suggesting that more emphasis should be placed on the qualitative exercise undertaken by Ipsos MORI than the general responses, although both provide an insight into the opinions of Kent residents.

4.3 The consultation only closed on 1st November and therefore we have not had sufficient time to undertake a full analysis for this committee. A full analysis will be presented to cabinet in December.

5. Feedback from Specific Focus Groups

5.1 We have had held consultation sessions with the KEB Business Advisory Board, representatives from the Voluntary and Community Sector, and Kent Youth County Council. At each of these sessions a brief presentation was given setting the background to the 2013/14 budget and outlining the proposals in the consultation. Participants were asked for comment on issues and in particular the approach to transformation, whether local communities could take more responsibility and whether Council tax should be frozen.

5.2 Analysis from these sessions will be presented to Cabinet in December together with the MORI report and individual consultation responses.

6. Informal Member Groups

6.1 The Cabinet Committee agreed to establish an Informal Member Group (IMG) to consider budget issues. The group met on 12 October 2012 and 8 November 2012.

6.2 The group considered all aspects of the ELS portfolio at its first meeting. At the second meeting the following areas were discussed in more detail:

- SLA with School Personnel Service
- Edukent and scope for price increases for Edukent services within ELS
- Impact of the new policies on Home-to-School Transport and on the 'Freedom Pass'
- The funding for Home Education Children Service
- Restructure savings
- potential for savings from the DSG

6.3 The IMG recommended the budget as it is presented, but proposed a more detailed look at the longer term consequences of mainstream transport policy changes and also felt the same should be done for SEN transport in respect of the savings proposed in the current budget. The IMG also felt that the Education, Learning & Skills Cabinet Committee should have a monitoring role in respect of income generation whether that was from Edukent related services or more widely. Overall the IMG felt that the budget position is very difficult, and should additional savings be required would not want to see any reductions in styling unless a genuine case can be made in respect of a revised level of service.

7. Next Steps

7.1 A full report on the consultation will be presented to Cabinet on 3rd December. Cabinet will be asked to consider all issues that arose during the consultation, and to make a formal response. This will include issues discussed and agreed at this Cabinet Committee. Cabinet will agree any necessary changes to the budget proposals and if necessary issue a revised draft budget.

7.2 The revised draft budget will include an update of all the estimated additional spending demands and savings / income / transformations. The update will also include the provisional grant settlement and updated Council Tax base. This could mean that the

revised draft will not be published immediately after Cabinet on 3rd December depending on when information is available.

7.3 Cabinet Committees will have a further opportunity to review the revised final draft budget in the January round of meetings prior to it going to County Council on 14th February for final approval (including setting the Council Tax for 2013/14).

8. Recommendations

8.1 Members are asked to:

(a) NOTE the budget consultation process and that full analysis of responses will be presented to Cabinet in December.

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EDUCATION, LEARNING & SKILLS PORTFOLIO

ADDITIONAL SPENDING DEMANDS 2013/14

	£M
Prices	0.2
Savings from 2013/14	
Transport Policy Changes	-1.1
Workforce Professional Development	-0.4
FTE of Restructure	-3.6
Service Reforms	<u>-1.0</u>
	<u>-5.9</u>

EDUCATION, LEARNING & SKILLS PORTFOLIO

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	<u>-5.9</u>

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By:	Mike Whiting, Cabinet Member for Education, Learning & Skills Patrick Leeson, Corporate Director for Education, Learning & Skills
To:	Education Cabinet Committee – 21 November 2012
Subject	ELS Bold Steps Business Plan Mid - Year Monitoring 2012-13 and ELS Bold Steps Business Planning 2013-14
Classification:	Unrestricted

Summary:	<p>The purpose of this report is to:</p> <ul style="list-style-type: none"> (i) provide Members with an update on progress at the mid-term point of the 2012/13 Business Plans for services within Education, Learning and Skills (ELS) Directorate; (ii) provide an updated Education Bold Steps document which details the headline business planning priorities for the ELS Directorate for 2013/14. Members are invited to consider the proposed priorities and targets in order to influence the development of the draft 2013/14 Business Plans that will be used by ELS Service Heads to prepare their substantive Business Plans for your consideration at the January 2013 meeting.
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1. Introduction

1.1 Effective business planning is a pre-requisite for any organisation to ensure a clear focus on delivering agreed organisational priorities. Education Cabinet Committee plays an important role in shaping and influencing business plans, before they are formally approved by Cabinet in March 2013.

2 Education Bold Steps Business Plan – Mid Term Monitoring 2012/13

2.1 Education Cabinet Committee is asked to review ELS service areas progress against Education Bold Steps (considered by this Committee on 9 May 2012). The Bold Steps report set out Kent County Council's (KCC), Education, Learning and Skills (ELS) vision, priorities and improvement targets to 2015.

2.2 There are seven strategic services in ELS: Standards and School Improvement; Skills and Employability; Inclusion (formerly Advocacy and Entitlement); Fair Access; Educational Psychology; Provision Planning and Operations and Special Educational Needs and Placement. Each service areas priorities, achievements and issues are detailed in Appendix 1 of this report.

3. Education Bold Steps Business Planning 2013/14

3.1 KCC's current Budget Consultation and Bold Steps report to County Council in October 2012 provide a helpful, light touch framework for discussions on how ELS can contribute to the delivery of Bold Steps for Kent.

3.2 We are in the process of updating Education Bold Steps Vision and Priorities for Improvement document. This refreshed set of priorities and targets to promote and champion education excellence and support the drive towards ensuring that Kent becomes one of the best places in the country to be educated, builds upon the significant progress that has been made since the document was published. This progress is reflected in the key achievements detailed in the ELS service area mid-year monitoring sheets (see Appendix 1).

3.3 As a result of this progress and to ensure appropriate stretch and challenge, Education Bold Steps priorities and targets have been reviewed and revised, in light of progress to date. Education Cabinet Committee will be invited to consider the updated Education Bold Steps priorities and targets document as a way forward, to enable ELS service heads to prepare SMART priorities in their detailed draft business plans for 2013/14. These plans will be considered at the January 2013 meeting of this Committee.

4. Recommendations

4.1 Education Cabinet Committee is invited to:

- (i) note the progress being made in delivering Education Bold Steps from the Mid-term monitoring sheets of the 2012/13 ELS business plans, attached as Appendix 1.

5. Contact details

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Background report

Bold Steps for Education:
<https://shareweb.kent.gov.uk/Documents/jobs/els-bold-steps.pdf>

Appendix 1

Education, Learning and Skills Directorate
Business Plan Mid-Year Reporting 2012/13

Service Area: Special Educational Needs and Placement

Priority:	Progress
1 Provide schools with feedback about their intervention strategies following a referral for statutory assessment.	Amber
2 By 2015, 95% of SEN statutory assessments will be completed within timescales.	Amber
3 Ensure the needs of more Kent children are met in their locality.	Amber
4 Pupils with statements of SEN will be making good progress.	Green
5 Appropriate controls are in place to enable effective budgeting and monitoring.	Amber
6 Reduction in the expenditure on SEN transport.	Amber

Key Achievements:

- More schools are using Specialist Teaching Service Early Support before assessment; 65% increase in open cases (1070 compared to 712 at Sept 2011). Statutory assessment referrals are 7% lower than 2011 (from 95 to 88 in August/September 2012).
- Currently 85.4% of SEN statutory assessments have been completed within timescales; an increase from 70.0% as at August 2012.
- We have improved Annual Reviews to record progress and attainment levels. KS1 to KS2 outcomes data evidences SEN pupils making 2 levels of progress.
- As part of a transport demand management approach, we have commenced procurement to identify a partner to engage parents in more cost effective travel e.g. personal budgets and independent travel training. We are on target to compare tenders by mid November with appointment from January, and complete engagement by March 2013.
- The local authority' participation in SE7 Pathfinder is piloting proposed statutory changes to the SEN framework anticipated from Sept 2014, through the passage of a Children & Families Bill.

