

EDUCATION CABINET COMMITTEE

Tuesday, 10th July, 2012

10.00 am

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





AGENDA

EDUCATION CABINET COMMITTEE

Tuesday, 10 July 2012, at 10.00 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 (12)

Conservative (10): Mr R B Burgess, Mr A R Chell, Mrs P T Cole, Mr G Cooke
(Chairman), Mr H J Craske, Mr J M Cubitt, Mr J A Davies,
Mr L B Ridings, MBE, 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 Membership

Members are asked to note that Mr J Davies has replaced Mrs V Dagger on this Cabinet Committee

A3 Substitutes

A4 Declarations of Members' Interest relating to items on today's Agenda

A5 Minutes 9 May 2012 (Pages 1 - 10)

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

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

B1 Permanent and Temporary Classroom Programme 2012-13

Members are asked to note that these decisions were taken between meetings as it could not reasonably be deferred to the next diarised Education Cabinet Committee meeting. The views of the Cabinet Chairman and Group Spokesmen of the Education Cabinet Committee were consulted prior to the decision being made in accordance with the new governance arrangements.

B2 Specialist Teaching Service Devolution (Pages 13 - 42)

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

C1 Commissioning Plan for Education Provision 2012-17 (Pages 43 - 64)

C2 14-24 Education Strategy (to follow)

Consultation will have concluded and the views collated to report back to Members for their views. Decision report scheduled to come back to ECC in November before Mr Whiting takes the decision.

D. Monitoring of Performance

D1 Education Directorate/Portfolio Financial Outturn 2011/12 (Pages 65 - 74)

D2 Education, Learning and Skills Performance Scorecard (Pages 75 - 78)

D3 Business Plan Outturn Monitoring 2011/12 (Pages 79 - 86)

D4 Ofsted Inspection Outcomes (to follow)

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, 3 July 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 Council Chamber, Sessions House, County Hall, Maidstone on Wednesday, 9 May 2012.

PRESENT: Mr G Cooke (Chairman), Mr R B Burgess, Mrs P T Cole, Mr H J Craske, Mrs V J Dagger, Mr L B Ridings, MBE, Mr L Christie, Mr M J Vye, Mr J M Cubitt, Mrs P A V Stockell, Mr R E Brookbank (Substitute for Mr A R Chell) and Mr R J Parry (Substitute for Mr K Smith)

ALSO PRESENT: Mr R J Lees and Mr M J Whiting

IN ATTENDANCE: Mr P Leeson (Corporate Director Education, Learning and Skills Directorate), Mr S Bagshaw (Head of Admissions & Transport) and Mrs C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS

3. Election of Vice Chairman

(Item A3)

Mr Craske proposed, seconded by Mrs Dagger that Mr Ridings be elected as Vice Chairman of this Cabinet Committee.

Carried

4. Minutes of the meeting held on 29 March 2012

(Item A6)

RESOLVED that the Minutes of the meeting held on 29 March are correctly recorded subject to Mrs Dagger being noted as present and that they be signed by the Chairman.

5. Post 16 Transport Policy

(Item B1)

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

(Mr S Bagshaw, Head of Fair Access, was also present for this Item)

1. Mr Leeson introduced the decision report and stated that although there was a need to agree the post 16 Transport Policy a key driver behind the proposals is the Authority's responsibility to ensure full participation in learning and work based training for all post 16 students in a fair and sustainable way to age 18 by 2012. KCC will continue to offer a financial subsidy if this policy is agreed.

2. Mr Bagshaw referred to the tabled documents, the completed "Equality Impact Assessment" and the summary of feedback on the "Public Consultation" and

apologised that the information was not published with the agenda due to the consultation closing on Friday, 4 May.

3. Mr Bagshaw set out the process that was followed to reach the stage of having a policy and criteria. This included a six week consultation designed to target schools, colleges training providers, Kent Youth Council and post 16 learners. The key message from the consultees was that this was welcomed. There were suggestions received including; extending the travel pass to 24 year olds and rail travel although this was not part of the consultation.

4. Mr Whiting advised that the decision had to be taken on 31 May 2012 to meet the annual deadline.

5. Following a short time to read the tabled documents, Members were given the opportunity to make comments and ask questions which included the following:-

- a) In response to a question, Mr Bagshaw advised that this travel pass would allow the students to travel by bus out of school and college hours and on weekends very similar to the benefits of the Freedom Pass.
- b) Mr Bagshaw responded to a question explaining that the current yearly travel pass (cost £490) entitling learners to a single journey at the beginning and end of the schools or college day only. This new travel deal was £520 for the year but gave unlimited travelling by bus throughout the day. The true cost to KCC was £750 per pass. There was the option of further subsidy and lower cost to the learners who meet the family income criteria, if supported by the schools and colleges through their government funded bursary.
- c) It was suggested that clear communication and publicity on the travel pass needed to be produced and circulated to young people as quickly as possible. Mr Bagshaw said that work has been undertaken with the schools and colleges on this and the information that had been circulated to date was clear on the travel pass, but recognised that further communication to young people was needed.
- d) It was also suggested that as young people had commented on the inclusion of rail travel there may be a window of opportunity to speak with the rail companies as new franchises for the railways were due to be sold. Mr Bagshaw agreed that KCC would be in a position to offer support to the school and colleges in buying rail passes
- e) In reply to a question, Mr Bagshaw explained that the schools and colleges already had the facility in place for students to make monthly payments which would be extended to the travel pass. Mr Leeson added that it was important to support the most vulnerable students to stay in learning until they are 18-19 years old and monthly payments would assist with this. The eligibility criteria helped with consistency in how the students request the funds from the schools and colleges.

f) In reply to a question, Mr Bagshaw advised that the total cost of the scheme was £1.1m. (This was £1.55m to be reduced in the year of transition to £1.1m).

g) Mr Whiting gave his assurance that a summary of the details on the travel Pass would be circulated to the Locality Boards.

6. RESOLVED that the Cabinet Member decision to approve the policy on the proposed Post 16 Transport Policy and Eligibility criteria to allow schools and colleges to secure a travel pass which will provide extended access to all students in a fair and sustainable way, be endorsed and signed on 31 May 2012.

6. Verbal Update - Cabinet Member and Corporate Director
(Item D1)

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

1. The Chairman invited Mr Whiting and Mr Leeson to give their verbal updates. Mr Whiting began by congratulating Mr Cooke and Mr Ridings on their appointments as Chairman and Vice Chairman respectively. He then highlighting the following:

- The Draft Plan “Growing Places” was currently being drawn up to look at the provision by district, which he considered would eventually be by Ward so that more detailed information can be gathered on birth rates and housing developments. Members were invited to submit their comments. The Plan would be review bi-annually.
- “Bold Steps for Education” Strategy is being launched charging KS2 Members views were welcome
- He advised that since January 15 schools had improved 15 schools had kept at the same level. There were now 86 academies with 25 further schools of interest.
- The Government has now accepted an application for the proposed new [Tiger Primary Free School](#) in Maidstone with 78 places to open in September 2012.
- Mr Whiting advised that there were a further 5 Free school applications in Kent being considered by the government (1) Dorton House co ed with 100 places, Sevenoaks, (2) Hadlow Free School co ed 180 places, (3) Wye Christian School, Ashford with 600 places, (4) The Wells Free School 154 places, Tunbridge Wells and (5) Sevenoaks Christian School with 790 places.
- The Kent Association of Headteachers had appointed an independent Chairman, Christine Gilbert. Mr Whiting congratulated Mr Nigel Utton for his perseverance in setting this up.

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

- Mr Leeson advised that since January 2012 there had been 40 Ofsted inspections; 23 schools were “good” with a number of stars in that group and the rate of improvement was good; 2 schools were “outstanding” and would lead the way to other schools under the new Framework; 15 schools had

improved, although, 10 remained satisfactory. Letters of congratulations would be sent by Mr Leeson to those schools that had improved.

- Mr Leeson considered that there was significant improvement but there were still 10 schools that remain satisfactory. He agreed to report back regularly to the Committee to monitor progress.
- Members were advised that after the initial flurry of applications to convert to academy status which stands at 85 this had now subsided. There were currently 25 schools applying for academy status many were sponsored schools. [There was an interest in stronger schools sponsoring academy arrangement with weaker Primary schools]
- He was encouraged with schools pursuing other ways to be coterminous, creating partnerships and long term commitments. Schools were sharing best practise and supporting one another.
- The Catholic Arch Diocese Southwark had converted all 33 Catholic schools to academy status.

3. Members were given the opportunity to make comments and ask questions. Points raised included:

- a) In reply to a question Mr Leeson advised that every school in Kent below “floor level” was receiving support from KCC. This support was targeted to improve the teaching and the learning. This was done by in service training and teachers sharing best practise. This was well organised and was carried out in partnership with the schools by the Kent Lead Advisory. Mr Leeson agreed to produce a summary of the work being undertaken.
- b) In reply to a request Mr Leeson agreed to produce a monitoring report to be submitted at each meeting under Section C of the agenda.
- c) In response to a comment, Mr Leeson advised that the Chief Inspector was carrying out a consultation on “satisfactory” to redesignate this to “school requires improvement”. Schools that were “satisfactory” would be regularly inspected, once a term, and if after 3 inspections they had not improved the school would be put into “special measures” which he considered a more robust approach. He considered that it would be possible for a school to improve in one term. Data on the Ofsted inspections would be circulated to Members.
- d) In reply to a question, Mr Leeson advised that a school was not inspected on the level of academic achievement alone, that there were other key ingredients including, making “outstanding” or “good” progress, consistent quality of teaching, and evidence of the good progress of the children. A school with low academic achievement can receive “good” or “outstanding”.
- e) In response to a request Mr Leeson agreed to provide the data on; how many academies were Primary/Secondary and an update on the recruitment of Headteachers/teachers to a future meeting.

4. RESOLVED that the information presented by Mr Whiting and Mr Leeson and the requests and comments made by Members be noted with thanks.

7. Bold Steps for Education

(Item D2)

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

1. The Chairman invited Mr Whiting and Mr Leeson to introduce the report. They highlighted that the report was visionary with many milestones and targets. It success relied heavily on the determination and partnerships of schools.

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

- a) A Member raised a number of issues: (1) He agreed that the aspirations of the document but read the report as electioneering as there was no outline of how the targets within the report were to be achieved or monitored. (2) The issue of "Selection" was not mentioned in the report. He highlighted that less than 2% of those that attend grammar schools were on free school meals was an issue. (3) Kent had the highest number of schools under special measures and the highest number of grammar schools. The report did not mention the 25% cohort chosen at 10 years, (4) The report referred to 5 good GCSEs he enquired what these were, (5) Referring to the final paragraph on page 17 he enquired why there was no part time employment for post 16 year olds and asked what KCC was doing about this, (6) He enquired what the number of apprentices on levels 2, 3 and 4 were; and (7) He requested data on the number of young unemployed in Kent to allow Members a base line to monitor in the future. The outcomes/targets needed to be more specific on outcomes and the question asked whether these resulted in people getting jobs.

In response to (1), Mr Whiting considered that the remark on the report being electioneering to be disingenuous and that it was about better education. He agreed to data being made available for monitoring as this would define success. The Chairman suggested and asked the Democratic Services Officer to set up a meeting with the opposition spokesmen, Vice-Chairman, Cabinet and Deputy Cabinet Member, the Corporate Director of ELS to discuss the monitoring of ELS portfolio.

Mr Leeson advised that there would be a Performance Monitoring report to each ECC meeting in future. Mr Cubitt added that this was a strategic report and sets out the broad objectives and the detail to meet the target would be produced in the ELS Directorates Business Plan, which the Committee had a duty to monitor.

- b) The Chairman considered that there should be targets for grammar schools on the education they provide. Mr Leeson advised that work was currently being undertaken with Christ Church University on this.
- c) In reply to a request Mr Leeson agreed to produce a detailed report on the recruitment of Headteachers/teachers to a future meeting.
- d) Mr Christie said that he could not support the recommendations in the report.

3. The Chairman asked Members to vote on the recommendations in the report.
Carried 8 votes for 1 against
4. RESOLVED that:-
 - a) the information given in response to comments and questions by Members be noted; and
 - b) the Education, Learning and Skills' Vision and Priorities for Improvement, in order to create the conditions in which pupils experience the best teaching and learning, so that:
 - excellence is promoted across the system;
 - every child in Kent meets their full potential; and
 - every young person benefits from a broad range of pathways in further learning employment, both for their own sense of achievement and for the success of the economy be endorsed.

8. Education, Learning and Skills Directorate Restructure - Presentation *(Item D3)*

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

1. Mr Leeson gave an update to Members on the ELS Directorate restructure and tabled the Management structure chart. He highlighted the following:
 - During the restructuring process 300 staff interviewed to ensure that the right staff were appointed in the new structure. There had been changes made to the original proposal following the receipt of views from staff during the 90 day consultation. The reduction in staffing gave the way to do things in a cost effective way.
 - Mrs Sue Rogers had been appointed to the new post of Director of Quality and Standards.
 - There was still a vacancy for the position of Head of Standards and School Improvement.
2. The Chairman and Committee Members asked to note their best wishes to Keith Abbott for a speedy recovery.
3. RESOLVED that the verbal update be noted.

9. Commissioning Plan for Education Provision 2012-17 *(Item D4)*

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

1. Members were given the opportunity to make comments and ask questions. Points raised included:-

- a) A Member requested that the percentages within the report on the needed to be translated into numbers of children. He then asked how many schools KCC was considering expanding. In response, Mr Leeson advised that KCC would be doing all it could to maximise parental preference. This may mean expanding good schools. He considered that this may be the only way to deliver more parental preference by ensuring that there were more good schools. He stated that the Local Authority was the commissioner of schools places but not the direct provider. There had been very problematic data based on birth data and the development of children in Early Years provision in local areas. The consultation will be inviting a host of consultees to give their views to inform the final version of the Commissioning Plan with an aim for this to be updated annually.
 - b) Mr Cubitt advised that each Member of the County Council and District Councils would be invited to a briefing within their districts to discuss their view point on what provision was needed for their district.
 - c) A Member referred to page 31, paragraph 1.6 the sentence beginning “We support greater diversity in the range.....” saying that he did not believe that this was an advantage to children and young people.
 - d) In reply to questions, Mr Whiting explained that if we can improve schools that would ensure that a school will not close. He explained that Priority Funding was the capital for school repairs. KCC was currently waiting the results of the bid it had made for this funding.
2. Mr Leeson advised that the Commissioning Plan aimed to set out a more systematic approach for future education provision in Kent.
 3. RESOLVED that:-
 - a) the responses to comments and questions by Members be noted; and
 - b) the results of the planned consultation be submitted to the July meeting of this Committee.

10. Scoping a Review and the Development of a Strategy for Special Education Needs and Disabilities

(Item D5)

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

1. Members considered the report and made comments and asked questions that included the following:-
 - a) It was suggested that there should be targets set for SEN using benchmarking.
 - b) It was considered that SEN transport costs should be reduced.

- c) A Member questioned why the wide gap for Kent pupils receiving Free School Meals was so wide from the national average.
- d) In response to a question, Mr Leeson advised that incomplete work on the SEN Review would be incorporated into the Review and then form part of the Draft SEND Strategy would be available in Spring 2013.

2. RESOLVED that:-

- a) the information given in response to comments and questions by Members be noted;
- b) the issues identified in the Scoping Paper attached to the Report be noted;
- c) the framework for the review and the development of a Special Education Needs and Disabilities Strategy for the children and young people of Kent be endorsed; and
- d) the outcomes of the review and a draft SEND Strategy be submitted to the Committee in Spring 2013.