Issues:

- Completion of Statutory Assessments performance is below 2015 target (95%). Quality assurance to analyse delay and take remedial action will be completed by March 2013.
- Pressure on special school capacity continues to result in non maintained sector placements. Currently there are 364 out county special school placements. The target of 3% reduction has not been achieved. Actual performance represents an increase of 19% on the April 2012 position. 114 additional places in KCC schools are being commissioned for 2013 (76 x YR-Y11 and 38 x Y12+).

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Education, Learning and Skills Directorate
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Priority:	Progress
1 Increase positive learner progressions through the delivery of an appropriate curriculum.	Green
2 Achieve full participation for 18 year olds by 2015 with a focus on employability skills to ensure that 18 year olds move to higher levels of attainment and employment.	Amber
3 Ensure that all learners are engaged and maximising potential by giving targeted support, that is cost effective and quality, to participate and progress.	Green

Key Achievements:

- A draft 14-24 Learning, Skills and Employment Strategy has been published and is out for consultation with employers and other key partners. The final agreed strategy will be published in January 2013.
- Apprenticeships are increasingly becoming the skill option of choice for young people and employers, reflected in a 24% increase in Apprenticeship starts in Kent over the 12 months August 2011 – July 2012. Kent outperformed all other Local Authorities in the South East.
 - 16-18 year olds 2715 Apprenticeship starts (16% increase)
 - 18-25 year olds 3355 Apprenticeship starts (13% increase)
 - 25 year olds plus 4741 Apprenticeship starts (39% increase)

Issues:

- It will become increasingly important to maintain progression pathways at 16 when there is some uncertainty about FE providers delivering provision. KCC is now re-aligning some elements of the service work programme to address this development. In particular the difficulties faced by K College provide a threat to Raising Participation.
- The development of employability skills poses the challenge of changing how institutions view the outcomes for young people. To support the attainment of young people is not enough. The broader skills of employability need to be developed. This will require the development of new approaches, both pre 16 and post 16. This work is commencing in Term 1 with Key Training piloting work in 6 schools, with a further 12 to begin in Term 2.

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Education, Learning and Skills Directorate
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Service Area: Educational Psychology

Priority:	Progress
1 Provision of Statutory Action psychological advice within expected timescales and support for the SEN Assessment decision making process.	Green
2 Provide a high quality core offer of service delivery to vulnerable children and young people through agreed LA processes.	Green
3 Prevention / early intervention to address children and young people's needs through the development and delivery of traded services.	Green
4 Timely and effective support for critical incidents.	Green
5 Development and delivery of specific psychological skills which can be deployed as part of enhanced/traded services.	Green

Key Achievements:

- The service has completed 99% of Statutory Action Assessment Advice to the local authority on the needs of children and young people within agreed timescales (440 from April – September 2012).
- The service is successfully developing its commissioned / trading element of service delivery, with 222 schools having agreed an SLA with the service since April 2012 (amounting to £524k).

Issue:

- To secure the recruitment and supply of appropriately qualified staff, the service is investing in trainee Educational Psychologists in addition to establishing a pool of locum EPs, who will be available through Kent Top Temps.

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Priority:	Progress
1 School Choice and access – develop and maintain a Commissioning Plan for Education Provision 2012-17.	Green
2 Improve the safety and management of the Road Crossing Patrol Service.	Green
3 Outdoor Education – to improve IAG support for school staff through CPD, for learning opportunities outside the classroom and ensure that young people are safeguarded appropriately when undertaking outdoor activities and trips.	Green
4 Long term Spatial Planning – provide direction to KCC and District colleagues regarding future education infrastructure needed to support growth.	Amber
5 Secure Developer Contributions for Essential Infrastructure, specifically demand for additional pupil provision.	Amber

Key Achievements:

- A Commissioning Plan for Education Provision 2012-17 has been published and the short-term need for places in mainstream schools has been detailed and addressed. 1008 extra Year R places were delivered in 39 schools for September 2012.
- A new medium term forecasting system has been developed with the University of Leeds and is being trialled. This fits with KCC's corporate approach to forecasting.

Issues:

- The Service is working with KCC colleagues to ensure that District Councils set their Community Infrastructure Levy at a level appropriate to meet future education and infrastructure requirements.
- The current economic circumstances are leading District Councils and Developers to carefully consider the viability of housing sites and seek to drive down infrastructure costs. KCC is clearly articulating the need for appropriate Developer contributions to deliver future school provision.

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Priority:	Progress
1 Improve young people's attendance by reducing persistent absence to 1.5% in primary and 5% in secondary by 2015.	Green
2 Reduce the number of permanent exclusions from 252 in 2010/11 to fewer than 50 by 2015.	Green
3 Identification, travelling, placement and monitoring of Children Missing from (suitable) Education.	Green
4 Ensure all children registered as receiving Elective Home Education are offered support.	Green
5 Ensure that all pupils known to the Integrated Youth Offending Service (IYS) meet their full potential.	Green
6 Provide information, advice and support to all requesting parents in appropriate timeframes through the Parent Partnership Service.	Green
7 Provide a range of support options to ensure the best possible outcomes for children and young people from minority ethnic and bilingual backgrounds (including Gypsy Roma Traveller).	Green
8 Through the Specialist Teaching Service and Portage, provide early intervention and a range of support options to ensure the best outcomes for children with SEN/D aged 0-19.	Green
9 During the PRU Review, improve and strengthen the quality of the service offered.	Green

Key Achievements:

- A Kent Virtual School for Gypsy Roma Traveller pupils is nearly established, ahead of schedule, to help deliver better educational outcomes. This development is one of only three national pilots.
- Good progress is being made towards achieving the 2015 target of reducing persistent absence in primary schools (from 3.3% in 2010/11 to 2.6% in 2011/12) and secondary schools (from 7.0% in 2010/11 to 4.9% in 2011/12).

Issue:

- Timescales may need to be changed to outsource the Parent Partnership Service in 2013/14 rather than 2012/13, in order to align with future proposals for the FSC Directorate's Advocacy Services and enable Members to fully consider a wider proposal for a combined outsourced service offering information, advice and guidance for parents.