11. Review of AC/PRU Provision

(Item D6)

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

1. The Chairman invited Mr Leeson to introduce the report. Mr Leeson highlighted the following:

- This is a scoping report that had been shared with Headteachers and PRU/AC Curriculum Managers. The feedback from which had informed the 5 options set out within the report.
- The quality of the PRU/AC provision varies across the County considerably and the review seeks to address these inequalities.
- There was a need to build on best practise. Mr Leeson considered that the exclusion rate was too high. Those excluded included Looked After Children (LAC), children with behavioural problems and children with SEN. Those children should not be excluded there need to be better provision.
- Mr Whiting concluded that this issue linked back to Bold Steps and those young people that find it difficult to engage in school. The issue would be looked at on a district by district basis.

2. RESOLVED that:-

- a) the information given in response to comments and questions by Members be noted;
- b) the principles underpinning the review and the five options for change set out in the report be approved; and

c) a report be submitted to the committee in September.

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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 – 10 July 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: -

- Update on Academy conversions
- Priority School Programme Update
- Progress with developing school partnerships and collaboration
- District based working

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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 – 10 July 2012
Subject	Specialist Teaching Service Devolution
Classification	Unrestricted

Summary:	This report presents the proposed new model for the delivery of the Specialist Teaching Service, to be devolved to a lead Special School in each District and makes recommendations accordingly.
Recommendations:	Recommendations are to: <ol style="list-style-type: none"> (1) Note the overall positive feedback on the consultation and support for the proposed devolution; (2) Endorse the proposed model as described in paragraph 2, (3) Endorse the implementation of the proposed staffing structure as outlined in paragraphs 4.1 and 4.2; (4) Endorse the “next steps” identified in paragraph 7.

1. Introduction

1.1 On 17 October 2011, Cabinet took the decision to devolve the Specialist Teaching Service (STS) resource to Kent schools, deploying the staff to lead Special Schools with the intention to continue to deliver this key service to mainstream schools to support the progress of pupils with special educational needs. The decision was conditional on a workable model being developed and agreed by schools. Since then, a STS Devolution Working Group (STS DWG), (comprised of the Kent Association of Special Schools Executive, representatives from Primary and Secondary Headteachers, Early Years provider representatives and the Corporate Director, ELS, and other officers, has worked to produce the proposed model, with a view to delivery commencing in September 2012.

2. The Proposed Model

2.1 The STS DWG developed a Prospectus (attached as appendix 2) for consultation which included:

- Vision;
- Aims;
- The proposed new structure;
- Access to services, central to which will be a Local Inclusion Forum Team (LIFT), made up of local, representative head teachers and leaders from early years providers, primary and secondary schools;
- Quality Assurance;
- Governance;

2.2 The proposed model for the delivery of the devolved service is set out in Appendix 1.

3. Budget

3.1 The budget proposed to be devolved is £5.2 million. However, the cost of the current STS structure (if fully staffed) would be £5.6 million, with the £400k deficit being attributable to a proportional amount being allocated to schools which have converted to Academy status. Consequently, some relatively minor restructuring of the STS was proposed in order to ensure that the cost of the service to be devolved was no greater than £5.2.

4. Structure

4.1 KCC will hold a Service Level Agreement (SLA) with the named lead Special Schools, detailed in the Prospectus, in order to deliver services within a District. The vast majority of posts in the STS will be retained, with existing STS personnel being relocated to a Lead Special School.

- The Head teacher of the named Special School for the district will manage the STS District Co-ordinator and maintain overall accountability for the District team; this will include responsibility for Appraisal, Continuous Professional Development and future recruitment. The Specialist Teaching Service teachers, other specialist staff and administrative staff will also be accountable to the same management arrangements, as part of the SLA;
- The 12 District Co-ordinators will manage and deploy the multi-skilled district team consisting of a range of specialist teachers and other professional staff;
- In their professional role the District Coordinator will provide leadership within a named SEND specialism on a county basis, in collaboration with a named Special School of that need type;
- Three District Coordinators will have specialist expertise in their professional role in SEND in Early Years to ensure the continued consistent high quality and equitable service delivery for pre school children. These posts will be spread equitably across the County;
- Each district, as now, will include specialist teachers for Cognition and Learning, Communication and Interaction; Social, Emotional and Behavioural Difficulties; Physical Impairment, Hearing Impairment (HI) and/or Visual Impairment (VI);
- Each district team will include one specialist teacher with a particular expertise in SEND in Early Years;
- Professional leadership for sensory staff within the district teams will be provided by County Co-ordinators for HI and VI. They will be directed by the County Professional Lead for Sensory Impairment who will be managed by a named Special School Head teacher.

4.2 It is recognised that there are 'high-incidence' SEND needs distributed across mainstream schools and early years providers; in contrast to 'low incidence' SEND needs (e.g. Hearing and Visual Impairment), more sparsely located across the whole of Kent. In allocating staffing resources, high-incidence need will be according to a defined formula. Low incidence delivery will be allocated on a District basis according to the current location of children and young people with HI and VI and will be flexible to changes in need and distribution..

5. Staffing Implications

5.1 The total number of posts funded in the current structure is 95.6 fte.

- (i) Posts proposed for deletion Page 14

Posts proposed for deletion	FTE	Reason for proposed deletion
Current vacancies (not reflected in the 95.6)	12.64	Budget to be devolved does not support these posts.
County Manager	1.0	Not required in new structure as management devolved
Area Managers	3.0	Not required in new structure as management devolved
Moving and Handling Trainer	0.8	Proposed that schools should buy in training when needed
Team Teach Co-ordinator	0.6	Proposed that schools should buy in training when needed
Early Years Teaching Assistant	1.0	Need for consistent approach across County
Behaviour Teaching Assistants	1.0	Need for consistent approach across County
Total	20.04	

(ii) Proposed new posts

Proposed New Posts	FTE	Grade
Sensory Impairment Professional Lead	1.0	Kent Range 13
SEN & D Specialist Monitoring and Quality Assurance Officer	1.0	Kent Range 12
Total	2.0	

(iii) Proposed Additional responsibilities

Proposed Additional responsibilities	FTE	Grade
HI Teaching Team Leader (one of 12 ST HI in the proposed structure) N.B the only additional cost will be TLR payments	1.0	MPG/UPS + 2 SEN + TLR
VI Teaching Team Leader (one of 9 ST VI in the proposed structure) N.B the only additional cost will be TLR payments	1.0	MPG/UPS + 2 SEN + TLR
Total	2.0	

(iv) Proposed slotted posts

Proposed slotted posts	FTE	Terms and Conditions
District Coordinators	12.0 (0.6 vacant)	Soulbury 10-13
Specialist teachers	73.1 (1.0 vacant)	Teachers' Pay and Conditions MPG/UPS +2 SEN
Early Years Visual Impairment Play Specialists	2.02	Kent Range 6
VI Teaching Assistant	0.54	Kent Range 5
VI Technical Support Assistant	0.54	Kent Range 5
TOTAL	88.2	

(v) Summary table

Posts	FTE
Total posts funded in current structure	95.6
Posts to be deleted	20.04 (of which 12.64 are vacant and not reflected therefore in the

	97.6 figure above and of which 7.4 are potential redundancies)
New posts	2.0
Total posts in new structure	90.2
Overall potential change	5.4

6. Consultation

6.1 Methodology

The proposals for the new model of delivery were consulted on during the period 24 April to 24 May in the following ways:

- With early years providers through direct email and also through a series of twelve, district based Early Years SENCO meetings, attended by a total of 230 people;
- With schools through the School E-Bulletin and also through one face to face meeting chaired by the Corporate Director, attended by 50 school representatives;
- With schools based SENCOs through area based briefing sessions;
- Informal and formal 30 day consultation through the usual processes with the STS staff themselves, including two whole service meetings, 12 district based meetings and offers of 1:1 meetings, taken up by 32 members of staff.
- Through the relevant unions, who were present at the two STS whole staff meetings

6.2. Feedback

(i) Quantitative Feedback

In addition to the responses at the various meetings, 52 responses were received to the online consultation across both early years providers and schools.

90% of respondents were in agreement with the overall aim to devolve the service to districts, with 79% considering that the aims are comprehensive. A majority (62%) also agreed that the governance is sufficiently robust, through an Executive Group of representative headteachers for each district.

Areas which respondents supported in principle through their comments, while requiring further clarity, were the process for accessing services and proposed outcome measures.

(ii) Qualitative Feedback

Responses made both online and also at the various consultation meetings (including from early years providers, schools and staff), concur with the quantitative feedback, in addition to which the following issues were prevalent:

- The request for further information about how the proposed process for accessing services (i.e. via the "LIFT") would interface with the existing processes of Group Schools Consultation (GSC) and/or Single Point of Access (SPA);
- Proposed progress measures need to be described in more detail, to ensure that they reflect smaller steps, particularly for children in the early years;
- The need for the continuation of current effective SENCO networking through area meetings, both for early years providers and schools;
- With the proposed focus on support for those at early years and school action plus, support for children and young people with statements, (which currently represents approximately 25% of the specialist teacher workload, though higher for those with hearing and/or visual impairment) should continue to be available as required;

- The prospectus should specify that referrals for those with hearing and/or visual impairment will continue to be direct to county coordinators for this, rather than via the district based model.

(iii) Trade Union Feedback

Other than expressing a view that the formal consultation should have been 90 rather than 30 days, no feedback has been received from the trade unions.

6.3 Conclusion

In conclusion, there was widespread support for the proposal to devolve the Specialist Teaching Service to a lead Special School in each District, and for the allocation of the resources to mainstream schools to be made in weekly consultation meetings at a Local Inclusion Forum. Further communication about the proposed model has taken place in the Corporate Director's recent meetings with each District group of Headteachers, who have responded with positive views about the way forward. A simple model of allocation, quality assurance and performance measurement has been agreed, to monitor and review the new model of delivery. All of the staffing implications have been managed in good time to facilitate the timely delivery of the new service model.

7. Next Steps

7.1 Subject to final approval by the Cabinet Member, the new model of delivery is ready to be implemented from September 2012. The next steps will be to work with the STS DWG to develop an Implementation Plan to include:

- Introduction of the revised Prospectus, (attached as Appendix One), which takes into consideration feedback from the consultation;
- Prepare the final draft SLA with the lead schools (proposed to be for three years, annually reviewable);
- Introduction of a "frequently asked questions" document to be made readily available.

8. Recommendations

Recommendations are to:

- (1) note the overall positive feedback and support for the proposed devolution;
- (2) endorse the proposed model as described at paragraph 2,
- (3) endorse the implementation of the proposed staffing structure as outlined in paragraphs 4.1 and 4.2;
- (5) endorse the "next steps" identified at paragraph 7.

Lead Officer:

Alex Gamby

Head of Advocacy and Entitlement

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01622 221825

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Education, Learning & Skills Performance Management Scorecard Release 1: June 2012 (April/May 2012 Data)

Produced by: Management Information, ELS, KCC

Publication Date: 14 June 2012

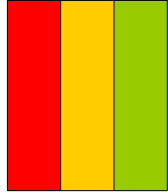
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Guidance Notes

POLARITY

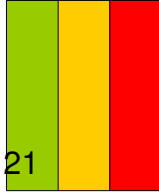
- H** The aim of this indicator is to achieve the highest number/percentage possible.
- L** The aim of this indicator is to achieve the lowest number/percentage possible.
- T** The aim of this indicator is to stay close to the target that has been set.

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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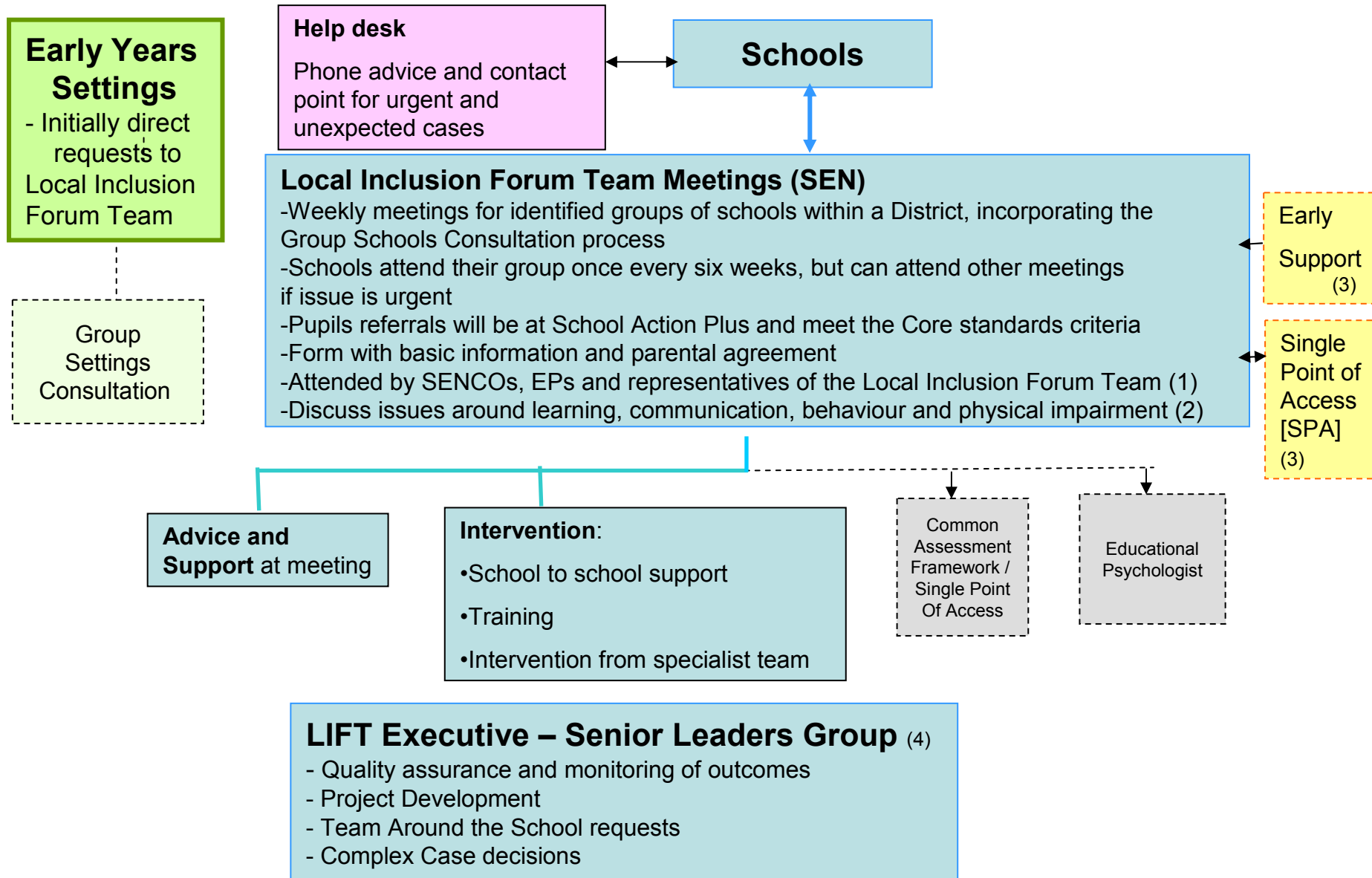
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Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Comparative Data		
				Latest Result and RAG Status	Direction of Travel (Dot)		Previously Reported Result	Target 2012/13	Target 2014/15	Kent Outcome	National Average
PROVISION											
Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	215	A	214	50	200	252		
Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	15	A	14	0		19		
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	T	2.1	G	4.1		3	4.1	3.9	3.5
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	T	5.3	G	9.7		8	9.7	8.4	8.0
Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	12	A	Awaiting Previous Data	10	11	12	6.5	5.9
Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	41.4		Awaiting Previous Data and Targets					
Number of pupils in PRUs not also on a school roll	L	Snapshot	T	612		Awaiting Previous Data	0				
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	77.8	R	73.8	95		88	95	98
Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	6833		6766	Awaiting Targets		6581		
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	293	A	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	67.3	74.0
Percentage of parents getting first preference of school	H	Snapshot	A	84.2	A	85.9	85	84.6	84.2	85.3	90.9
Percentage of parents getting first or second preference of school	H	Snapshot	A	92.6	A	92.9	95	93.4	92.6	93.1	96.4
Percentage of surplus school places in each district	T	Snapshot	A	8.2		8.1	5		9.4	10.7	11.1
Average number of days taken to allocate a school place	L	Snapshot	T	20		13	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	14	0	7	17		
Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	56.4	A	55.7	85	70	56.0	69	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	68.1	R	67.0	85	77	68.8	67	
Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	79.2	R	79.2	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	58.7	85	70	58.0	71	
Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	68.1	A	67.0	85	77	67.7	68	
Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M				85			80	
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	73.2	A	72.3	84	76	73.2	74	75
Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	59.5	A	59.1	67	63	59.5	61	63
Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	74.0	A	74.9	80	76	74.0	74	76
Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	72.0	A	66.4	82	77	72.0	74	74
Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	86	A	69	95	90	86	90	90
Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	27	A	28	19	23	27	20	25
Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A	39	A	37	31	35	39	34	
Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	53	A	51	45	49	53	52	55
Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13	A	12	25	19	13	15	13

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	Kent Outturn 2010-11	National Average 2010-11	Statistical Neighbour Average 2010-11
QUALITY AND STANDARDS <i>continued</i>												
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	59.4	A	56.8	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	76.8	A	63.0	90	83	ELS Bold Steps	76.8		
Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	33.7	A	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	49.0	A	52.2	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	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	8.2	A	9.2	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	6.11		6.16	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	19.02		17.53	0	0	ELS Bold Steps			
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	80.9	G	78.3	80	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	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	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	Awaiting Targets	< National 2011	33	25	30
Percentage of secondary schools offering L2/3/4 apprenticeships	H	Rolling 12 Months	M				Awaiting Data and Targets	Awaiting Data and Targets	ELS Bold Steps			
Number of Level 3 & 4 apprenticeships offered in Kent key sectors	H	Rolling 12 Months	M				Awaiting Data and Targets	Awaiting Data and Targets	ELS Bold Steps			
Number of Level 2 & 3 vocational training in skills shortage areas	H	Rolling 12 Months	M				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	124	G	124	88	88	ELS Bold Steps	118		
Percentage successfully completing the Kent Success Apprenticeship scheme	H	Rolling 12 Months	M				Awaiting Data and Targets	Awaiting Data and Targets	ELS Bold Steps			
Percentage of unemployment among 18-24 year olds	L	Snapshot	M	7.4	R	7.9	4.4	4.4	ELS Bold Steps	6.4	7.1	6.7
Number of assisted employment opportunities for learners with learning difficulties & disabilities (LLDD)	H	Rolling 12 Months	M				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						Awaiting Data and Targets	Awaiting Data and Targets	ELS DMT			
Adults with Skills Plus	H						Awaiting Data and Targets	Awaiting Data and Targets	ELS DMT			
Adults with NVQ Level 4	H						Awaiting Data and Targets	Awaiting Data and Targets	ELS DMT			
Percentage of 19+ year olds engaged in continuing education and training	H	Snapshot	A				60		ELS Bold Steps			



1. DISCO, Lead Special School Outreach Manager and other district based specialist SEND providers.
2. VI and HI requests go directly to County Co-ordinators
3. Early Support Intake meetings and SPA may request specialist intervention. LIFT may need to determine the most appropriate professional
4. Quality Assurance and oversight of processes, practice and outcomes.
4/5 Headteachers or other Senior Leaders, including the Lead Special School HT and 2 EY setting Managers meet 6 times a year

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Specialist Teaching Services Prospectus

This prospectus sets out the aims and processes for a new approach to collaborative SEND support across the 12 Districts in Kent via 12 Local Inclusion Forum Teams (LIFTs).

Draft April 2012

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Vision

Our vision is to fully harness and develop the special educational needs and disabilities (SEND) knowledge, skills and expertise present in all Kent early years settings and schools in order to create well coordinated, equitable, and effective provision of additional support for children and young people with SEND:

- to raise standards
- to close attainment gaps and improve pupil progress
- to prevent exclusion
- to build SEND capacity in early years settings and schools
- to reduce the need for statementing
- to ensure full access to learning for all the children and young people with special educational needs and disabilities in our schools.

Aims

Supporting early years settings and schools in a positive way to build the capacity and confidence to problem-solve SEND issues within their own settings, at an early stage, lies at the heart of the new model.

1. To assess and provide outreach support for all children and young people with SEN and/or disabilities (SEND) in early years settings and schools, according to need, and at the earliest possible stage.
2. To support the development and use of resources to enable children and young people with SEND to access the curriculum, learn and make good progress.
3. To lead in the research, evaluation and sharing of new resources, best practice, effective strategies and interventions as they become available.
4. To build on existing SEND expertise within mainstream schools and settings to equip staff at all levels to recognise and successfully meet the learning needs of children with SEND.
5. To develop effective whole school systems for SEND, via a flexible but targeted approach to continuous professional development and training.
6. To reduce the need for Statements by establishing more effective processes for children to access timely, high quality earlier intervention, support and provision at School Action Plus .

Context

In October 2011, KCC Cabinet took the decision to devolve the Specialist Teaching Service resource to Kent Special Schools and/or mainstream schools with specialist units, if a working model could be developed. Since then a Working Group comprised of the Kent Association of Special Schools Executive, Headteachers from Kent Primary Headteachers Executive, Early Years representatives, the Specialist Teaching Service, KCC Personnel and Local Authority Officers have worked together to produce the new model of provision, with a view to its delivery commencing in September 2012. In addition, special schools will develop the breadth of support available via their outreach funding and use of the SMILE centres as part of this new model.

The New Structure

Location

Most posts in the Specialist Teaching Service will be retained within the new model, and existing STS personnel will be relocated to a Lead (SLA-holding) or Link (Non SLA-holding) Special school within the 12 Districts across Kent.

It is recognised that there are 'high-incidence' SEND needs distributed across mainstream schools and early years providers; in contrast to 'low incidence' SEND needs (e.g. HI & VI & PI), more sparsely located across the whole of Kent. In allocating staffing resources, high-incidence need will be decided according to a defined formula, whereas low incidence delivery will be allocated on the current distribution of children and young people with sensory impairment, and will need to be flexible to changing needs.

Appendix 1 shows the distribution, identification and characteristic of the Lead and Link Special schools within each District across Kent.

Early Years

It is recognised that whilst sharing a commonality in relation to SEND issues and demands, early years providers (as private, voluntary and independent businesses) nevertheless have unique and distinct systems of organisation from schools. The new structure reflects this and has adjustments built into its processes which allow for this flexibility. The new structure also recognises the need to continue to support some young children with complex and/or highly specialist needs in their own homes before entry to an early years setting.

Staff

The delivery of specialist teaching services within Districts will be coordinated by District Coordinators who will be located within

the relevant SLA-Holder Special school, and managed by the Special school Headteacher. This will include responsibility for Appraisal, CPD and future recruitment. Specialist teachers, other specialist staff and administrative staff will also be accountable to the same management arrangements, as part of a Service Level Agreement.

Processes

Access to Services

Mainstream Headteachers and Early Years representatives have said that colleagues want effective intervention via provision that is quick and easy to access; that ensures equity of access for all schools, early years providers and children with SEND; and that does not involve long waiting times between flagging a concern and receiving support.

In the future, services will be coordinated and delivered via 12 Local Inclusion Forum Teams of professionals (LIFTs) with processes modelled on these principles. The diagrams in Appendix 2 show the proposed structure.

In the first instance there will be a central contact facility in each District for early years settings and schools, which will collate concerns as they are identified.

An expected prerequisite for support is that early years settings and schools continue to develop their SEND skills, knowledge and capacity; and that they will use this in applying a robust system of provision-mapping for SEND, based upon the 'Mainstream Core Standards' (formerly called Mainstream Minimum Standards) and an Early Years equivalent, to be developed as a matter of priority (see Appendix 3).

There is however also a default position that no child or young person with SEND should be disadvantaged where early years settings and schools haven't for whatever reason been able to implement the necessary support.

The first route for teaching and learning issues will be the Local Inclusion Forum Team meeting [incorporating GSC], using a simple form. Requests for support agreed at those meetings will be assured a quick response.

In some cases where LIFT provision has been allocated to support a child but the provider has not been able to meet the Mainstream Core Standards, or Early years equivalent the LIFT and/or Local Authority might identify that the early years setting/school needs to be a focus of additional support from LIFT, with a view to enabling it to improve its SEND processes.

Once the LIFT has agreed support, this will be provided at the earliest point, and will be subject to a simple written agreement between the LIFT and individual setting/school to include:

- Details of the support to be provided
- Criteria for specialist intervention
- Entrance and Exit strategies
- Duration of support
- Expected outcomes and progress measures and how these will be evidenced
- Quality Assurance Review date

Quality Assurance

The new LIFT model of access to provision must be able to demonstrate its impact as well as being able to adapt as SEND pressures in schools and early years settings change. It must build on and improve what has been done before to make a real and significant difference to the children of Kent. Rigorous quality assurance processes will consequently be used, and any Special school SLA-holder not proving to be effective could have the resource redirected. Quality assurance could include:

1. Monitoring and scrutiny by Governors within SLA-holder schools
2. Quantitative measures, to include amongst other things, analyses from Raiseonline and End-of-Key-Stage data, for children with SEND, particularly those at Early Years and School Action Plus:
 - a. Impact on closing attainment gaps for individuals/groups
 - b. Progress in relation to 'Small Steps' for individuals/groups
 - c. EYFS Learning Profile
 - d. Progress according to SEND need type for groups of children
 - e. Progress in relation to numeracy/literacy for individuals/groups
 - f. Impact on exclusion levels.
 - g. Impact on attendance levels for individuals and groups.
 - h. Impact on wellbeing measures for individuals and groups
3. Qualitative measures used in settings and school provided by LIFT including:
 - a. Analysis of Entrance and Exit data
 - b. Monitoring improvements following intervention at set time intervals
 - c. Analysis of how provision improves children's access to learning/readiness to learn

- d. School evaluation of the provision; especially how quickly and easily access to support is facilitated.
- e. Evidence of improved SEN leadership capacity within the school
- f. Evidence from children and parents regarding progress.
- g. Assessment of the school's increased capacity to deliver the Minimum Standards to the highest level in managing SEN issues, and how empowered and confident it is supporting others.

Governance of the new provision will be via a County-wide Strategic Board comprising of representatives of Early Years Settings, Special School and Mainstream School Headteachers and LA Officers; and will be accountable to the Corporate Director for Education, Learning and Skills.

Additional Provision

In addition to the devolution of Specialist Teaching Service resources, every Special school will receive £100K Smile funding. This is to facilitate the provision of highly specialised need-specific support and expertise delivered directly from the respective Special schools. The Aims of Smile Centres reflect the Aims set out in this paper:

1. Capacity-building in settings and schools via training for individuals and teams of staff
2. Direct support to children (to include capacity building)
3. Supporting the development and use of resources
4. Pioneering research, evaluation and sharing of new resources, strategies and interventions.

The Advantages of the New Structure

The Working Group believes in the positive advantages for children and young people in early years settings and schools across Kent offered by this new model of working.

1. This model will harness the best from the former Specialist Teaching Service model of delivery, and integrate this with the highest quality SEND support and expertise existing in Special and Mainstream schools, and Early Years settings; to provide a more coordinated service for children with SEND
2. Specialist teachers based in special schools will be able to access a professional development activities, as well as having their performance managed within the context of a specialist setting.
3. Early Years settings and Schools will have greater capacity to access the highly specialist support available in Kent's special schools.
4. An overall coordinated outreach provision will maximise outcomes, raise standards and help to close the attainment gap for children with SEND.

County Launch Events

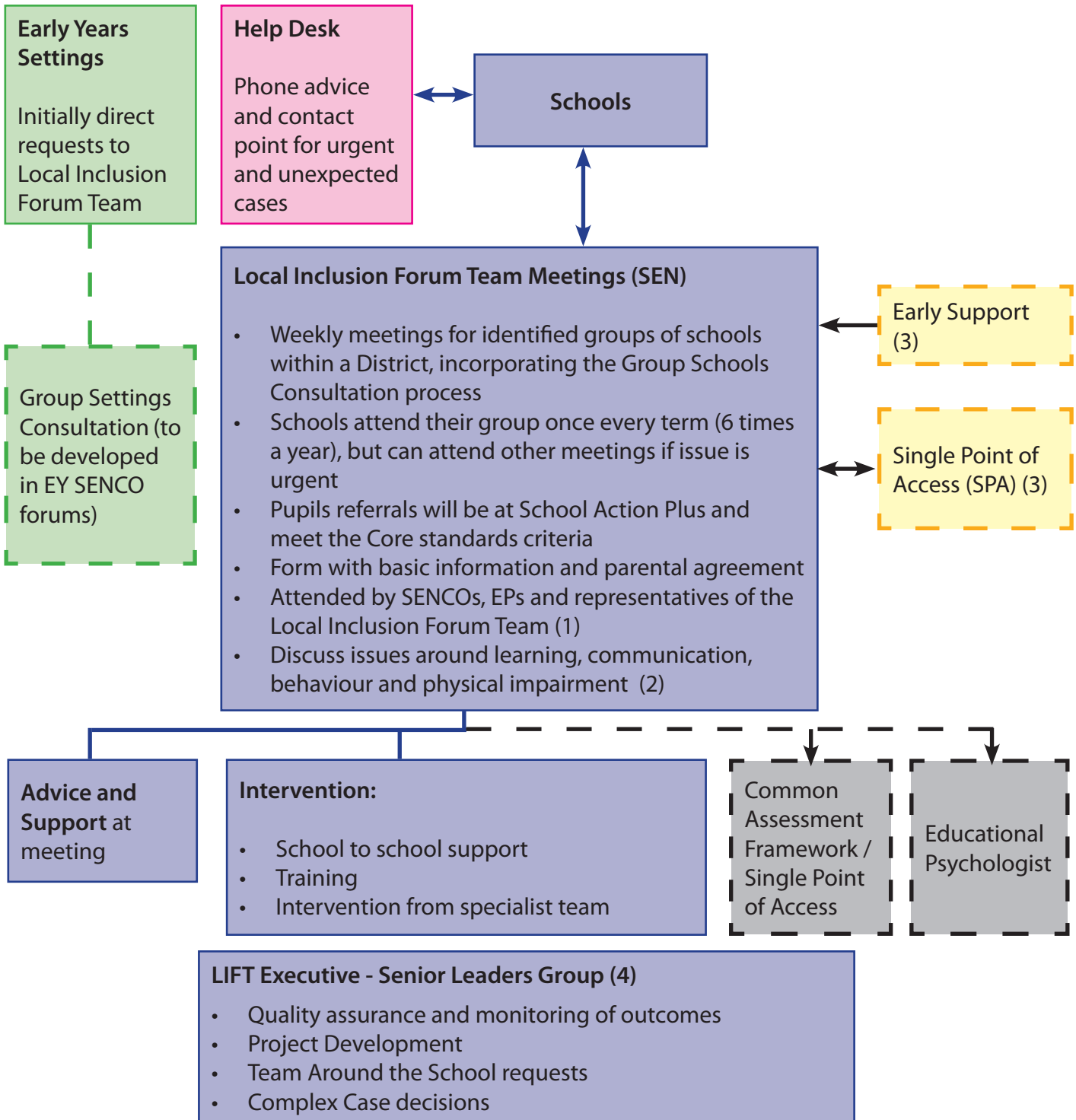
There will be a series of District meetings and launch events during which early years and school representatives will be able to learn more about the new model of provision, and how it will work. It is very much hoped that representatives from all settings and schools will take the opportunity to attend one of these.