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Education, Learning and Skills Directorate
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Service Area: Standards and School Improvement

Priority:	Page 175	Progress
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1	KS2 attainment to improve to at least 80% of pupils attaining L4 in English and Maths by 2015	Green
2	KS4 attainment to improve to at least 70% of pupils attaining 5 good GCSEs inc. English & Maths	Green
3	90% of secondary and 95% of primary schools to be performing above the floor standards by 2015	Green
4	Achievement gaps at KS2 and 4 will be less than the Narrowing Achievement gap figures and vulnerable pupils will be achieving better progress than similar groups nationally	Amber
5	No KCC schools to be in an OFSTED category	Red
6	All Special Schools and at least 85% of primary and secondary schools will be judged as good or outstanding	Amber
7	In nearly all schools teaching will be consistently good	Amber
8	No LACs will be excluded, less than 10% will be persistently absent and their attainment will be in line with targets in the Kent Pledge	Amber
9	Reduce number of pupils requiring a Statement of SEN; 95% of SEN statutory assessments will be completed within statutory timescales and pupils with Statements will achieve above national average outcomes	Amber

Key Achievements:

- Kent Challenge contributed to an increase in Key Stage 2 attainment of 6% (72% in 2011 to 78% in 2012). The gap between our top statistical neighbour at KS2 and Kent has now reduced from 7% in 2011 to 3% in 2012. Key Stage 4 attainment has improved to 61% in 2012. This is a 3% improvement on 2011 and only 1% behind the target.
- 91.4% of maintained primary schools in Kent are above the floor standard. This is well on the way to the target of 95% in 2015. 83% of all Kent secondary schools are achieving above the floor standard in 2012 against a target of 90% in 2015. There are currently 23 primary schools below the 60% floor standard and 17 secondary schools below the 40% floor standard.

Issue(s):

- Progress will need to be accelerated if we are to achieve the Bold Steps target for more schools to be judged good or outstanding by 2015 (at least 85% of primary and secondary schools and 100% of special schools being judged as good or outstanding). Currently the position is: primary schools – 57.2%; secondary schools – 70.7%; special schools – 75%.
- Progress needs to be accelerated in respect of the number of Kent schools in an OFSTED category if we are to achieve the Bold Steps target of no schools in category by 2015. Currently we have: primary - 17; secondary - 3 and special schools - 1 in an OFSTED category. (IMPORTANT NOTE: The Secretary of State is now expecting, through the DfE brokers, that all schools who go into an Ofsted category from now on will become sponsored academies. Therefore schools that do go into category will be an academy within 12 months0.
- Priority 4 achievement gap progress in Key Stage 2:
 - FSM Gaps Kent; 22.8%(narrowed from 25% in 2011)
 - LAC Gaps Kent; 41.7% (widened from 37% in 2011)
 - SEND Gaps Kent; 48.5% (narrowed from 51% in 2011)
 - No national data is available for a comparison
- Currently the percentage of good teaching recorded from Inspection information is: Primary – 60%: Secondary- 70.7%: Special- 83% against the target of nearly all schools teaching to be consistently good.

- Progress on Priority 8 is:
 - 6.64% LAC permanent exclusion (as percentage of all exclusion) in 2011/12 (2010/11 figure - 5.98%)
 - 0.44% LAC permanent exclusion (as a percentage of average number of LAC in year) in 2011/12 (2010/11 figure – 0.48%)
 - Of the 3154 LAC pupils, 279 received a number of fixed term exclusions totalling 711.

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Education, Learning and Skills Directorate
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Service Area: Fair Access

1	Determine statutory admissions arrangements for community and voluntary controlled (VC) schools in Kent and agree the co-ordinated admissions scheme.	Green
2	Monitor the legality of Admission Arrangements for all Kent schools.	Green
3	Redesign service to ensure the changing responsibilities resulting from the new Admissions Code are able to be accommodated in business practice.	Green
4	Develop an In Year Fair Access Protocol for Kent securing agreement from the majority of schools.	Green
5	Take a robust stance to the changes to transport policy and effectively manage the negative impact this will have on the LA.	Amber

Key Achievements:

- The Local Authority is on track to agree and deliver a co-ordinated admissions scheme with all Kent mainstream schools, effectively communicating with schools about the hand back of certain admissions processes.
- On-line admissions take up is at 90% for Secondary - up 3% on the previous year and 93% for Primary - also up over 3% on the previous year.
- The Home to School Transport Policy changes were delivered on time and expect to return the projected savings.

Issues:

- The Transport Policy changes have resulted in some parental dissatisfaction which is being managed on a localised basis. There is a danger that if Members decide to amend the transport policy to accommodate some localised pressures, this will result in a consistency of approach being demanded across the county which will undoubtedly prevent the projected savings being realised.
- There are pressures in certain year groups, in certain parts of the county, for In Year Admissions which we are seeking to address with ELS colleagues in Provision Planning.

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Education, Learning and Skills Directorate
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Service Area: Special Educational Needs and Placement

Priority:	Progress
1 Provide schools with feedback about their intervention strategies following a referral for statutory assessment.	Amber
2 By 2015, 95% of SEN statutory assessments will be completed within timescales.	Amber
3 Ensure the needs of more Kent children are met in their locality.	Amber
4 Pupils with statements of SEN will be making good progress.	Green
5 Appropriate controls are in place to enable effective budgeting and monitoring.	Amber
6 Reduction in the expenditure on SEN transport.	Amber
<p>Key Achievements:</p> <ul style="list-style-type: none"> • More schools are using Specialist Teaching Service Early Support before assessment; 65% increase in open cases (1070 compared to 712 at Sept 2011). Statutory assessment referrals are 7% lower than 2011 (from 95 to 88 in August/September 2012). • Currently 85.4% of SEN statutory assessments have been completed within timescales; an increase from 70.0% as at August 2012. • We have improved Annual Reviews to record progress and attainment levels. KS1 to KS2 outcomes data evidences SEN pupils making 2 levels of progress. • As part of a transport demand management approach, we have commenced procurement to identify a partner to engage parents in more cost effective travel e.g. personal budgets and independent travel training. We are on target to compare tenders by mid November with appointment from January, and complete engagement by March 2013. • The local authority' participation in SE7 Pathfinder is piloting proposed statutory changes to the SEN framework anticipated from Sept 2014, through the passage of a Children & Families Bill. <p>Issues:</p> <ul style="list-style-type: none"> • Completion of Statutory Assessments performance is below 2015 target (95%). Quality assurance to analyse delay and take remedial action will be completed by March 2013. • Pressure on special school capacity continues to result in non maintained sector placements. Currently there are 364 out county special school placements. The target of 3% reduction has not been achieved. Actual performance represents an increase of 19% on the April 2012 position. 114 additional places in KCC schools are being commissioned for 2013 (76 x YR-Y11 and 38 x Y12+). 	