Appendix 1:

Service Level Agreement Holding Special Schools

Service Level Agreement Holding Schools				
District	School	Need Type	Link School(s)	Need Type
Sevenoaks	Valence	PD	Furness	BESD
Tonbridge and Malling	Ridgeview	PSCN	Grange Park	C&I
Tunbridge Wells	Broomhill Bank	C&I	Oakley	PSCN
Dartford	Ifield - (in interim Caretaking capacity)	PSCN	Rowhill Milestone	B&L PSCN
Gravesend	Ifield	PSCN		
Maidstone	Bower Grove	B&L	Five Acre Wood	PSCN
Canterbury	Meadowfield - (in interim Caretaking capacity)	PSCN	St Nicholas Orchard	PSCN B&L
Ashford	Goldwyn	BESD	Wyvern	PSCN
Dover	Harbour	B&L	Portal House Aspen	BESD PSCN
Shepway	Highview	PSCN	Foxwood	PSCN
Swale	Meadowfield	PSCN		
Thanet	Laleham Gap	C&I	St Anthony's Foreland Stone Bay	B&L PSCN PSCN

Appendix 2:



1. DISCO, Lead Special School Outreach Manager and other district based specialist SEND providers
2. VI and HI requests go directly to County Co-ordinators
3. Early Support Intake meetings and SPA may request specialist intervention. LIFT may need to determine the most appropriate professional
4. Quality Assurance and oversight of processes, practice and outcomes.
4/5 Headteachers or other Senior Leaders, including the Lead Special School HT and 2 EY setting managers meet 6 times a year.

Appendix 3: Mainstream Core Standards for all Learners

The Mainstream Core Standards for all Learners document is the result of work done by groups of primary, secondary and special school headteachers and local authority officers. The document contains the expectations of schools for the universal, targeted and personalised offer they make to all children and young people. It describes what can be delivered from the schools own resources.

The Mainstream Core Standards for all Learners takes account of the thinking within the Support and aspiration: A new approach to special educational needs and disability: A consultation 2011 (SEN Green Paper) and The Importance of Teaching: The Schools White paper 2010.

It avoids previous terminology (i.e. waves, school action, school action plus), and any reference to SENCOs referring instead to school leaders.

Within the document itself, the good quality provision identified in Column A will reduce the need for the deployment of more expensive resources in Columns B and C, therefore delivering better value for money.

"The evidence from around the world shows us that the most important factor in determining the effectiveness of a school system is the quality of its teachers.....all the evidence shows that good teachers make a profound difference." The Importance of Teaching- The Schools White Paper 2010.

"For those children that face the greatest educational challenges, high quality teachers trained to support pupils with a wide range of SEN will be the most powerful way to drive

up attainment" Support and aspiration: A new approach to special educational needs and disability: A consultation 2011.

The Mainstream Core Standards for all Learners document can be accessed on Trustweb www.kenttrustweb.org.uk/corestandards

A parallel document applicable to early years settings will be available in September 2012.

Appendix 4: Access Form

Local Inclusion Forum Team request form

Name of Child/Young Person				DoB		NCY		
School/EYS								
EYA/SA		EYA+/SA+		SSEN		LAC	Yes	No

What are the identified needs of this child/young person?	
State how you have met all the universal level of Mainstream Core standards? <ul style="list-style-type: none"> • What actions are currently in place • What strategies have been tried and what were the outcomes 	
What interventions external to the School have been used already? (please ring or underline)	Social Services PIP CAMHS Educational Psychologist Speech Therapist Occupational therapist CAF Other (please specify)
Child's progress over past two years (record specific information from data you hold including p scale levels/EYFS/National Curriculum levels to show progress)	
What outcomes are you hoping for as a result of this request/consultation?	
Any other essential information	

SIGNED:	ROLE:	DATE:	
Contact details: email and phone			
Name of person attending meeting [if different]			

Please attach parental views and consent form

Parents/Carers and Child/Young Person views and Consent Form

This form is for use when a child or young person is referred for a consultation and/or intervention on how best to meet his or her needs. When completed it should accompany the form and should be sent to the relevant District Co-ordinator.



- ◆ Part 1 should be completed by the referrer.
- ◆ Part 2 - the referrer should ensure that the views of the parent/carer are recorded (**but see footnote**)
- ◆ Part 3 - where it is appropriate to secure the views of the child or young person, these should be recorded here. Where possible, the parent/carer and child/young person should record their own views, otherwise the referrer or other professional can scribe for them (**but see footnote**)
- ◆ Part 4 seeks the consent via signature of the parent/carer and child/young person to the sharing among agencies of relevant information held by each agency.
- ◆ Part 5 should be completed by the referrer.

PART 1 **Basic details**

Child/Young Person's full name:	
Date of Birth:	
Parent/Carer full Name:	

PART 2 **Parent/Carer Views – see footnote**

<u>What would you like to happen and who do you think could help with this?</u>

PART 3 **Child/Young Person Views– see footnote**

<u>What would you like to happen and who do you think could help with this?</u>

Footnote: Where the referral is made for a very young child, or at the time of diagnosis, it may be considered inappropriate to seek child or parental views, and these will be recorded later by the initial key worker (eg, Portage, HI, Pre School, VI worker, etc)

PART 4 Parent/carer and child/young person consent to information sharing

Sometimes when you and your family have a problem you may need to speak with a lot of different people such as teachers, doctors, speech therapists, social workers etc. to get help. In order to help/ enable these professionals to work together to help you or your family, they often need to share information that each of them holds. This helps them to better understand your needs and organise their services to meet them.

We would like, therefore, to have your consent to the agencies (usually Education, Children’s Social Services and Health) sharing the information held by them that may prove useful in helping to plan for meeting your or your family’s needs.

Obviously any personal information about you and your family will be discussed under strict rules, in line with the law, and will not be given to any other persons who are not involved in the process of planning to meet your and your family’s needs.

The Data Protection Act says that the processing of information should be fair and lawful, that it should be for a clear and specified purpose, that only relevant information should be disclosed, that it should be accurate, that it should be shared and held only for as long as necessary, that the rights of the data subject must be upheld, and that the system should be secure. The law also says we must share information in order to safeguard or protect a child or young person.

I agree to information being shared and discussed between professionals to help me/my child. I understand that I will be consulted following these discussions regarding any future planning and actions.

Name of child/young person:

Signature: Date:

Name of principal/main carer:

Signature: Date:

PART 5 Referrer Details

Name: Title:

Service/Agency:

Signature: Date:

If, exceptionally, consent has not been sought, or if the parent/carer and/or child/young person has not given consent, please say why.

By:	Mike Whiting, Cabinet Member for Education, Learning & Skills Patrick Leeson, Corporate Director for Education, Learning & Skills
To:	Education Cabinet Committee – 10 July 2012
Subject	COMMISSIONING PLAN FOR EDUCATION PROVISION 2012-17
Classification:	Unrestricted

Summary:	This report informs the Education Cabinet Committee of the outcome of the consultation on the draft Commissioning Plan for Education provision 2012-17
Recommendations:	The Education Cabinet Committee is asked to give views on the proposed amendments to the Plan set out in Appendix 1, which will be submitted to Cabinet in September 2012 for approval.

1. Introduction

(1) On 24 April 2012 Kent County Council placed the draft Commissioning Plan for Education Provision on public consultation. The consultation lasted for 8 weeks, ending on 19 June.

(2) During the consultation period a series of meetings were held across the County involving Headteachers, Governor representatives, Members, District Locality Boards and District Councils.

2 Consultation

(1) 84 responses were received by 19 June and a summary of the main points from these is attached at Appendix 1. Late responses continue to be received. These will continue to be considered as the Plan is amended, or will inform the next iteration. Of the 84 responses, 45 concerned specific schools, with 30 of these about Weald Primary School. Seven parish councils responded and six District / borough councils submitted written comments. We received responses from three colleges, two dioceses, Kent Public Health, a developer and a variety of responses from parents, members of the public, headteachers and governors. Some responses were from schools coming forward with proposals. Overall the responses were positive and there was wide appreciation of what we are trying to achieve around openness and transparency. Some responses pointed out inconsistencies in the plan about projected numbers and the need for new provision in some areas, which we will work through before the plan is republished in the autumn term. The consultation process itself was designed to capture more local intelligence about the need for new school places in each area.

(2) Questions and comments raised at meetings have been collated and a summary is attached at Appendix 2.

3. Next Steps

(1) The responses received have been set out in detail in Appendices 1 and 2. Alongside these are proposals as to what action we may take in light of these. Members will appreciate that not all comments received require the Plan to be amended, and these have not been included. However, we are grateful to the respondents for submitting these very helpful responses, which enable KCC to fine tune the plan to better reflect future needs.

(2) Work will be undertaken over the coming weeks to make changes / amendments as agreed by the Committee, and the amended version taken to Cabinet for approval in September 2012.

(3) The final approved Plan will be published in October 2012.

4. Conclusions

(1) The Plan will be reviewed, updated and published annually, in the autumn term, following updating of roll and forecast information and 6 monthly monitoring.

5. Recommendations

(1) Members are requested to note the responses to the consultation and give their views about proposed amendments to the Commissioning Plan as indicated in Appendices 1 and 2.

6. Background Documents

Education Cabinet Committee report dated 9 May 2012
Draft Commissioning Plan for Education Provision 2012-17

7. Contact details

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Summary of written responses received.

Topic	Comment / question etc	Action to be taken
District Analyses (general)	<ol style="list-style-type: none"> 1. Language is not clear as to which schools are expanding and for how long. 2. The Kent IIFM gives different figures to those contained in the Commissioning Plan. 3. School capacity references should be to net capacity. 4. References to “migration” through the document can be interpreted in different ways and is potentially unclear. 5. It is not always clear from the summaries whether 1fe of primary accommodation refers to 1 or 7 classrooms. 	<ol style="list-style-type: none"> 1. Clarify which schools are clearly identified for expansion. Improve explanation that this is a commissioning plan which drives proposals to address need, rather than an action plan which sets out solutions. 2. Improve explanation regarding the purpose of IIFM, and how the forecasts in the Plan and those from IIFM dovetail. Work is being undertaken with Leeds University to further refine the forecasting processes. 3. No action. Net capacity does not necessarily correlate with the number of places available to families. 4. Improve definition of migration and consistency throughout. 5. Improve definition and consistency throughout.
EY provision	<ol style="list-style-type: none"> 1. Plans to double the number of available EY places are challenging. Ensuring that all EY provisions are good or excellent is “key”. If very young people fall behind this puts them at a disadvantage in primary school. 2. The first few years of a child’s life and the early years of their school experience is fundamental to later success at school and in subsequent life. The maintenance of full teaching resources in children’s centre settings should be safeguarded. 	<ol style="list-style-type: none"> 1. Agree – no action required. 2. Feed this comment to the review of Children’s Centres being undertaken by Families and Social Care.
Church of England	<ol style="list-style-type: none"> 1. There should be proportionate expansion across the categories of schools. Since one-third of primary schools are Church of England, one-third of any new primary places should be in Church of England schools. 2. It continues to be the view of the Canterbury Diocese that there is a lack of Anglican secondary provision, particularly in Dover and Sittingbourne. 	<ol style="list-style-type: none"> 1. The Church of England is able to bring forward proposals to respond to need and we would welcome these. We will consult on the proposals we receive in response to need. 2. As promoters the Dioceses are able to bring forward proposals to address need, or promote academies should intervention in an existing provision be needed.
Proposals	<ol style="list-style-type: none"> 1. VA Proposals:- <u>New VA schools:</u> <ul style="list-style-type: none"> • Whitfield – new 1fe/2fe school to be VA. 	<ol style="list-style-type: none"> 1. We welcome these proposals and will include them in our consultations on individual school expansions where relevant to addressing identified need.

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	<ul style="list-style-type: none"> • Cheeseman's Green – new 1fe school to be VA <p><u>Expansions:</u></p> <ul style="list-style-type: none"> • Tunstall – to expand to 2fe • Canterbury Diocese is creating a budget to expand Charing PS by two new classrooms for 2013 and would like to expand to 1fe in time. • Expand PAN at Wrotham School (and/or develop Wrotham School into an all through 4-19 school on the existing site • St Eanswythe's, Folkestone could expand into the empty building next door. 	
Meeting need	<ul style="list-style-type: none"> • Additional capacity is needed at Kings Hill • St Peter's CEPS (T Wells) should be relocated and expanded. • Sevenoaks satellite grammar provision is supported. 	<ul style="list-style-type: none"> •
16+ and FE	<ol style="list-style-type: none"> 1. Current capacity at 16+ is not shown in the plan. 2. A clear understanding of the capacity at each level against the projected post-16 cohort will identify any gaps (by district) and subsequently these can be addressed through the plan. 3. Local Authorities have a statutory obligation to establish high quality provision for these age groups in order to comply with the new government policy. We note that discretionary travel grants are a requirement issued by the Secretary of State for Children, Schools and Families under statutory guidance by the Education Act 1996 and local authorities are obliged to prepare Transport Policy Statements to include 16-18 transport requirements especially in light of the increase to the Participation Age to 17 years from 2013 and 18 years from 2015. These grants are not mentioned in this plan. 4. Provision of additional secondary school places will not necessarily meet the 100% full participation required in Kent. 5. FE colleges welcome the 	<ol style="list-style-type: none"> 1. School based capacity will be included. 2. Agreed. However, the Education Funding Agency is responsible for capital in the post 16 sector. 3. Review legal duties section to ensure it is complete. 4. The Plan assumes the current percentage of pupils will remain in schools, and other sectors will provide for post-16 pupils who are not currently participating. This assumption will be

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	<p>statement that young people with SEN can be supported equally well in college, if not better, from 16 onwards ... and would welcome on-going dialogue.</p> <p>6. It is disappointing that there is no reference or acknowledgement of the poor provision of FE facilities in parts of Kent. This is particularly true of Swale. The borough council is anxious to address this, however it appears that there is a disconnect between those who have written this plan and evidence of a dialogue with district councils.</p> <p>7. In order for the Local Authority's aim to become "the most forward looking area" a better collaborative relationship must exist at strategic level between the senior managers of all learning providers in Kent and the 14-24 Education Unit. Any action plan linked to the Commissioning Plan should make this a central task. K College strongly suggests that more effective ways of ensuring joint planning are reviewed and re-established.</p> <p>8. The proposed growth of the equivalent of 2 new secondary schools to accommodate growth in towns such as Ashford, Sittingbourne, Tonbridge & Malling and Gravesham does not refer to any scope for utilisation of under-populated 16-19 provision in the FE Colleges.</p> <p>9. The FE Colleges offer a wide range of HE qualifications to mostly Kent-based learners across the age range. The Plan should recognise the progression potential from school and college to HE courses in the colleges or universities.</p> <p>10. Overall we feel that there is a lack of understanding of the 14-19 vocational offer available in colleges. Alternative future opportunities to use technology or joint delivery have been missed, but in light of the size of some of</p>	<p>kept under review.</p> <p>5. We anticipate further dialogue about the needs of post 16 students with learning difficulties and disabilities.</p> <p>6. To be considered for a future iteration of the Plan.</p> <p>7. Relationships are essential to delivery of this Plan and these concerns will be addressed outside of this Plan.</p> <p>8. The need identified for places is for pupils aged 11-16. The term 'secondary school' is used as this is widely understood. FE colleges may come forward with proposals to address these needs which are possibly different to those normally anticipated. No action at this stage.</p> <p>9. Reference will be made to this issue.</p> <p>10. These issues can be explored with the FE sector for future iterations of the Plan.</p>

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	<p>the 16-18 class sizes must be seriously considered in the present financial situation, enabling areas to give better value for money.</p> <p>11. SEN PROVISION. Reduction by 10% of those with special educational needs attending out of County would imply either plans to increase or add 6th form provision in special schools or increased use of FE.</p> <p>12. 3.7 - 3.9 cries out for reference to the <u>full picture</u> of education providers to adequately inform parents, carers and employers.</p> <p>13. 9.9 should also have a post 16 'travel to learn' section for including post 16 and post 18 (Currently only refers to Secondary schools 11+).</p> <p>14. The document would benefit from reference to the local focus of HEFCE travel to study patterns of 18+ Kent residents in Kent HE provision. Consideration should be given to the impact of FE loans, and the new imperative to commence level 3 study prior to age 18.</p> <p>15. With regard to the raising of the participation age we would seek further information and clarity as to:-</p> <ul style="list-style-type: none"> • Section 4.15 - how will the new duties for learning providers to notify the local authority when learners leave education be enacted via an FE College? Likewise how differently does the authority plan to manage the September after the raised leaving age? How will KCC engage with employers to ensure those young people choosing employment with training actually receive the opportunity for training within an organisation or through schemes such as apprenticeships? • Section 2.13 has a 3 line reference to education and employment with training pathways post the raised participation age. We would suggest that this is where partnership provision and access 	<p>11. Access to post-16 provision for pupils with statements of SEN is an important area which needs improvement. Provision may be commissioned in special schools or the FE sector.</p> <p>12. Sections to be reviewed.</p> <p>13. To be incorporated.</p> <p>14. These issues seem to be outside the scope of the Plan.</p> <p>15. These are operational details which sit outside of this Plan.</p>

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	to impartial information about post 16 progression opportunities is articulated, including a statement of intent about 'Kent Choices for You' website and related processes.	
Forecasting	<ol style="list-style-type: none"> 1. Suggest that KCC undergo a forecasting exercise based on confidence intervals to determine what ranges might apply to the published forecasts. 2. We believe that the attempts to match the supply and demand for school places where required has been undermined by the quality of KCC statistics and forecasting. 3. It is not clear how KCC will calculate inward net migration and how this relates to the zero net migration model used in KCC's Integrated Infrastructure Finance Model (IIFM). 4. The pupil product ratio is based on 2001 census data. Are there any plans to update the calculations using the 2011 census data? 	<ol style="list-style-type: none"> 1. The Plan refers to scenario based forecasts, which has the same intention as confidence intervals. We are developing this approach for future iterations. 2. We continue to seek to improve our forecasting process. To this end we are working with the University of Leeds. 3. Better explain IIFM and forecasting processes in relevant section. 4. Statement is incorrect. Pupil Product Ratio is based fundamentally on MORI Survey of 2005. We will seek to update this taking advantage of the 2011 census data when available.
Principles and Guidelines	<ol style="list-style-type: none"> 1. Over-arching principles may be improved by being less organisationally oriented and better geared towards what you actually wish to do – namely provide a full and rounded education for the young people in Kent. 	<ol style="list-style-type: none"> 1. There has to be a balance between organisational and outcomes based principles. Re-consider principles.
PANs	<ol style="list-style-type: none"> 1. Removing the need to consult on PANs will lead to chaos. 2. Schools have more flexibility to increase their PANs without reference to the LA, yet the LA are responsible for ensuring there is a sufficiency of supply of places in the County. 3. Surely the size of the school, its grounds and facilities available and impact on the current students should be taken into consideration when a decision is being made regarding the PANs for each individual school. 	<ol style="list-style-type: none"> 1. Legislation. No action. 2. This is correct. The purpose of the Plan is to indicate where increases in admission numbers may address need, rather than impact negatively. 3. Agreed, admissions authorities should consider such issues when determining their admission number.
Transparency	<ol style="list-style-type: none"> 1. Discussions with headteachers regarding additional places need to include all headteachers in the 	<ol style="list-style-type: none"> 1. We will ensure this happens in the future across all districts in Kent.

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	area. If not, headteachers are not able to give good advice to prospective parents.	
Planning	1. Better forward planning would obviate need to provide last minute solutions. Last minute decisions cause problems for schools in planning for staffing, resources and classroom space. It also subjects parents to a great deal of uncertainty.	1. The purpose of the Plan is to set out in advance where data indicates capacity should increase or reduce. However, there are occasions when circumstances change which require urgent action. We aim to keep these to an absolute minimum.
Quality	1. "any education provision should be good or better" is very laudable but if KCC is to have any influence at all this has to be more than aspirational. KCC has to ensure there is the "know how" to achieve this by supporting schools. Parents would then choose local provision which would ease the pressure for some schools to expand pupil numbers.	1. Agreed, but outside the auspices of this Plan.
SEN	<p>1. There is an increasing number of young people with SEN; not only are more being diagnosed with particular difficulties (ie ADD or ASD) but many more with substantial and complex difficulties are surviving into childhood. This places particular costs on the education provision and I think the plan needs to identify this separately.</p> <p>2. For children beyond 18 with SEN suggest you liaise with Adult Social Services as well as the health services to ensure there is continuity between the two services in practice, not just on paper.</p> <p>3. We are concerned that any reorganisation of SEN units should not disadvantage pupils. We believe that well run units attached to mainstream schools are the best solution</p>	<p>1. The Plan will be amended in light of the SEN Review which is currently underway.</p> <p>2. Consider joint commissioning for 18+ group. Incorporate this point into principles and SEN sections.</p> <p>3. The Plan does not propose such reorganisation. Future commissioning will be determined by the SEN Review.</p>
Parental preference	<p>1. Re plans to increase primary school places: an excellent idea but how does it help children who have been denied one of their three choices this year?</p> <p>2. "All parents want their children to</p>	1. Expansions which apply to all year groups may support some parents who have not secured one of their preferred schools this year. Unfortunately, those expansions which apply to specific year groups (bulge groups) are less likely to do so.

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	<p>go to a good school and they want a choice of schools.” I think research has demonstrated that parents want their children to go to a good local school. Having a choice is less important.</p> <p>3. 85% of parents getting their first preference school. It is currently 82-84% - therefore no great ambition, bearing in mind the title of “Bold Steps for Kent”.</p>	<p>2. We aspire to support all schools to be good schools, and agree that the majority of parents want a good local school. However, choice is important.</p> <p>3. The percentage of parents gaining first preference schools varies across the County. 85% is the minimum target.</p>
Miscellaneous	<p>1. Uniform policies – school uniforms should be affordable and accessible to all and uniform policies should be changed to reflect this.</p>	<p>1. Outside the scope of this Plan.</p>
Equality Impact Assessment	<p>1. Public Sector duty regarding socio-economic inequalities: “(1) An authority to which this section applies must, when making decisions of a strategic nature about how to exercise its functions, have due regard to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from socioeconomic disadvantage” The violation is in form of: 1. not including <i>local</i> school places (i.e. in reasonable walking distance for a primary school child of 1m or less) as one of the stated goals 2. by not prioritising that every child should have a local school over most having their first or second choice by not creating places <i>local to demand</i> in its implementation for Tunbridge Wells</p>	<p>1. We disagree with this comment.</p>
Commissioning	<p>1. Concerned about the idea that the LA commissions places from schools. It transfers the responsibility from the LA to the school as the provider. This would be an additional responsibility for Governors. Recruiting new Governors is increasingly difficult. There is a risk that only those who do not work or are retired, will be able to take on the role, to the detriment of schools in general.</p> <p>2. Various sections in the plan refer to reviews that will alter the</p>	<p>1. No action in relation to this Plan.</p> <p>2. Include expected timeline in relevant sections.</p>

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	evidence base of the documents. It is essential that the document provides a timetable for updates to take account of new data sets.	
Expansion	<ol style="list-style-type: none"> 1. Expansion of popular schools is understandable but limits should be placed on this “market driven” trend. Uninhibited support to successful schools makes the less popular schools less and less viable. Since the latter tend to support children from families that are either less articulate or poorer, even in the medium term this will provide no overall benefit. 2. Expansion of education provision is dependent on housing development “in many cases”. How might areas of no or minimal development fare in the final assessment? What level of funding would be sought from developer sources? Are additional funding sources vital to the green-lighting of expansion projects? 	<ol style="list-style-type: none"> 1. Ensure the principles and planning guidelines achieve an appropriate balance. Ensure consultation processes capture the voice of all communities. 2. Clarify in the Plan that funding for expansion is predominantly linked to demographic need (ie Basic Need and Developer Contributions). Expansion limited to parental views or school standards may be supported if funding is available.
Academies	<ol style="list-style-type: none"> 1. What would be helpful is a new statement of fundamental principles as to what the County’s role will be should the overwhelming pattern of provision be through the Academy model. 2. Many schools are drifting away from partnership working with Local Children’s Trusts, which the Academy model will simply encourage. 	<ol style="list-style-type: none"> 1. Reconsider principles, or include a statement regarding the Local Authority’s role. 2. Outside the scope of this Plan.
Surplus capacity	<ol style="list-style-type: none"> 1. “take action to reduce surplus capacity” How will this be achieved? Through what methods and what happens if the surplus capacity is in an Academy? 2. 5% surplus places: This reference comes from the Audit Commission 1996 recommendation and the context suggests that the 95% occupancy should be across the age range as a whole and the whole authority, not in individual age groups. 	<ol style="list-style-type: none"> 1. Provide some explanation (eg re-classifying accommodation, leasing spaces to other users, promoting closures/amalgamations). 2. We propose to consider surplus capacity across the phase and within the intake years. Having significant surplus at the top of a school is of little help to intake year groups.
Developer Contributions	<ol style="list-style-type: none"> 1. Would it be possible to provide more information on the method used to calculate development contributions for early years 	<ol style="list-style-type: none"> 1. Cross-refer to Kent’s guide on developer contributions.

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	<p>provision?</p> <p>2. Indicative costs for additional capacity (p.70). What are the unit costs? In previous developer contribution guide different rates were given for new build vs expansion of existing facilities. Could this be provided in the new guide?</p> <p>3. p.20 – para 7.7 refers to S.106 agreements and the Community Infrastructure Levy. This section should be clarified. As currently worded it suggest that both funding streams can be used for providing education facilities, which would be double counting, meaning there may be a risk developers may pay twice for the same infrastructure. Also CIL is not chargeable on all developments. There are some exceptions and CIL is only payable on net increases in floor space. This should be made clear.</p>	<p>2. Cross-refer to Kent’s guide on developer contributions.</p> <p>3. This will be made clearer in future iterations.</p>
Canterbury	<p>1. Hillborough New Community: 700 homes by 2026. Herne Bay High School is currently full (2.5km away). Spires Academy has space but is 6km away. Commissioning Plan should recognise the need for the potential future expansion of Herne Bay High in light of proposed future growth in the area.</p>	<p>1. To be considered and agreed by the local authority</p>
Dover	<p>1. Dover analysis: Information in this section conflicts with recent KCC advice to DDC regarding a requirement for 70 new secondary school places due to proposed development at Connaught Barracks. Table on p.42 states that in the longer term, after 2016, there will be no change in Dover secondary commissioning.</p>	<p>1. To be considered and agreed by the local authority</p>
Swale	<p>1. The consultation document states there will be a need within Kent for roughly the equivalent of 18 new primary schools and 2 new secondary schools, but that the growth will be achieved by expanding existing good and outstanding schools. Bearing this in mind, does this criterion mean</p>	<p>1. When determining how to meet the need for additional provision, a range of factors, including school standards and parental views will be considered. Where options exist, good or outstanding provision is more likely to be selected for enlargement.</p>

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	<p>that as lwade primary school is classed as 'satisfactory' it would not qualify for additional spaces to meet growth as the School did not achieve good or outstanding from the last Ofsted inspection?</p> <ol style="list-style-type: none"> 2. With the stated increase in houses to be built along the A249 (which is part of Swale Borough Council's Core Strategy) which will put pressure on spaces at Bobbing, Borden and Grove Park, there will be little or no additional space for children from the village who are unable to obtain a place in lwade School. 3. During the last expansion of lwade School it was stated that it would be impossible to add any further extensions onto the building. If this statement is correct, how can the plan meet the demands of lwade and fulfil the document's stated aims? 4. It is stated in the document that the equivalent of two new secondary schools will be needed to meet demand. With the growth in housing in Swale and specifically the proposed planned building of houses on the island of Sheppey; the delays in obtaining planning permission and build times; with a situation of capacity being reached in 2021/2022, it must be time to consider a new Secondary school on the North side of Sittingbourne and not increasing existing schools' capacity to meet demand. 	<ol style="list-style-type: none"> 2. To be considered and agreed by the local authority 3. To be considered and agreed by the local authority 4. To be considered and agreed by the local authority'
Gravesham	<ol style="list-style-type: none"> 1. Information contained in the plan is very helpful to the work of Gravesham Borough Council, particularly for infrastructure planning in relation to the Gravesham LDF. 2. What growth figures have been assumed for Gravesham in forecasting the primary and secondary age populations as different tables relate to different sources? 3. The Kent IIFM gives different figures to those contained in the 	<ol style="list-style-type: none"> 1. Noted. 2. Review data tables for consistency and improve information on what housing growth has been taken into account. 3. This will be checked. Improve explanation of the modelling processes

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	<p>Commissioning Plan. Could you clarify this matter?</p> <p>4. The plan is rather ambiguous about when the requirements are because of existing deficits and pressures and when it is related to growth from new developments. If it is possible, being more explicit about this would be useful for S106 discussions.</p> <p><u>Specific questions/comments on primary provision:-</u></p> <ul style="list-style-type: none"> • Gravesend West and Northfleet • Dover Road PS • St Botolph's PS, Dover Road PS and Whitehill PS • Rosherville PS, Ebbsfleet Station PS • Surplus land – playing fields etc. <p><u>Specific questions/comments on secondary provision:</u></p> <ul style="list-style-type: none"> • Discrepancy between p.61 and pp 68 & 71. • Meopham School and Swale Academy Trust • Meopham School and priority school building programme list • Surplus land for potential secondary school expansions. 	<p>used.</p> <p>4. We will look to see how this may be made clearer in future iterations.</p> <p>The specific questions/comments on both primary and secondary provision will be considered and agreed by the local authority</p>
Sevenoaks	<ol style="list-style-type: none"> 1. Sevenoaks satellite grammar provision is supported. 2. Primary guideline “where possible planned PANs will be multiples of 30 (or 15)”: Weald PS has a PAN of 20 and has taken two bulge years. It cannot grow to a 1fe school. (30 responses received) 3. P.68 – Suggestion of 4fe requirement of grammar places, however, with the number of children travelling out of the town this should be reconsidered to be at least an 8fe grammar together with any additional non-grammar additional provision requirement. 4. Suggestion – combined 6th form provision in Sevenoaks. 5. Westerham: Laudable as the commission’s aims are, Westerham is out on something of a geographical limb in relation to the rest of Kent and does not necessarily want to see its historical preferences taken out of 	<ol style="list-style-type: none"> 1. Noted. 2. PANs in multiples of 30 and 15 are preferred. However, small schools, particularly rural small schools, are a necessary part of Kent’s school stock. Schools will not be forced to change their PANs to match our ideal. Improve wording to avoid confusion. 3. To be considered and agreed by the local authority' 4. To be considered and agreed by the local authority'. 5. To be considered and agreed by the local authority'.