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Education, Learning and Skills Directorate
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Service Area: Skills and Employability

Priority:	Progress
1 Increase positive learner progressions through the delivery of an appropriate curriculum.	Green
2 Achieve full participation for 18 year olds by 2015 with a focus on employability skills to ensure that 18 year olds move to higher levels of attainment and employment.	Amber
3 Ensure that all learners are engaged and maximising potential by giving targeted support, that is cost effective and quality, to participate and progress.	Green
<p>Key Achievements:</p> <ul style="list-style-type: none"> • A draft 14-24 Learning, Skills and Employment Strategy has been published and is out for consultation with employers and other key partners. The final agreed strategy will be published in January 2013. • Apprenticeships are increasingly becoming the skill option of choice for young people and employers, reflected in a 24% increase in Apprenticeship starts in Kent over the 12 months August 2011 – July 2012. Kent outperformed all other Local Authorities in the South East. <ul style="list-style-type: none"> ➤ 16-18 year olds 2715 Apprenticeship starts (16% increase) ➤ 18-25 year olds 3355 Apprenticeship starts (13% increase) ➤ 25 year olds plus 4741 Apprenticeship starts (39% increase) <p>Issues:</p> <ul style="list-style-type: none"> • It will become increasingly important to maintain progression pathways at 16 when there is some uncertainty about FE providers delivering provision. KCC is now re-aligning some elements of the service work programme to address this development. In particular the difficulties faced by K College provide a threat to Raising Participation. • The development of employability skills poses the challenge of changing how institutions view the outcomes for young people. To support the attainment of young people is not enough. The broader skills of employability need to be developed. This will require the development of new approaches, both pre 16 and post 16. This work is commencing in Term 1 with Key Training piloting work in 6 schools, with a further 12 to begin in Term 2. 	

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Education, Learning and Skills Directorate
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Service Area: Educational Psychology

Priority:	Progress
1 Provision of Statutory Action psychological advice within expected timescales and support for the SEN Assessment decision making process.	Green
2 Provide a high quality core offer of service delivery to vulnerable children and young people through agreed LA processes.	Green
3 Prevention / early intervention to address children and young people's needs through the development and delivery of traded services.	Green
4 Timely and effective support for critical incidents.	Green
5 Development and delivery of specific psychological skills which can be deployed as part of enhanced/traded services.	Green
<p>Key Achievements:</p> <ul style="list-style-type: none"> • The service has completed 99% of Statutory Action Assessment Advice to the local authority on the needs of children and young people within agreed timescales (440 from April – September 2012). • The service is successfully developing its commissioned / trading element of service delivery, with 222 schools having agreed an SLA with the service since April 2012 (amounting to £524k). <p>Issue:</p> <ul style="list-style-type: none"> • To secure the recruitment and supply of appropriately qualified staff, the service is investing in trainee Educational Psychologists in addition to establishing a pool of locum EPs, who will be available through Kent Top Temps. 	

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Education, Learning and Skills Directorate
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Service Area: Provision Planning and Operations

Priority:	Progress
1 School Choice and access – develop and maintain a Commissioning Plan for Education Provision 2012-17.	Green
2 Improve the safety and management of the Road Crossing Patrol Service.	Green
3 Outdoor Education – to improve IAG support for school staff through CPD, for learning opportunities outside the classroom and ensure that young people are safeguarded appropriately when undertaking outdoor activities and trips.	Green
4 Long term Spatial Planning – provide direction to KCC and District colleagues regarding future education infrastructure needed to support growth.	Amber
5 Secure Developer Contributions for Essential Infrastructure, specifically demand for additional pupil provision.	Amber
<p>Key Achievements:</p> <ul style="list-style-type: none"> A Commissioning Plan for Education Provision 2012-17 has been published and the short-term need for places in mainstream schools has been detailed and addressed. 1008 extra Year R places were delivered in 39 schools for September 2012. A new medium term forecasting system has been developed with the University of Leeds and is being trialled. This fits with KCC's corporate approach to forecasting. <p>Issues:</p> <ul style="list-style-type: none"> The Service is working with KCC colleagues to ensure that District Councils set their Community Infrastructure Levy at a level appropriate to meet future education and infrastructure requirements. The current economic circumstances are leading District Councils and Developers to carefully consider the viability of housing sites and seek to drive down infrastructure costs. KCC is clearly articulating the need for appropriate Developer contributions to deliver future school provision. 	

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Education, Learning and Skills Directorate
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Service Area: Inclusion (formerly Advocacy and Entitlement)

Priority:	Progress
1 Improve young people's attendance by reducing persistent absence to 1.5% in primary and 5% in secondary by 2015.	Green
2 Reduce the number of permanent exclusions from 252 in 2010/11 to fewer than 50 by 2015.	Green
3 Identification, travelling, placement and monitoring of Children Missing from (suitable) Education.	Green
4 Ensure all children registered as receiving Elective Home Education are offered support.	Green
5 Ensure that all pupils known to the Integrated Youth Offending Service (IYS) meet their full potential.	Green
6 Provide information, advice and support to all requesting parents in appropriate timeframes through the Parent Partnership Service.	Green
7 Provide a range of support options to ensure the best possible outcomes for children and young people from minority ethnic and bilingual backgrounds (including Gypsy Roma Traveller).	Green
8 Through the Specialist Teaching Service and Portage, provide early intervention and a range of support options to ensure the best outcomes for children with SEN/D aged 0-19.	Green
9 During the PRU Review, improve and strengthen the quality of the service offered.	Green

Key Achievements:

- A Kent Virtual School for Gypsy Roma Traveller pupils is nearly established, ahead of schedule, to help deliver better educational outcomes. This development is one of only three national pilots.
- Good progress is being made towards achieving the 2015 target of reducing persistent absence in primary schools (from 3.3% in 2010/11 to 2.6% in 2011/12) and secondary schools (from 7.0% in 2010/11 to 4.9% in 2011/12).

Issue:

- Timescales may need to be changed to outsource the Parent Partnership Service in 2013/14 rather than 2012/13, in order to align with future proposals for the FSC Directorate's Advocacy Services and enable Members to fully consider a wider proposal for a combined outsourced service offering information, advice and guidance for parents.

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Education, Learning and Skills Directorate
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Service Area: Standards and School Improvement

Priority:	Progress
1 KS2 attainment to improve to at least 80% of pupils attaining L4 in English and Maths by 2015	Green
2 KS4 attainment to improve to at least 70% of pupils attaining 5 good GCSEs inc. English & Maths	Green
3 90% of secondary and 95% of primary schools to be performing above the floor standards by 2015	Green
4 Achievement gaps at KS2 and 4 will be less than the Narrowing Achievement gap figures and vulnerable pupils will be achieving better progress than similar groups nationally	Amber
5 No KCC schools to be in an OFSTED category	Red
6 All Special Schools and at least 85% of primary and secondary schools will be judged as good or outstanding	Amber
7 In nearly all schools teaching will be consistently good	Amber
8 No LACs will be excluded, less than 10% will be persistently absent and their attainment will be in line with targets in the Kent Pledge	Amber
9 Reduce number of pupils requiring a Statement of SEN; 95% of SEN statutory assessments will be completed within statutory timescales and pupils with Statements will achieve above national average outcomes	Amber

Key Achievements:

- Kent Challenge contributed to an increase in Key Stage 2 attainment of 6% (72% in 2011 to 78% in 2012). The gap between our top statistical neighbour at KS2 and Kent has now reduced from 7% in 2011 to 3% in 2012. Key Stage 4 attainment has improved to 61% in 2012. This is a 3% improvement on 2011 and only 1% behind the target.
- 91.4% of maintained primary schools in Kent are above the floor standard. This is well on the way to the target of 95% in 2015. 83% of all Kent secondary schools are achieving above the floor standard in 2012 against a target of 90% in 2015. There are currently 23 primary schools below the 60% floor standard and 17 secondary schools below the 40% floor standard.