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Tunbridge Wells	<p>the equation.</p> <ol style="list-style-type: none"> 1. Expansion of good or outstanding schools: At least one of the schools being expanded in the Tunbridge Wells area was judged by Ofsted as “satisfactory” at their last inspection. 2. 2fe is the preferred provision, yet within Tunbridge Wells, several schools are expanding to 3fe. 3. In Tunbridge Wells, schools proposed for expansion are out of town schools necessitating journeys of 2-3 miles for primary aged children. 4. Tunbridge Wells Core Strategy indicates that provision may be needed in Paddock Wood and that perhaps any decommissioning of provision should only be on a temporary basis. 5. Tunbridge Wells town centre schools may require expansion but pupil forecasts do not provide the evidence to support this. It will be essential to show a clear link between the evidence of need; what is driving the need and the amount of money sought if developer contributions are sought. 6. It would be helpful if the plan could make a clear distinction between what additional capacity is to be commissioned to meet a backlog of need as opposed to that expected to result from new development. 7. It would be helpful if the report could outline the process by which KCC will seek to find appropriate site where it is proposed to commission additional, permanent provision in new school buildings. If alternative sites are to be found through the forward planning process it would be useful if the document could identify more specifically where new primary 	<ol style="list-style-type: none"> 1. When determining how to meet the need for additional provision, a range of factors, including school standards and parental views are considered. Where options exist, good or outstanding provision is more likely to be selected for enlargement. This comment will be considered by the Local Authority. 2. Preferred does not mean absolute. There will be circumstances when larger or smaller provision is the most appropriate option. Proposals will be consulted upon. 3. To be considered and agreed by the local authority 4. To be considered and agreed by the local authority 5. To be considered and agreed by the local authority. 6. There is no backlog of need. Future need is driven by demographic change, migration and new housing. We will look to see how demographic and housing demand can be made clearer in future iterations. 7. The process will be made clearer in future iterations.

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	<p>schools are needed.</p> <p>8. We welcome the spending of £20m on the new Skinners Kent Academy (App 5, page 139); and on 8 new classes in either new modular or mobile units at Bishops Down, St. James' CE, Pembury and Claremont (page 133) costing a total of £959,000. But we also note that no money has been programmed for the planned increase in admission numbers at Rusthall, St. Paul's CEP (p. 133).</p> <p>9. This report does not refer to the distance children have to travel to school. We are worried about the distance Primary School children in particular have to be driven or have to pay to travel to school. Closest schools often do not have spaces – we are aware of this as a serious problem in Tunbridge Wells. At Primary level this leads to an increase in traffic if parents drive their children. At secondary level it will cause an increase in traffic and pressure on parking spaces around secondary schools if sixth formers drive themselves to school.</p> <p>10. Where KCC has judged that, since a school place is available within 2 miles there is no need for extra provision, KCC needs to acknowledge that in an urban or suburban context 2 miles is too far to expect primary aged children to walk. It does not take into account the dangers and distance involved in walking.</p> <p>11. 13.7 - There is a serious shortfall in the nursery places available for disadvantaged two year olds in Tunbridge Wells – an extra 189 places must be provided by September 2013 (Table 17, page 84). How will this be achieved when Kent has established a target of increasing provision across Kent from 3,300 by September 2013 to 6,600 places by September 2014, the plan seems to be to leave it to the private sector. Furthermore, there</p>	<p>8. To be considered and agreed by the local authority.</p> <p>9. It is not possible to refer to the distance children have to travel to school. With 600 provisions and over 200,000 pupils, the range will be too wide. We are aiming to have provision as local as possible, and to ensure the quality of this meets parental preference.</p> <p>10. Free transport is provided for children aged under 8 if they live over 2 miles from their nearest appropriate school. This criterion is laid down by statute. It is for the parents to determine whether or not a primary aged child walks to school and whether that child walks to school unaccompanied.</p> <p>11. KCC is the commissioner, not necessarily the provider. It is the provider of last resort. Therefore, we will be looking to the private and voluntary sector to meet this growth in Early Years provision.</p>

Topic	Comment / question etc	Action to be taken
	<p>is no access to capital funding to create the provision of Early Years places (page 21).</p> <p>12. 14.1 - The sixth form stay on rates are above average in Tunbridge Wells</p>	<p>12. To be considered and agreed by the local authority.</p>
Tonbridge & Malling	<p>1. In general, the stated goals of the County Council are welcomed as meeting the needs arising from existing and new developments, improving standards in schools and in ensuring choice.</p> <p>2. pp 63 & 65: Additional provision for secondary school places to address an identified deficit in the Tonbridge area is earmarked for Sevenoaks (non-selective) and Tunbridge Wells (selective) but none in the Tonbridge area. Although the capacity issue is addressed, there may be competition for selective places in Tonbridge resulting from Sevenoaks families seeing this as a preferred option to the longer journeys to a school in Tunbridge Wells which may result in unanticipated local pressures for places in Tonbridge.</p>	<p>1. Noted.</p> <p>2. To be considered and agreed by the local authority</p>
Shepway	<p>1. The Shepway District Council supports, in principle, the Shepway element of the plan but has concerns relating to permanent growth leading to schools fighting for places.</p>	<p>1. The situation following expansion of any schools will be monitored.</p>

Questions and Comments raised at the meetings referred to in 1(2) above.

Topic	Comment / question etc	Action to be taken
EY	<ol style="list-style-type: none"> 1. Will maintained nursery units be expected to take children from aged 2 years? 2. The consultation document suggests that there is enough Early Years provision for children aged 3-4 years in the Sevenoaks area. The government target is 3300 places for 2 year olds by September 2013 and 6600 places by September 2014, how is the LA going to ensure this? 3. Are you consulting with pre-schools in a similar way to this? 4. Are you looking to expand on nursery classes? 5. EY: if quality is not good in EY children can spend a lot of time catching up in primary education. 	<ol style="list-style-type: none"> 1. A formal decision on this issue will need to be taken by the Council. 2. The Early Years team is currently conducting an audit of provision. It will work closely with the private and voluntary sector to ensure sufficient provision is made. Ultimately, the LA will make provision if no other provider comes forward. 3. We have shared information with them. 4. Not in the maintained sector, except as a last resort. 5. Agreed. Quality is key.
Selective places	<ol style="list-style-type: none"> 1. Concerns raised about grammar satellite provision in Herne Bay. 2. Is there sufficient attention paid in the Plan to Kent's commitment for grammar schools? 3. Secondary data: selection is not taken into account. How will that be addressed in the future? Raw figures for secondary or split by selection? 4. The grammar schools, to a certain extent, have limited capacity to expand. 	<ol style="list-style-type: none"> 1. To be considered and agreed by the local authority. 2. We believe the principles of maintaining a proper balance between selective and non selective provision is sufficient. 3. It is not easy to display a selective / non-selective split in district data, given the travel to learn patterns. However, selection is taken into account in planning decisions. 4. Capacity to expand is a consideration when determining options to meet demand.
School Transport	<ol style="list-style-type: none"> 1. Having to pay to travel for education in a grammar school will discriminate against families in the Herne Bay and Whitstable area, who cannot afford it. 2. Denominational and selective home to school transport policy should be included in the Plan. 3. There will be an impact on Ashford Catholic families who will have to pay for transport to Canterbury. 	<ol style="list-style-type: none"> 1. This is outside the scope of this Plan. 2. We do not agree with this comment. 3. Noted.
Developer Contributions	<ol style="list-style-type: none"> 1. When would the LA seek developer contributions? 	<p>The LA reviews house building around the County on an ongoing basis. Developer contributions are sought when there is insufficient capacity at schools in the vicinity.</p>
Free schools	<ol style="list-style-type: none"> 1. Agreed it is a useful document but 	<ol style="list-style-type: none"> 1. Noted.

Topic	Comment / question etc	Action to be taken
	<p>concerned that new planning laws mean that any accommodation can be used for a Free school.</p> <p>2. Tiger School (new free school in Maidstone) – what sort of impact will they have?</p> <p>3. A satisfactory school could be a free school – where’s the evidence it will get better?</p> <p>4. Is the Dfe working with free schools, ie the proposed free school in Wye?</p> <p>5. Free schools: how far have Hadlow and Wye gone?</p>	<p>2. It will provide additional Year R capacity in Maidstone this year and into the future. It will be a 2fe school in due course. Future forecasts will pick up on revised admissions patterns.</p> <p>3. Comment is outside the scope of this Plan.</p> <p>4. The DfE has a published process commissions the New Schools Network to support potential promoters.</p> <p>5. Under discussion with the DfE.</p>
SEN	<p>1. We accept that it is the LA’s intention to build capacity in mainstream settings to ensure compliance with relevant duties under SEN but this will put pressure on schools which are already full.</p> <p>2. SEN & LAC. One of the big failures of LAs. We do quite well when they are children but when they become adults – big problems. Waste of resources, no funding, nothing available (eg adult SEN).</p>	<p>1. The SEN Review will shape the future commissioning plan.</p> <p>2. Noted.</p>
Post-16	<p>1. The plan is less convincing on the future strategy for 16-24 SEN and 16-19 mainstream provision.</p>	<p>1. This is acknowledged. Further work will be carried out in collaboration with colleagues in the 16-24 unit and following the SEN Review.</p>
PANs and capacities	<p>1. Schools should be able to run at least four classes? This will put a certain amount of pressure on small schools.</p> <p>2. How can local authority stipulate that PANs will be multiples of 30 (or multiples of 15)?</p> <p>3. Why say 2FE provision (420 places) is the optimum size for primary provision in terms of the efficient use of resources?</p> <p>4. Where does guideline come from saying for secondary provision PANs will normally be 360 or multiples of 30? Recommendation of 8fe secondary school – is that built-in knowledge or something else?</p> <p>5. Are you looking for schools with current capacity or will you build?</p>	<p>1. This is an ideal figure. It may not be possible to achieve this in all schools. Improve explanation.</p> <p>2. This is an ideal figure. Improve explanation.</p> <p>3. Over time we have concluded this to be the case. Improve explanation.</p> <p>4. Mainly from experience. Improve explanation.</p> <p>5. The purpose of the Plan is to publish need in order to generate proposals</p>

Topic	Comment / question etc	Action to be taken
	<p>6. Schools won't want a mobile for a year.</p> <p>7. How do academies factor into this - if an academy wants to increase its PAN what authority does the LA have?</p> <p>8. How does a school get funding to expand?</p>	<p>to address these. Schools that have unused capacity, are rated good or better and are in areas where expansion is needed are likely to be considered first on the grounds of value for money. This may need better explanation.</p> <p>6. Noted.</p> <p>7. It is the LA's duty to provide sufficient education provision across a district. We hope to work in collaboration with <u>all</u> schools to achieve this.</p> <p>8. Review Capital Section to better explain this issue.</p>
Standards	<p>1. Concern that there is a threat of closure for underperforming schools in areas of high deprivation.</p> <p>2. Quality: argue numbers but – quality is essential. It underpins this Plan. Without something strong and firm regarding how quality will improve, parents will migrate to a school that's better or good.</p> <p>3. Is it correct that if a school finds itself in challenging circumstances the LA will promote the idea of collaborating with an academy or forming a soft federation with another school?</p>	<p>1. No action. Such issues would be considered with each proposal.</p> <p>2. Yes. Quality is key.</p> <p>3. This could be one of the options to consider. It will depend on individual circumstances. Review text to ensure sufficient explanation.</p>
Canterbury	<p>1. Concerns raised about over provision in the primary phase in Herne Bay.</p>	<p>1. To be considered and agreed by the local authority'.</p>
Dover	<p>1. The new primary school for the Whitfield development should be 2FE from the start.</p> <p>2. Concern that a new primary school in Whitfield will take pupils from existing schools and families may not move to the area because of the lack of employment opportunities.</p>	<p>1. To be considered and agreed by the local authority.</p> <p>2. Issues to be considered when a proposal is taken forward. Lack of employment opportunities in an area is outside the scope of this Plan.</p>
Thanet	<p>1. Has the impact on families been considered if Bromstone relocates to the Westwood Cross site?</p> <p>2. Would the LA consider building a primary school on a secondary school site in Broadstairs?</p> <p>3. It is rumoured that a London Housing Association will be purchasing 500 of the houses on the Westwood Cross development.</p>	<p>1. To be considered and agreed by the local authority.</p> <p>2. To be considered and agreed by the local authority'.</p> <p>3. To be considered and agreed by the local authority' .</p>
Ashford	<p>1. At what stage will a decision be made re a new secondary school at</p>	<p>1. It is in the commissioning plan for the medium term.</p>

Topic	Comment / question etc	Action to be taken
	<p>Chilmington Green / Cheeseman's Green etc?</p> <p>2. Question about migration into the Ashford area from East Sussex.</p>	<p>2. Consider giving further detail of cross border migration.</p>
Dartford	<p>1. With Dartford being so close to the Dartford/Bexley borders it is very hard for schools to pitch re the oversubscription criteria.</p> <p>2. Dartford Grammar School for Girls introduced a 1 mile distance rule.</p>	<p>1. To be considered and agreed by the local authority.</p> <p>2. Noted.</p>
Sevenoaks	<p>1. Where is the capacity in Sevenoaks Schools?</p> <p>2. LA is saying that an additional 6FE of secondary provision is required by 2016 in the Sevenoaks District, yet the figures do not back this statement up.</p> <p>3. Current Year R provision in Sevenoaks stands at 1220, giving a 15% surplus, with an anticipated increase in 2016/17 to 1366. Is this information accurate as there appears to be little or no capacity at the moment in Sevenoaks?</p>	<p>1. To be considered and agreed by the local authority'.</p> <p>2. To be considered and agreed by the local authority'.</p> <p>3. To be considered and agreed by the local authority</p>
Miscellaneous	<p>1. Children educated at home should be included in the Plan.</p> <p>2. The Principles and Planning Guidelines are acceptable.</p> <p>3. By "community" do you mean employers etc or residential community?</p> <p>4. Inclusive schools are not as popular as exclusive schools unless you're the type of parent who wants that sort of school.</p> <p>5. Every community should have a school at its heart in order to sustain it.</p>	<p>1. We can include some data in the next iteration.</p> <p>2. Noted.</p> <p>3. This could be either depending on circumstances. Review text to ensure consistency and explanation.</p> <p>4. Noted.</p> <p>5. In an ideal world, yes.</p>
Commissioning	<p>1. Concern that anyone can open a school and this could impact on existing schools.</p> <p>2. Who do you see as the commissioner for education, headteacher, chair of governors? Who provides?</p> <p>3. As government is shifting the responsibility for our schools away from the LA to the governors and staff, it will become increasingly difficult for them to maintain that role which is expanding so quickly.</p> <p>4. Lot of talk around fee-paying sector coming under pressure as people</p>	<p>1. This is national policy.</p> <p>2. The Local Authority is the commissioner. The school and/or Governing Body may be the provider of places.</p> <p>3. Noted.</p> <p>4. This is an area that we are monitoring.</p>

Topic	Comment / question etc	Action to be taken
	<p>don't have money. Recession – 3-4 years into forecast period.</p> <p>5. There is increasing pressure on schools with regards to parental preference so recognition of parental numbers needs to be considered.</p> <p>6. If proposals are going to be made by schools they will need the information.</p>	<p>5. The pattern of parental is considered in developing proposals to address need. Additionally, we have a duty to consider parental representations. However, we need to manage expectation as Capital restrains options. Revisit text to better explain this.</p> <p>6. Noted.</p>
Forecasts	<p>1. Are you content that the methodology used within the plan is current and accurate?</p> <p>2. Fee paying in secondary provision. How does this affect forecasts?</p>	<p>1. We continue to seek to improve our forecasting process. To this end we are currently working with the University of Leeds.</p> <p>2. The forecasts take this into account. Revisit wording to ensure clarity.</p>

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BY: Mike Whiting, Cabinet Member for Education, Learning & Skills
 Patrick Leeson, Corporate Director, Education, Learning & Skills
 Keith Abbott, Education, Learning & Skills Finance Business Partner

TO: Education Cabinet Committee – 10th July 2012

SUBJECT: Education Directorate/Portfolio Financial Outturn 2011/12

Classification: Unrestricted

Summary:

This report summarises the 2011/12 financial outturn for each of the A-Z budget lines within the Education, Learning & Skills (ELS) Directorate/Portfolio.