Issue(s):

- Progress will need to be accelerated if we are to achieve the Bold Steps target for more schools to be judged good or outstanding by 2015 (at least 85% of primary and secondary schools and 100% of special schools being judged as good or outstanding). Currently the position is: primary schools – 57.2%; secondary schools – 70.7%; special schools – 75%.
- Progress needs to be accelerated in respect of the number of Kent schools in an OFSTED category if we are to achieve the Bold Steps target of no schools in category by 2015. Currently we have: primary - 17; secondary - 3 and special schools - 1 in an OFSTED category. (IMPORTANT NOTE: The Secretary of State is now expecting, through the DfE brokers, that all schools who go into an Ofsted category from now on will become sponsored academies. Therefore schools that do go into category will be an academy within 12 months0.
- Priority 4 achievement gap progress in Key Stage 2:

- FSM Gaps Kent; 22.8%(narrowed from 25% in 2011)
- LAC Gaps Kent; 41.7% (widened from 37% in 2011)
- SEND Gaps Kent; 48.5% (narrowed from 51% in 2011)
- No national data is available for a comparison
- Currently the percentage of good teaching recorded from Inspection information is: Primary – 60%: Secondary- 70.7%: Special- 83% against the target of nearly all schools teaching to be consistently good.
- Progress on Priority 8 is:
 - 6.64% LAC permanent exclusion (as percentage of all exclusion) in 2011/12 (2010/11 figure - 5.98%)
 - 0.44% LAC permanent exclusion (as a percentage of average number of LAC in year) in 2011/12 (2010/11 figure – 0.48%)
 - Of the 3154 LAC pupils, 279 received a number of fixed term exclusions totalling 711.

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Education, Learning and Skills Directorate
Business Plan Mid-Year Reporting 2012/13

Service Area: Fair Access

Priority:	Progress
1 Determine statutory admissions arrangements for community and voluntary controlled (VC) schools in Kent and agree the co-ordinated admissions scheme.	Green
2 Monitor the legality of Admission Arrangements for all Kent schools.	Green
3 Redesign service to ensure the changing responsibilities resulting from the new Admissions Code are able to be accommodated in business practice.	Green
4 Develop an In Year Fair Access Protocol for Kent securing agreement from the majority of schools.	Green
5 Take a robust stance to the changes to transport policy and effectively manage the negative impact this will have on the LA.	Amber
<p>Key Achievements:</p> <ul style="list-style-type: none"> • The Local Authority is on track to agree and deliver a co-ordinated admissions scheme with all Kent mainstream schools, effectively communicating with schools about the hand back of certain admissions processes. • On-line admissions take up is at 90% for Secondary - up 3% on the previous year and 93% for Primary - also up over 3% on the previous year. • The Home to School Transport Policy changes were delivered on time and expect to return the projected savings. <p>Issues:</p> <ul style="list-style-type: none"> • The Transport Policy changes have resulted in some parental dissatisfaction which is being managed on a localised basis. There is a danger that if Members decide to amend the transport policy to accommodate some localised pressures, this will result in a consistency of approach being demanded across the county which will undoubtedly prevent the projected savings being realised. • There are pressures in certain year groups, in certain parts of the county, for In Year Admissions which we are seeking to address with ELS colleagues in Provision Planning. 	

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By:	Mike Whitng, Cabinet member for Education, Learning and Skills Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee 21 November 2012
Subject	Review of PRUs and Alternative Provision
Classification:	Unrestricted

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Summary:	This is an information report for Members which sets out the process of the review of the PRUs and Alternative Provision, and the progress to date. It identifies the range of options which schools have considered as part of the initial consultation on the Pupil Referral and Alternative Curriculum review and seeks Members' views on the next stages of the consultation to the wider stakeholder group.
Recommendations:	That the Education Cabinet Committee notes the progress to date and supports the next phase of the consultation on the preferred options for each District with a wider stakeholder group, including young people, education, social care and health professionals. The consultation beginning on 3 December 2012 and ending on 21 March 2013.

1. Introduction

1.1 The Review was instigated as part of a strategy to significantly reduce permanent exclusions in Kent, which are high compared to national figures, and to improve the quality of education and outcomes for young people following alternative curriculum provision aged 14-16. Outcomes for these young people have been poor. The initial stages of the Review into PRU/AC provision in Kent were informed by a scoping document which was shared with Headteachers and PRU/AC Managers in March 2012. This set out a number of options for future delivery which are intended to bring about the necessary improvements. The feedback from this first stage of the consultation process informed the options for change outlined in this report. The local responses to the options were discussed at consultation events in each District. A further paper on each District's preferred options was shared with Headteachers on the 26 October 2012.

1.2 Following the DfE report into Alternative Provision and Pupil Referral Units (PRU), guidance was published in July for Local Authorities and schools. This is intended to establish a clearer governance and funding arrangement for alternative providers and ensure that provision for young

people at risk of exclusion and disengaging from school is of the highest quality.

1.4 The two key changes for PRUs are:

- With effect from April 2013, PRUs will have delegated budgets and powers in the same way as schools
- In order to encompass this development, the Management Committees of the PRUs will become, in effect, a governing body. New guidance amends the constitution of the Committee to ensure that it is composed primarily of secondary Headteachers or their representatives in the local area, thus ensuring the PRU responds to local schools' and young people's needs.

1.5 The principal driver to this change is the imperative to ensure that PRUs are providing the highest quality education and opportunity for young people, ensuring that issues of low attainment, literacy and participation 14-19 are addressed. In order to support this drive, the revised Ofsted inspection framework makes schools responsible for ensuring the quality of the alternative provision they use and the destinations of young people post 16.

1.6 Local Authorities remain responsible for providing full time education for young people permanently excluded from school and they will retain the capacity to maintain PRUs (in effect, a commissioned Alternative Provider). However, the majority of places in a PRU are filled by young people who are not permanently excluded from school; they may be on fixed term exclusion; part way through a transfer between mainstream schools or occupying a time out place as part of a strategy to improve their behaviour in their own school ("a positive referral"). Up to now, these places have been funded through the Local Authority (LA) top slicing the Dedicated Schools Grant (DSG).

1.7 In future, the LA will only be able to buy or commission places for young people who have been permanently excluded from school. Any remaining funding will be devolved to schools in order that they may take on the role of commissioning or organising provision themselves; this includes commissioning places at existing PRUs.

2. Financial Implications

2.1 At present financial arrangements for PRUs are very different from other schools as the PRUs use the Authority's central accounting systems. From April 2013 government guidance requires that PRUs have a delegated budget. This would change existing requirements for budgeting, monitoring and reporting, although these changes would only have a minor effect on the PRUs. A delegated budget would also have the consequence that any budget surplus or deficit would be carried forward to the following year rather than treated as part of the overall ELS budget position.

2.2 It is recognised that in some Districts this may impact on the levels of funding available. The new DfE formula will have a significant impact on the development of new provisions and proposed local changes set out in this report. Current information from the Education Funding Authority provides an allocation of £8k per placement for excluded learners plus top up (to be

defined locally). This nationally set figure could have a major impact on the size and shape of provision for placements, depending on top up arrangements and funding for earlier intervention designed to avoid exclusion. The implications of these new funding arrangements will need to be carefully considered as the structural options for each District are developed in more detail. The Local Authority aims to negotiate the details of this new funding formula as part of this consultation in preparation for the delegation and devolution of centrally retained resources and the budgets for existing PRUs. The current DSG allocation for PRU/ AC provision is £11 million.

2.3 During the initial consultation Headteachers were concerned to ensure that the transfer of funding to schools from the LA would be fair, equitable and transparent and that we develop a clear funding model. At present, the basis for devolution of funds is yet to be determined and is part of the next phase of consultation. The DfE suggests that a model constructed around indicators of deprivation such as Free School Meals and IDACI would be the most appropriate basis for funding distribution. There are, however, a number of objections to using deprivation alone, and it will be necessary to consult during the next phase of this review widely with Headteachers and stakeholders before an agreed model is finalised.

3. Bold Steps for Kent

3.1 Within the Bold Steps for Education priorities there is a target to reduce Permanent Exclusions in Kent to 50 or fewer by 2015. It is anticipated that new localised management of provision for disaffected young people at risk of exclusion will support this ambition. The intended outcome of the PRU/ AC review will be to establish high quality provision locally managed by groups of schools working together, to support all young people at risk of disengaging from school.

4. Background and Context to the PRU/AC Review

4.1 Guidance from the Department of Education (DfE) on new statutory duties for Local Authority and powers concerning Alternative Provision was published on 27 July 2012. This guidance covers:

- education arranged by Local Authorities for learners who are excluded, because of illness or other reasons
- education arranged by schools for learners on a fixed term exclusion
- learners being directed by schools to off site provision

4.2 Alternative Provision is defined as: *“education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour”*. (DfE Guidance July 2012).

4.3 In addition to the provision made by the Local Authority, many schools operate their own internal provision or use organisations such as Skillforce,

Challenger Troop and other 3rd Sector providers working outside of the structures of a PRU.

4.4 The key changes to the statutory powers and duties of the Local Authority are:

- a. From September 2012 if a Local Authority thinks a new Pupil Referral Unit needs to be established in their area they must seek proposals from potential providers for the establishment of an Academy, either an Alternative Provision Academy or an Alternative Provision Free School.
- b. The Secretary of State now has the power to direct a Local Authority to close a Pupil Referral Unit which requires special measures or significant improvement, and make an AP Academy order to a Pupil Referral Unit which requires special measures or significant improvement and to establish an Interim Executive Board when required.
- c. The Management Committees of Pupil Referral Units need to have community members outnumbering all of the other members. Community members should be Headteachers or representatives from schools and not LA employees.
- d. Governing Bodies of maintained schools have the power to direct a learner off-site for education in order to improve his or her behaviour. The new regulations require the Governing Body to:
 - ensure that where the learner has a statement, parents/carers are given clear information about the placement: why, when, where and how it will be reviewed
 - keep the placement under review and involve the parents in the review

4.5 This legislation does not apply to academies although they provide academies with an example of good practice. Management Committees of Pupil Referral Units may apply for an academy order in relation to a failing PRU requiring special measure or significant improvement.

4.6 Local Authorities have the power, but not the duty, to arrange educational provision where not already established for pupils aged 16 to 18 in line with the Raising of the Participation Age by 2015. The guidance set out within these new regulations gives a number of clear recommendations when planning and delivering alternative provision, which need to be considered within the next phase of the PRU/AC review

5. Proposed options for change

5.1 Initial consultation began with schools in March in order to establish their preferences for a way forward in each District. Overall there was very positive support for the proposals set out below. However, there is a need to have further discussions with schools and other partners on these options to confirm the details of the delivery model for each District. All options need to consider the impact of the recent changes to the LA duties in relation to PRU/AC provision set out in section 4 of this report

5.2 Officers have taken into account the degree of local support for the overall options outlined below, identified the risk assessments of the options for learners, schools and the Local Authority (LA). This report provides a summary of these discussions within the local and emerging national context. Through the District discussions the following options for PRU/AC provision have come forward these are;

- **Option 1 Full delegation to all schools with no funded PRU provision**

This would mean, in effect, that the entire budget for PRUs /Alternative Provision currently managed by the Local Authority would be devolved to mainstream schools in the District. They would be accountable for making full time provision for all pupils permanently excluded from school as well as pupils on fixed term exclusion or who arrived in the authority from out county. Schools would be able to commission from any providers they chose, but would remain responsible for assuring quality and the educational outcomes for the young people. The possible disadvantages to this option are that unless there is close collaboration and agreement between schools on the services to be commissioned, funding could become dissipated and services for young people might fracture and fail to deliver quality or consistency.

This was the preferred option for **Ashford and Shepway**.

- **Option 2 Minimalistic PRU provision**

Funding would be delegated and/or devolved to the PRU via a formula. If appropriate the devolved element of this funding could be given to a lead school in effect nominating a single school to administer funding and commission services for all the schools in the area but overseeing the management of the PRU. This model may restrict the work of the PRU but would give schools greater flexibility on the early intervention work. In at least one District this option sits alongside a proposal to fund additional KS2 provision and support within the Primary phase. The possible disadvantages to this model are in the amount of additional work that will entail for the Lead School.

This was the preferred option for **Canterbury and Swale**.

- **Option 3 Full delegation to a lead PRU**

Full delegation and devolution of funds to a Lead PRU will mean that the PRU becomes the provider and commissioner of all services. The additional weighting of community members, local Headteachers and school representatives on the PRU Management Committee or governing body would allow opportunity for schools to focus upon the services they want as well as being able to directly assure quality and improve educational outcomes. The disadvantage to this model is that it restricts the flexibility and creativity of schools in addressing their own problems effectively within school.

This is the preferred option for **Dartford, Gravesham, Dover and Thanet, Maidstone and Malling, West Kent Tonbridge, Tunbridge Wells and Sevenoaks**.

6. Key Outcomes from the Initial Consultation to date

6.1 The majority of schools accept the ambitions for improvement for PRU/AC provision and agree that any new provision should:

- develop effective local planning and referral systems
- provide high quality time out and alternative curriculum placements which include provision for English, Maths and Science GCSE qualifications
- develop different delivery models to significantly reduce exclusions and improve outcomes for young people
- provide flexible and responsive provision for young people and robust early intervention and support, including managed moves and effective support for children at KS2
- provide high quality progression pathways for all young people aged 14-19 within the District

6.2 Locally Managed Provision

There was widespread agreement to increased local management of PRU/AC provision, including the delegation or devolution of funding. There is a broad consensus amongst schools that local decision making and commissioning of the provision would:

- reduce permanent exclusions
- contribute to the development of collaborative responsibility across schools
- improve outcomes and progression for learners
- ensure there are local systems in place to assess a young person's needs
- support the development of new local provision better matched to the needs of young people in the area
- provide opportunities for earlier intervention (particularly at KS2) to support young people likely to develop a range of behaviour difficulties

6.3 Governance

The development of new robust governance arrangements was a key point of discussion in all the early consultation meetings and schools welcomed further guidance from the LA. Governance of these new local arrangements needs to be developed in all Districts to oversee In Year Fair Access protocols, processes and/or Inclusion Forums.