FOR INFORMATION

1. Introduction:

- 1.1 This is the first round of financial performance reports to the new Cabinet Committees following the introduction of the new governance arrangements with effect from 1 April 2012.
- 1.2 It is important that committees receive timely information on actual costs in advance of considering options for future years' budgets during the autumn. This report therefore includes the final outturn for 2011/12 for each of the A-Z budget lines within the ELS Directorate/Portfolio in the same format as reported throughout the year in monitoring reports, together with an explanation of significant variances from the final cash limit.

2. Education Learning & Skills Directorate/Portfolio 2011/12 Financial Outturn-Revenue

- 2.1 The provisional revenue outturn was reported to Cabinet on 9th July together with recommendations on rollover for committed projects and contributions to reserves for uncommitted under spends. The overall position for the ELS Directorate/Portfolio was an underspend of £2.804m on non delegated budgets and a £3.898m underspend on the schools delegated budget. In addition the Early Years and Childcare Service, which is part of the Families and Social Care Directorate, underspent by £0.718m?
- 2.2 Table 1 sets out the original budget, final approved cash limit and spending for each A-Z budget line within the ELS Directorate/Portfolio. The changes between

the original budget and final approved cash limit are all within KCC “virement” rules as set out in Financial Regulations.

Table 1 A-Z Budget Line	Original Budget £000's	Approved Cash Limit £000's	Final Outturn £000's	Variance from cash limit £000's
Delegated Schools Budgets				
Gross	942,054	828,091	795,121	-32,970
Income	-942,054	-828,091	-799,019	29,072
Net	0	0	-3,898	-3,898
Transfer to/from school reserves				
Gross			3,898	3,898
Income				0
Net	0	0	3,898	3,898
TOTAL DELEGATED				
Gross	942,054	828,091	799,019	-29,072
Income	-942,054	-828,091	-799,019	29,072
Net	0	0	0	0
NON DELEGATED:				
Strategic Management & directorate support				
Gross	15,528	10,820	10,854	34
Income	-10,225	-8,118	-8,279	-161
Net	5,303	2,702	2,574	-128
SERVICES FOR SCHOOLS				
Early Years & Childcare Advisory Service				
Gross	0	8,184	8,226	42
Income	0	-8,184	-8,226	-42
Net	0	0	0	0
School Improvement Services				
Gross	7,223	10,184	10,361	177
Income	-1,761	-4,701	-4,772	-72
Net	5,462	5,484	5,588	105
Governor Support				
Gross	662	662	621	-41
Income	-676	-676	-521	155
Net	-14	-15	99	114
PFI Schools Schemes				
Gross	16,859	8,097	8,097	0
Income	-16,859	-25,637	-25,637	0
Net	0	-17,540	-17,540	0
Schools' Buildings & Sites				
Gross	853	853	830	-23
Income	-706	-706	-706	0
Net	147	147	124	-23
Schools' Cleaning & Refuse				
Gross	3,521	3,521	3,568	47
Income	-3,889	-3,889	-3,752	137
Net	-368	-368	-184	184
Schools' Meals				
Gross	2,086	1,645	1,646	1
Income	-2,086	-1,645	-1,646	-1
Net	0	0	0	0
Schools' Non Delegated staff costs				
Gross	3,260	2,940	3,190	250
Income	-3,158	-2,838	-3,089	-251
Net	102	102	101	-1
Schools' Other Services				
Gross	1,063	1,063	1,003	-61
Income	-578	-578	-501	77
Net	485	485	502	16

Table 1 A-Z Budget Line	Original Budget £000's	Approved Cash Limit £000's	Final Outturn £000's	Variance from cash limit £000's
Schools' Redundancy Costs				
Gross	1,232	2,441	2,441	0
Income	-1,232	-1,232	-1,232	0
Net	0	1,209	1,209	0
Special Schools' Meals				
Gross	629	628	652	24
Income	-629	-628	-652	-24
Net	0	0	0	0
Schools' Teachers Pension Costs				
Gross	7,629	7,629	7,802	173
Income	-2,684	-2,685	-2,683	2
Net	4,945	4,944	5,119	175
TOTAL SERVICES FOR SCHOOLS				
Gross	45,017	47,847	48,436	589
Income	-34,258	-53,398	-53,417	-19
Net	10,759	-5,551	-4,981	570
SUPPORT FOR INDIVIDUAL CHILDREN - EDUCATION & PERSONAL				
14 - 19 year olds				
Gross	5,392	6,041	4,383	-1,658
Income	-3,520	-3,868	-2,840	1,028
Net	1,872	2,173	1,543	-629
Attendance & Behaviour				
Gross	21,510	22,236	23,149	912
Income	-20,367	-21,093	-21,896	-803
Net	1,143	1,143	1,253	109
Connexions				
Gross	9,787	9,787	10,043	256
Income	-9,787	-9,787	-9,787	0
Net	0	0	256	256
Education Psychology Service				
Gross	3,328	3,328	3,139	-189
Income	-13	-13	-22	-10
Net	3,315	3,315	3,116	-199
Free School Meals				
Gross	3,864	3,864	3,864	0
Income	-3,864	-3,864	-3,864	0
Net	0	0	0	0
Learners with AEN Services				
Gross	8,040	7,922	7,503	-420
Income	-7,338	-7,221	-7,038	183
Net	702	702	465	-237
Minority Community Achievement Service				
Gross	2,409	2,598	2,602	4
Income	-2,409	-2,598	-2,602	-4
Net	0	0	0	0
Partnership with Parents				
Gross	746	742	670	-72
Income	-3	-3	-10	-7
Net	743	739	659	-80

Table 1 A-Z Budget Line	Original Budget £000's	Approved Cash Limit £000's	Final Outturn £000's	Variance from cash limit £000's
Stated Pupils				
Gross	9,724	9,628	8,995	-633
Income	-9,724	-9,628	-8,995	633
Net	0	0	0	0
Independent Special School Placements				
Gross	12,549	12,548	12,547	-2
Income	-12,549	-12,548	-12,547	2
Net	0	0	0	0
Special School & Hospital Recoupment				
Gross	1,660	1,660	1,660	0
Income	-1,660	-1,660	-3,081	-1,421
Net	0	0	-1,421	-1,421
TOTAL SUPPORT FOR INDIVIDUAL CHILDREN				
Gross	79,009	80,354	78,554	-1,800
Income	-71,234	-72,282	-72,683	-400
Net	7,775	8,072	5,871	-2,200
TRANSPORT SERVICES				
Home to College Transport				
Gross	1,787	1,787	1,953	166
Income	-367	-367	-340	27
Net	1,420	1,420	1,613	194
Mainstream Home to School Transport				
Gross	14,301	14,301	13,090	-1,211
Income	-384	-384	-432	-48
Net	13,917	13,917	12,658	-1,259
SEN Home to School Transport				
Gross	17,039	17,039	16,920	-119
Income	0	0	-8	-8
Net	17,039	17,039	16,912	-127
TOTAL TRANSPORT SERVICES				
Gross	33,127	33,127	31,963	-1,164
Income	-751	-751	-780	-29
Net	32,376	32,376	31,183	-1,193
INTERMEDIATE SERVICES				
Assessment of Vulnerable Children				
Gross	1,693	1,692	1,852	160
Income	-570	-571	-584	-14
Net	1,123	1,121	1,268	147
TOTAL NON DELEGATED				
Gross	174,374	173,839	171,659	-2,181
Income	-117,038	-135,120	-135,743	-623
Net	57,336	38,720	35,916	-2,804
PORTFOLIO TOTAL (CONTROLLABLE)				
Gross	1,116,428	1,001,930	970,677	-31,253
Income	-1,059,092	-963,210	-934,761	28,449
Net	57,336	38,720	35,916	-2,804

An extract of the Families & Social Care Table 1 showing the outturn position for Early Years and Childcare is included below

Table 1 A-Z Budget Line	Original Budget £000's	Approved Cash Limit £000's	Final Outturn £000's	Variance from cash limit £000's
Early Years & Childcare Advisory Service				
Gross Income	13,741	5,492	4,535	-957
Net	-13,741	-5,492	-5,253	239
	0	0	-718	-718

2.3 The significant variations from the approved cash limits are as follows:

2.3.1 Delegated School Budgets (net -£3.898m). This represents a drawdown of reserves for academy converters of £4.361m and an increase in KCC school reserves of -£6.874m. In addition there is an underspend in the schools unallocated budget due to an increase in DSG of -£1.3m. The total underspend is transferred into school reserves leaving the delegated budgets with a net zero variance.

2.3.2 14-19 year olds (net -£0.629m). This is mainly due to a planned underspend of -£0.250m in Foundation Learning to offset the pressure on the Connexions budget together with an underspend on the Expanding Vocational Training budget of -£0.300m. One of the main aims of this budget was to set up the Maidstone Skills studio but there were delays in setting up the project and some of this spend will now be incurred in 2012-13. In addition there was a planned underspend on the Preparing for Employment budget to cover expected pressures elsewhere in the unit.

2.3.3 Connexions (net +£0.256m). The Young Peoples Learning Agency (YPLA) announced on 29 March 2011 that the Education Business Partnership funding was being withdrawn on 31 March 2011. This funding is paid to Connexions via a contract and the contract could not be renegotiated until the end of August 2011, leaving a pressure of £0.256m.

2.3.4 Special School and Hospital Recoupment (net -£1.421m). This underspend is due to recoupment income exceeding the set budget due to demand for places from other Local Authorities

2.3.5 Mainstream Home to School Transport (net -£1.259m). This underspend is due to the renegotiation of contracts, pupil numbers being lower than budgeted and a less than expected increase in rail fares. This ongoing underspend has been reflected as a saving in the 2012-15 MTFP.

2.4 The approved budget for 2012/13 was set on the basis of known/forecast activity as at December 2011. Of the above variations from the 2011/12 approved cash limit, the total underspend with the exception of Mainstream Home to School Transport relates to one-off issues for 2011/12 and should not impact on the 2012/13 budget. The underspend on Mainstream Home to School Transport is expected to be ongoing and has been reflected as a saving in the 2012-13 MTFP. The impact of any ongoing variations into 2012/13 will be reported as part of the

in-year budget monitoring together with progress on delivering the savings needed to balance the budget.

- 2.5 The first exception report for 2012/13 budget monitoring was also reported to Cabinet on 9th July and is similarly on the agenda for today's meeting. That report shows that there are no revenue issues coming out of the 2011/12 outturn which are expected to impact in 2012/13 and hence no revenue variance is currently reported for the ELS directorate/portfolio. However the report does show that initial projections are for a capital over spend of +£0.162m for this Directorate/Portfolio. Of this +£0.166m is a real variance and -£0.004m is due to rephrasing. The real variance is made up of minor variances on a number schemes which will be funded by a mixture of grant and external funding.
- 2.6 The full monitoring as at the first quarter is scheduled to be reported to Cabinet on 17th September. The timing of this Cabinet means reports to the September round of Cabinet Committees may have to be dispatched late in order to include the latest position considered by Cabinet, in a similar way to the papers for this July round of Cabinet Committee meetings have had to be (in some cases).
- 2.7 The under spend for 2011/12 includes a number of areas of committed expenditure which Cabinet were asked to agree to roll forward into 2012/13. Table 2 below shows the details specific to the ELS Directorate/portfolio. At the time of the dispatching this report the outcome of this decision is not yet known and a verbal update will be provided at the meeting.

Table 2	Amount
Reason for Rollover	£000s
<i>ELS portfolio – 14 -19 Year Olds – Maidstone Skills Studio</i> Part of the underspend on the 14-19 Unit was on the Expanding Vocational Training budgets. One of the main aims of this budget was to set up the Maidstone Skills Studio but there have been ongoing delays in setting up the project and some of this spend will now be incurred in 2012-13. Roll forward is required to fund this re-phasing.	80

- 2.8 The balance of the uncommitted under spend (£5.316m) for the County Council will be transferred to the Economic Downturn reserve in accordance with the recommendation to Cabinet on 9 July 2012.

3. Education, Learning & Skills Directorate/Portfolio 2011/12 Financial Outturn – Capital

- 3.1 Table 3 identifies the planned and actual spend on all capital projects in 2011/12 and the total approved and forecast spending over the lifetime of these projects.

Table 3 ELS Directorate Capital Outturn Report 2011-12	2011/12 Cash Limits & Spend				2011/12 Total Scheme Costs		
	Original	Final	Final	Variance	Final	Final	Variance
	Cash Limit	Cash Limit	Outturn	from Cash Limit	Cash Limit	Outturn	from Cash Limit
	£000's	£000's	£000's	£000's	£000's	£000's	£000's
Rolling Programme :							
Maintenance Programme	14,000	13,200	13,004	-196	39,500	39,500	0
Other	98	280	280	0	933	933	0
Approval to Spend :							
Basic Need	8	-3	-25	-22	15,151	15,129	-22
Modernisation Projects	1,618	2,621	2,626	5	3,702	3,707	5
Specialist School Projects	10	203	108	-95	530	530	0
Special Schools Review (Phase 1 & Phase 2)	3,183	2,446	2,258	-188	56,498	56,595	97
Vocational Education Programme	0	49	48	-1	1,541	1,542	1
Childrens Centres, Early Years & Childcare	2,460	0	0	0	0	0	0
Primary Improvement Programme	7,729	9,644	9,689	45	36,992	37,081	89
Development Opportunity Projects	450	118	95	-23	1,216	1,216	0
Building Schools for the Future (Excl PFI)	2,955	2,640	3,152	512	155,003	156,597	1,594
Academy Programme	6,575	55,928	52,353	-3,575	193,502	193,502	0
Transforming Short Breaks	2,591	0	0	0	0	0	0
Kitchen & Dining Grants	470	550	550	0	1,576	1,576	0
Practical Cookery Spaces	732	766	769	3	3,690	3,695	5
Unit Review	0	710	716	6	3,500	3,500	0
Multi Agency Specialist Hubs	4,787	0	0	0	0	0	0
Other	2,602	124	107	-17	4,777	4,760	-17

ELSDirectorate Capital Outturn Report 2011-12	2011/12 Cash Limits & Spend				2011/12 Total Scheme Costs		
	Original	Final	Final	Variance	Final	Final	Variance
	Cash Limit	Cash Limit	Outturn	from Cash Limit	Cash Limit	Outturn	from Cash Limit
	£000's	£000's	£000's	£000's	£000's	£000's	£000's
Approval to Plan :							
Basic Need	5,581	1,827	1,864	37	61,972	61,972	0
Modernisation Projects	9,581	8,641	8,549	-92	34,719	34,675	-44
Special Schools Review	0	24	30	6	30,000	30,000	0
Primary Improvement Programme	2,460	98	0	-98	1,025	927	-98
Academy Programme	86,410	170	0	-170	83,655	83,655	0
Building Schools for the Future	0	0	0	0	500	500	0
Development Opportunity Projects	2,000	26	12	-14	2,017	2,017	0
Multi Agency Specialist Hubs	0	0	0	0	0	0	0
Unit Review	1,500	0	0	0	0	0	0
£5M DSG Maintenance	0	105	50	-55	5,000	5,000	0
Other	0	4	38	34	2,259	2,293	34
Projects at Initial Planning :							
Development Opportunity Projects	0	0	0	0	5,222	5,222	0
				-3,898			
Devolved to Schools :							
School Capital Balances (mainly Devolved Formula Capital) - (rolling programme)	3,911	14,890	14,890	0			
Schools RCCO Contributions (rolling programme)	10,000	13,411	13,411	0			
Private Finance Initiative - Approval to Spend	0	0	0	0			
Private Finance Initiative - Approval to Plan	0	0	0	0			
	171,711	128,472	124,574	-3,898	744,480	746,124	1,644

3.2 The movements from the original budget and the approved cash limit have been reported in monitoring during the year and the cash limits were changed when the capital programme in the 2012/15 Medium Term Financial Plan was approved in February. The variance from approved cash limit represents the final actual spending for 2011/12 (and forecast spending for future years) since the capital programme was published and includes the following significant issues:

3.2.1 Building Schools for the Future (+£0.512m). The major area of re-phasing on BSF are the BSF Wave 3 Programme (-£0.884m) relating to the delay in

re-negotiating the ICT contract which is expected to complete in the near future, and BSF Unit codes (-£0.365m) where proactive management action has been taken to minimise spend on external fees. BSF wave 5 Programme (+£1.592m) relates to the abortive costs written off to revenue.