The operational systems which would sit under these governance arrangements could include:

- A strategic group of Headteachers and Principals to oversee the planning and commissioning of provision, quality assurance, referral and reintegration systems. This could be the Management Committee or governing body of the PRU which under the new DfE requirements must have significant representation from local schools. There would be separate governance arrangements while schools enter into an SLA with the LA.

- Additionally, in some Districts there were proposals for an operational group or Inclusion Forum, which would involve senior leaders working with the PRU/AC Manager, Headteachers/ Principals and other stakeholders to consider individual cases, plan provision including managed moves and share good practice.

7. Other issues

7.1 KS 2 provision

There is widespread support amongst Headteachers for the establishment of provision and services to address the needs of children in KS2 who are likely to present with emotional, social and behavioural problems as they enter adolescence. At present such provision is limited, and the review provides an opportunity to consider how this need might be met most effectively.

7.2 Student Travel

Some Districts are currently served by an arrangement of PRUs that require students to travel considerable distances in order to attend. This acts as a disincentive to those who are already vulnerable to poor participation. Schools in these Districts are beginning to consider how a review of existing provision might begin to support a more coherent range of local provision which will support greater engagement and improved outcomes for young people.

7.3 Integration with other provision and services including the Health Needs PRUs

The Kent Integrated Adolescent Service (KIASS) is now running pilots in Thanet, Dartford, Asford and Tunbridge Wells. Schools are keen to ensure that any reconfigured or new PRU service sits firmly within a structure of integrated adolescent support that is able to support a continuum of provision and enable the engagement of a range of support agencies.

The Health Needs PRUs are outside the scope of this review. However, it is important to note the contribution they make to the mental and emotional health provision for young people and ensure that they continue to be represented at local inclusion forums.

8. Conclusions

8.1 Young people excluded from school present as some of the most vulnerable in society. They are likely to have poor literacy and numeracy skills, and to be amongst the group that find themselves not in education, employment or training, and likely to be involved in crime and anti-social behaviour. It is essential, therefore, that the Local Authority and schools work together to ensure that the range of Alternative provision including PRUs meets their needs well and improves their educational and wider social development.

8.2 Although schools have responded positively to the early consultation by expressing support for one particular option over another, there is a need for these changes to be discussed further in the next phase of the review to work out the practical details of implementation for 2013.

8.3 The Local Authority appreciates that there will not be a ‘one size fits all’ solution for Kent and that it is preferable to a number of local “best-fit” solutions. It is proposed that there will be continuing dialogue with schools both individually and in Districts, in order to achieve the best local outcomes.

8.4 Any structural changes to the existing PRUs which result in a reduction of staff through redundancy must be funded within the financial envelope which contains PRU provision. Moreover, such changes will take time to implement. Central government anticipates that funding for existing PRUs in 2013/14 will be at no less than 98.5% of the level it was in 2012/13. This allows a degree of leeway in the amount of time available to work with Headteachers and other stakeholders to ensure that changes to provision will meet the needs of young people in Kent and achieve the goal of improved educational and post 16

8.5 The process of reviewing the structure and funding of current provision has begun and it is important that all those stakeholders who are affected have an opportunity to express their views both on existing options, but also on other ideas they may have.

9. Next Steps Timeline

November	Further discussions to take place within the Districts to ensure schools are content with the proposed options for each locality
December	Consultation with PRU/AC staff on the implications for each district
December /January	Consultation with key Stakeholders in the District including young people
March	Member approval on agreed options for change in each district for implementation by September 2013

10. Recommendations

10.1 Members are asked to note the progress to date and to support the recommendation to undertake an extended consultation on the proposed options for change for PRU/AC provision in each District

Background Documents

Kent County Council report to inform the review of Pupil Referral and Alternative curriculum Provision 16 March 2012

Education Committee Pupil Referral Units and Alternative provision in Kent May 2012

Review of AC/PRU Provision: Summary of Proposals and Next Steps 23 October 2012

A Guide for Local Authorities, Headteachers, and Governing Bodies of Schools, pupil Referral Units and other providers of Alternative Education. (Cleared by Ministers 17th July 2012)

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By:	Mike Whiting, Cabinet Member for Education, Learning & Skills Patrick Leeson, Corporate Director for Education, Learning & Skills
To:	Education Cabinet Committee – 21 November 2012
Subject	Recruitment and Retention of Teachers and Headteachers
Classification:	Unrestricted

Summary:	The purpose of this report is to provide an update on the retention and recruitment of Headteachers in Kent
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1. Introduction

1.1 On 15 March 2012, Education, Learning and Skills Policy Overview and Scrutiny Committee discussed a report on the recruitment and retention of Headteachers in Kent. This report provides an update on the progress to date.

1.2 At present there are 55 schools (9%) without Headteachers as at 25 October 2012, however each of these 55 schools has an Acting Headteacher, a Head of School, an Executive Headteacher or a combination of all three. Of these 55 schools:-

- 25 have an Acting Headteacher
- 38 have an Executive Headteacher as part of a permanent
- 21 have a Head of School
- 3 have already appointed a new Headteacher who will start on 1 January 2013
- 4 have final interviews taking place this month

2. Leadership Development

2.1 Leadership development, through the LA Core programme, is now operating a targeted approach. Mindful of the need to recruit and retain both teachers and Headteachers, the LA has now drawn together a comprehensive leadership development programme of teachers from the end of their first year of teaching right through to Executive Headships. Examples of these programmes are outlined below:

- The **Medway / Kent Project** funded by the National College with 50 places for the development of Aspiring Leaders and Aspiring Headteachers. There were 119 applications from secondary, special and primary school based senior leaders; the LA is in discussion with the National College to develop a shortened programme for the best but unsuccessful candidates to maintain the momentum of leadership development across the county.
- Following on from the **Primary Deputy Headteacher Conference** where Deputies were offered an individual career consultation, 55 deputies responded indicating their wish to access this support and these robust professional development conversations will take place at the beginning of term 2.
- Each **Double District is also working on a comprehensive action plan** to support the development of teachers at all levels with targeted support for Newly Qualified teachers (NQTs) to senior leaders in schools. In many cases, Districts are working in Partnership with Teaching Schools, Christ Church Canterbury University (CCCU)

and other agencies to ensure that teachers are able to access high quality Continuing Professional Development for maintained schools and academies.

- The LA funds the **Headteacher Induction Programme** and the evaluation of this year's programme revealed that 79% of Heads thought it had had an outstanding impact on their role with 100% judging it to be good to outstanding. Previously new Headteachers attracted a funding from the National College of £500 per head towards their CPD / Induction, as of April 2012 this funding ceased and is now provided by the LA. The estimated figure for the year's induction with be approximately £8,000 for the year 2012 / 2013. Academy Headteachers are invited to join the programme, however they are charged per day for accessing the Induction programme.
- This academic year will see the start of several new programmes funded by the LA to support Headteachers, they are as follows:
 - **Strategic Headship Programme** aimed at heads in their second to fourth year of Headship. This programme is designed to support the development of strategic / reflective practitioners who are able to lead 21st century schools with high expectations in terms of standards.
 - **Long Headship Programme** – 'Maintaining the Momentum' is designed to support targeted Headteachers and Deputy Headteachers from 30 schools with the aim of moving them from Satisfactory to Good in their Ofsted inspection judgements.
 - **Short Headship Programme** – 'Every Head Counts' where Heads from 24 schools across the LA are given a short 6 week programme where the last two Ofsted inspection judgements have been Satisfactory

3. Headteacher recruitment

3.1 To ensure Kent is a leading edge authority to work for the LA is committed to recruiting and retaining teachers and Headteachers, by providing high quality career development and support through EduKent.