3.2.2 Academy Programme (-£3.575m). Most of the required re-phasing within this part of the Academy Programme relates to contractor delays in reaching Academy milestone payments (-£3.534m). The Academies projects affected by these delays are: Marsh (-£1.109m), Skinners (-£0.842m), Cornwallis (-£0.707m), Spires (-£0.586m) and New Line Learning (-£0.290m). Other re-phasings are required at Sheppey Academy (-£1.048m), where the build programme is approximately five weeks behind schedule but is expected to catch up and complete on schedule by February 2013 and Longfield Academy (+£0.780m), where the build has completed ahead of schedule following pressure by the Headteacher and the need to vacate the old buildings for demolition. Additional fees have been incurred to progress the Academy Programme (+£0.227m).

3.3 Re-phasings from 2011/12 will be included in the budget monitoring reports to Cabinet in July and September together with any other issues affecting capital projects which have arisen during 2012/13 so far.

4. Recommendations

4.1 Members of the Education Cabinet Committee are asked to note the revenue and capital financial outturn for 2011/12 including rollovers for committed projects and changes to the capital programme due to re-phasings.

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By:	Mike Whiting – Cabinet Member - Education, Learning and Skills Patrick Leeson- Corporate Director- Education, Learning and Skills
To:	Education Committee – 10 July 2012
Subject	Education, Learning and Skills Performance Scorecard
Classification:	Unrestricted

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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 Appendix 2 Part 4 of the Kent County Council Constitution states that:

“Cabinet Committees shall review the performance of the functions of the Council that fall within the remit of the Cabinet Committee in relation to its policy objectives, performance targets and the customer experience.”

1.2 To this end, 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.

1.3 Members of the Committee are invited to make recommendations for changes to the performance framework, to ensure the Committee is well informed about all aspects of progress and performance.

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. While much of this baseline data is available, against which to measure future progress, some indicators in the scorecard for ELS still require further development. Attached to this report is a June 2012 “first

release” version. This includes the latest available data up to April/May 2012. There are a number of aspects of the scorecard that will require further work and it is anticipated that the scorecard will be fully populated by 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, 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 Some of the indicators are still awaiting data. 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.

2.8 There are a small number of indicators that have not previously been used for performance management, although they may have been utilised at a local level by particular teams or services; or where the data relies on information being provided by a range of external agencies (this is particularly applicable to the indicators in the Employability section). Work is taking place to collate and calculate the relevant figures to produce baselines, targets and establish the most up to date performance position; for example, the indicator relating to the percentage of pupils in Pupil Referral Units reintegrated into mainstream schooling.

3. District Scorecards

3.1 In parallel to the development of the ELS scorecard, work has been undertaken to produce 12 District scorecards which are being consulted on through the current round of District Headteacher meetings. 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. Over time other indicators may be added to the scorecard if it is felt that there are areas requiring focused improvement and regular monitoring that are not currently included.

3.2 District scorecards currently reflect the county level targets. As Districts perform at different levels, it would be helpful if targets were set for each District

to reflect their individual performance improvement requirements. Where appropriate, these District focused targets will be set in conjunction with Heads of Service and Headteachers during the next few months.

4. Current Performance

4.1 Overall performance masks considerable variation in performance between Districts across a range of indicators and variation in performance across schools within Districts. For this reason the work is taking place to produce and develop District level scorecards. The intention is to reflect the variation in performance so that greater attention can be targeted to improvement in these areas. It is also intended to work with the evolving school improvement partnerships to provide them with performance frameworks that can be used to inform and manage performance and drive progress within their respective group of schools.

4.2 Areas of strength overall are the percentage of pupils persistently absent from schools in both Primary and Secondary sectors, the growth in the percentage of admissions applications made on-line and the number of starts on the Kent Success apprenticeship scheme where targets are being exceeded.

4.3 Reasonable progress is being made across a range of priority areas. If we are to meet the very challenging targets we have set ourselves in Bold Steps and ensure that we are also working with schools to exceed minimum acceptable standards, we will have to accelerate the pace of change considerably. To this end we have been analysing our school performance data to identify those schools at risk of under-performance, especially those that are below floor standards or likely to be, where progress is too limited. Also there is better risk assessment of those schools at risk of failing an Ofsted inspection, and those schools with two or more “satisfactory” Ofsted judgements. This data is used to inform the packages of support and collaborative arrangements that need to be put in place to drive more rapid improvement.

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). For example, where we are making progress at KS2 (Level 4+) in English and Mathematics, the gap has widened between the performance of all pupils and those who are Looked After or have SEN.

4.5 We are seeing a steadily improving picture for the quality of schools, on the journey towards good and outstanding. The percentage of both Primary and Secondary schools with Good or Outstanding Ofsted judgments is improving, both for “overall effectiveness” and for “quality of teaching”. We expect the 2012 results to show improvement in the percentage of Primary schools above the floor standard at KS2 (60%), KS1 (L2B+) Reading and Writing, KS2 (L4+) English and Mathematics – including progress being made in closing the gap between all pupils and FSM pupils. Similar improvement is expected for all KS4 indicators, including the “gap” indicators for FSM and LAC.

4.6 In the Employability section of the scorecard, progress is expected in Level 2 and Level 3 attainment, (although the gap is not reducing for FSM students at Level 3). Current plans in the draft 14-24 strategy are expected to

reverse the downward trend in employment among 18 – 24 year olds. Currently unemployment is high at 7.4% with the Bold Steps target being 4.4% by 2014/15.

4.7 When looking at areas of challenge, the following issues are highlighted: the number of permanent exclusions, both for all pupils, pupils with special educational needs and for LAC. Currently we have 215 children who have been permanently excluded, nearly three quarters have special educational needs and 15 are LAC. The Bold Steps target for 2014/15 is “no more than 50” children being permanently excluded and that there will be zero exclusion of LAC by that same date.

4.8 Work is currently underway to review 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.

4.9 Other areas of challenge are: the percentage of parents getting their first or second preference school, the number of schools in Ofsted category, KS1 Mathematics and the achievement gap at KS2 for FSM pupils, LAC and children with SEN.

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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By:	Mike Whiting – Cabinet Member - Education, Learning and Skills Patrick Leeson- Corporate Director- Education, Learning and Skills
To:	Education Committee – 10 July 2012
Subject	Business Plan outturn monitoring 2011/12
Classification:	Unrestricted

Summary:	The 2011/12 Business Plan outturn monitoring provides a summary of progress and highlights of the achievements in the year for the Education, Learning and Skills Directorate.
Recommendations:	Members are asked to NOTE this report.

1. Introduction

A full Business Plan monitoring exercise was conducted at the end of the financial year, with the aim of identifying achievements and also areas where tasks were not completed.

2. Business Plan Outturn Monitoring

- 2.1 A summary report of the findings of the ELS monitoring outturn is attached an Appendix 1.
- 2.2 Significant achievements during the year are highlighted within the report.
- 2.3 The majority of projects, developments and activities included within the Business Plans have been completed, and where projects have not been completed this is shown within the report on an exception basis.
- 2.4 The report also includes outturn figures for the relevant key performance and activity indicators included in the business plans.


3. Recommendations


Members are asked to NOTE this report.

4. Contact details

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Education Learning and Skills 2011/12 Business Plan Outturn
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Introduction

The 2011/12 Business Plans were written in the context of a Children, Families and Education Directorate before the recent re-structure. Outturn reporting against the 2011/12 Business Plans will reflect the change to an Education, Learning and Skills Directorate and subsequent changes to the Directorate structure and responsibility areas.

The role of the local authority within the context of the education sector is redesigned by legislation and this has required us to re-focus our core strategic responsibilities to secure improvement in the early years, schools, and post 16 education sectors; ensure good provision is made for pupils with special educational needs and disabilities, together with other pupils who may be excluded from school; be the champion of children and young people to ensure they have access to a good education and make good progress; and commission a sufficient diversity and number of good quality school places.

The development of a more diverse school system requires KCC to change the way it works, and part of our response to this is increased delegation to schools and changes in the way central services are delivered and funded.

During the summer of 2011 the senior management structure of Education, Learning and Skills was revised and the Directorate was redesigned to comprise two distinct functions:

- Statutory and Strategic Services
- Traded Services

Redesign of the Directorate and recruitment to the new Structure was successfully completed and the Directorate now comprises seven service units:

- Standards and School Improvement including Early Years
- Skills and Employability
- Advocacy and Entitlement

These services report to the Director – Quality and Standards

- Provision Planning and Operations
- Fair Access
- Education Psychology
- SEN and Placement

These services report to the Director – Planning and Access.¹

In addition, a consultation exercise was undertaken to consider what funding and/or resources should be further delegated or devolved to schools from the centrally retained part of the Dedicated Schools Grant.

As a result, a number of functions carried out on behalf of schools by KCC moved to a full or partly traded basis – trading through the vehicle of EduKent. The decision was also taken to devolve the Specialist Teaching Service to a lead Special School in each district with effect from September 2012.

The majority of the activity set out in the 2011/12 Business Plans and falling within the remit of the Education Learning and Skills Directorate has been delivered successfully with targets being met. Some of the initial actions have had to be reviewed during the year in the light of changes to national performance thresholds and legislative changes.

Quality and Standards Division

Standards, and School Improvement

All targets have been met with mostly good or better provision in early years settings and outcomes for children at the end of the Foundation Stage above average, with the achievement gap narrowing for the 20% most disadvantaged children at age 5.

Our Key Stage 2 standards are in line with similar areas and just below the national average (74%) with some improvement in 2011 with 72% achieving level 4 in English and Mathematics.

At Secondary level the overall effectiveness of schools has improved and our secondary education is mostly good or better (69%) which is in line with the national average. Key Stage 4 standards have continued to improve and are just above similar areas and in line with the national average for five good GCSE grades including English and Mathematics (58%).

However, our rate of improvement is not fast enough and we have over 100 primary and secondary schools which are below the government's floor standards and 115 schools have remained satisfactory for two or more inspections. During the 2011/12 Business Planning period KCC, working with the DFE and schools, set up The Kent Challenge – a Kent plan for improving the performance in all of our schools. This collaborative intelligence-led approach is being taken forward into the 2012/13 Business Planning year and will be built on through the development of the Kent Learning Partnership – designed to develop and support a self-improving school system based on

¹ Vacant post

stronger and weaker schools working together in more formal improvement partnerships.

Skills and Employability

The Skills and Employability team was established to take account of the recent changes in national government policy in this area. Activity in the 2011/12 Business Plan for the 14-19 (24) unit completed:-

- Development of the Skill Force programme
- Implementation and review of Careers Education, Information, Advice and Guidance Curriculum framework
- Development of the Area Prospectus, on-line application process, and the Information, Advice and Guidance portal to develop the career management skills of young people
- Planning and delivery of the change from the Connexions contract to deliver the All Age Careers Service
- Production of data packs to inform planning decisions
- 10 Master-classes delivered
- Website: KC4U used by 83% of the cohort
- Careers Education Information, Advice and guidance framework that is accessible to all vulnerable learners in place

Activity that has commenced but is ongoing and/or carried forward into the 2012/13 Business Planning period due to the changing curriculum at KS4 and Raising the Participation Age:-

- Development of centres of excellence for technical and vocational programmes
- Development of flexible learner focused provision offering appropriate choices up to age 18
- Development of the apprenticeship programme
- Development of effective employer engagement and links with the Local Economic Partnership (LEP)
- Development of appropriate learning pathways for vulnerable learners
- Shaping education and skills provision around the needs of the economy

Not completed:-

- Development of the Young Apprenticeships programme –
- Review of Education Business Partnership's schools relationship – due to EBP funding being removed
- Implementation of a planning cycle across 12 districts to deliver high quality 14-24 provision – delay due to requirement to respond to Raising the Participation Age agenda. Discussions are now commencing.

Advocacy and Entitlement

Primary and Secondary school persistent absence rates are reducing with more schools challenging inappropriate absence.

The IT support system for recording of attendance and inclusion data has been adjusted to enable analysis of permanent exclusions by SEN category, allowing improved targeting of activity.

Research has been undertaken to inform the development of an Inclusion Strategy in the 2012/13 planning period. This will encompass a review of our Alternative Curriculum and Pupil Referral Unit provision – testing and developing locally managed approaches to deliver improved outcomes.

As part of the ELS restructure, the responsibility for Elective Home Education has been established as part of the Advocacy and Entitlement Service. The team has been expanded to improve our information and support to parents who educate their children at home; to identify and take action where children are not receiving a satisfactory education or where children have been identified as a cause for concern.

The specification for Short Break Services has been reviewed and Short Break Services have been re-commissioned.

The Specialist Teaching Service is being devolved to a District model of delivery, subject to final approval by the Cabinet Member. Consultation and negotiation around the practical arrangements for deployment, local management of the resource and access arrangements for schools within a district has taken place, in parallel with work to develop and agree an outcome based specification between schools and the Local Authority.

Quality and Standards Division

Provision Planning and Operations

The Commissioning Plan for Education Provision 2012-17 has been drafted and has just been subject to public consultation in parallel with discussions regarding delivery of the commissioning needs.

The responsibility for school “intervention” in cases relating to school standards moved to the Kent Challenge Team during this business planning period, although intervention for other reasons, such as financial mismanagement remains with the AEO Unit. During 2011/12, the AEO Unit formally intervened in, or continued formal intervention, in four schools: Wyvern Special School, Ursuline College, Walmer Science College and Furness Special School.

The Unit has continued to work effectively with emerging Academies to ensure that the children and young people of Kent receive the best possible education provision. This work has included brokering effective partnership arrangements to support schools which face challenges, resolving complex issues to facilitate the transfer of schools to academy status, challenging academies in the interests of Kent residents and ensuring academies remain the family of Kent schools.

Fair Access

The 2012 Admissions Scheme agreed and determined by Cabinet is now in full operation, and consultation on the proposed admission arrangements for transfer to primary and secondary schools in September 2013 has completed. The target for on-line admissions take-up was set at 80% (an increase of 30% on the 10/11 target). 86.3% of applications were made on-line during the 2011/12 business planning period – exceeding the 80% goal.

With regard to transport, consultation was undertaken on:

- Changes to the discretionary elements of home to school transport provision
- Post 16 transport policy
- Options for the 16+ Travel Pass

leading to adjustments to KCC's transport policy.

Education Psychology:-

All planned activities and targets were delivered. 98% of statutory action assessment advice to the Local Authority on the needs of children and young people was provided within agreed timescales and through supporting the SEN decision-making process.

The service supported early intervention through support and capacity building with schools for issues relating to teaching and learning; consultation and advice to parents, carers and other professionals in relation to vulnerable children; direct work with children and young people and contributing to 'Team Around the School' approaches.

An additional achievement during this period was the successful development of traded services in readiness for the 2012/13 financial year.

SEN and Placement:-

The review of Kent's SEN strategy has been carried over into the 2012/13 Business Plan in order that it can take account of proposed changes to legislation that will be outlined in the draft Children's Bill and the priority areas that we need to address based on our evidence and consultation with schools and other stakeholders.

We have delivered on our target for the percentage of Statements, issued within 26 weeks (11/12 target for all cases: 82%, delivered 88%) but we are still behind the national average and our statistical neighbour average (95% and 98% respectively).

We have not met our targets for:

- 5% reduction in the number of placements in independent and non-maintained special schools (11/12 target 266, outturn 293)

We are seeing an increase in the number of referrals for statutory assessment and we still have high numbers of tribunal appeals. It is intended that the SEN strategy will address these and other issues.