3.2 The Teacher Recruitment and Retention (TR&R) team supports recruitment in schools by supplying the main advertising platform– www.kent-teach.com – schools can buy into via various packages. The service has some 95% of the primary school market and just over 50% of the secondary market. As at 25th October 2012, there were 34 Teaching, 83 Support staff and 12 Leadership jobs on the site [TES has 33 teaching, 0 support and 5 leadership].

3.3 The majority of job searches start on Google and our latest plan for is an on-line advertising campaign to enable Kent schools to attract teachers and leaders from outside the County. The scheme is called "Your Perfect Kent Day" and will be launched on the internet on 1st November 2012. In addition some short films have been commissioned and 3 Kent heads will soon be appearing on Kent-teach extolling the benefits of headship, living and working in Kent.

3.4 The TR&R team works closely with colleagues in SPS and ELS to support schools recruiting new head teachers. We build Microsites, attached to our website, which contain all the information required by potential applicants. Since their introduction they have proved to be highly popular with schools – mainly in the primary sector. Over the past 12 months 211 leadership adverts have been placed on Kent-teach (including repeat adverts).

These have been supported by 70 Microsites. All leadership adverts on Kent-teach are repeated free to the schools in The Guardian's Education Jobs web pages and in the classified listing in the newspaper. Using Kent-teach instead of the TES saves schools significant amounts of money in advertising costs

3.5 Our statistics indicate schools have a better chance of a first time appointment if they use a microsite. Around 50% of secondary schools in Kent use Kent-teach for adverts but only a few have ever used a microsite. Challenge advisors and LA officers could increase this, we believe, by advising governing bodies accordingly.

3.6 Kent has a problem attracting teachers from outside its own boundaries, sometimes called "the Insular Peninsular." Recognising this, we have built a programme to recruit teachers from Ireland where there is a very large surplus of well-qualified teachers. The programme will be based in Thanet and we plan to offer "central KCC contracts" to 20 Irish teachers next year who will take up their places in July.

4. Retention

4.1 The TR&R team has run a wellness programme in schools since 2005. From this we see that head teachers in Kent schools report high levels of life and work satisfaction, feel financially well and have a good understanding of wellness behaviours. We do have concerns in the area of Body Mass Index. Some 67% of albeit a small sample, have a BMI of 25 and above, indicating an increased susceptibility to heart disease and Type 2 diabetes. We are currently preparing a tender for a new wellness programme for schools and will look to continue this work.

4.2 A large number of school staff complete our on-line exit survey but only a few Head teachers. In the 2011/12 academic year just 14 Headteachers responded to requests to complete it. Their major sources of dissatisfaction in their jobs were: excessive hours, poor work/life balance, excessive workload and job stress.; while level of pay, job satisfaction and job security were rated as strengths. These factors are remarkably similar to those reported by teaching and support staff. A far higher number of people in these categories completed the survey (630 in 2011/12) and we have just signed a new 2-year contract with the company that manages the survey for us.

5. Recommendations

Members of the committee are asked to note the actions taken by the team to monitor and improve Headteacher recruitment and retention in Kent.

Background Documents

None

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By:	Mike Whiting, Cabinet Member for Education, Learning and Skills
	Patrick Leeson, Corporate Director for Education, Learning and Skills
To:	Education Cabinet Committee, 21 November 2012
Subject	Proposed enlargement of Harrietsham Church of England Primary School
Classification:	Unrestricted

Summary:	This report seeks the views of the Education Cabinet Committee on whether to progress a proposal to Public Consultation.
Recommendations:	The Education Cabinet Committee is asked to agree to a Public Consultation on the proposal to enlarge Harrietsham CEP School.

1. Introduction

1.1 A planning application has recently been agreed allowing 80 homes to be built in the village of Harrietsham. Work on site has commenced. As part of the planning process, a S106 developer contribution agreement was entered into which provides £350k to enable Harrietsham CEP School to be enlarged to accommodate the pupils arising from the new houses.

1.2 The Local Authority is proposing to enlarge Harrietsham CEP School by 10 places per year, bringing the total capacity of the school to 210 places. We would want to do this as quickly as possible to ensure the places are available as the families move into the houses.

2. Background

2.1 Harrietsham CEP School is a Voluntary Controlled school with a PAN of 20. The school relocated to its current site and into a new build about seven years ago. The school was designed to enable it to enlarge with minimal disruption (addition of two classes) as the central infrastructure (hall etc) is sufficient for a 1FE school.

2.2 A Feasibility study has been completed which demonstrates that two classrooms can be added to the end of the school building.

3. Commissioning Options

3.1 The Section 106 contribution is specific in providing for the enlargement of the village school. The funding cannot be used elsewhere.

3.2 The school was inspected in September 2011. While it was graded satisfactory overall, many aspects of its work were judged as good and outstanding, including the effectiveness of its leadership & management (good). The school has the staff capacity to manage expansion.

4. Proposal

4.1 It is proposed to enlarge Harrietsham CEP School to 1FE taking its PAN from 20 to 30 for the September 2014 intake. The school's class structure will change in future years as the larger cohorts work up through the school.

5. Financial Implications

5.1 Harrietsham CEP School

a. Capital - The enlargement of the school is estimated to be £380k. Additionally the school would receive £6k per classroom (£12k total) for furnishing. £350k will be available via a S106 agreement.

b. Revenue - The school will receive 'Pupil Growth Funding' in line with the arrangements recently agreed by the Schools' Funding Forum. For three years its Early Years and Key Stage One will be funded for 90 pupils as the school will need to operate three classes to comply with infant class size legislation.

c. Human – Harrietsham CEP School will appoint additional teachers as required, as the school size increases and the need arises.

6. Equality Impact Assessment

6.1 An assessment will be completed.

7. Member Opinion

7.1 Harrietsham CEP School falls into the Maidstone Rural East division. Mrs Jenny Whittle is the Local Member, and is a governor of the school. Mrs Whittle has been active in ensuring developer contributions were secured to enable the school to be expanded to serve the needs of the village as it grows. She has been informed of the proposal and is supportive.

8. Area Education Officer Opinion

8.1 The Area Education Officer (Mid Kent) fully supports this proposal. It is the most cost-effective and sustainable solution to increased demand in the locality.

9. The Views of The School

9.1 The Head Teacher and Governing Body have agreed to the proposal.

10. The Views of Canterbury Diocese

10.1 Canterbury Diocese are supportive of the proposal which increases capacity in a Church of England school.

11. Conclusions

11.1 It is important that local provision is available to serve the residents of Harrietsham. This proposal seeks to ensure this is the case.

12. Recommendations

12.1 Members are requested to agree that the Local Authority consults on the significant enlargement of Harrietsham CEP School.

13. Background Documents

Bold Steps for Kent and Policy Framework
Commissioning Plan for Education – Kent

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