

EDUCATION CABINET COMMITTEE

Friday, 27th September, 2013

10.00 am

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





AGENDA

EDUCATION CABINET COMMITTEE

Friday, 27 September 2013 at 10.00 am
Darent Room, Sessions House, County Hall,
Maidstone

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

Tea/coffee will be available before the meeting

Membership (13)

Conservative (8): Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman),
Mr M A C Balfour, Mrs M E Crabtree, Mr S C Manion,
Mr M J Northey, Mr J M Ozog, Mrs P A V Stockell and
Mr R W Gough

UKIP (2) Mr H Birkby and Mr A D Crowther

Labour (2) Mr G Cowan and Mr W Scobie

Liberal Democrat (1): Mr M J Vye

Church
Representatives (3) Dr Bamford, Roper and Mr A Tear

UNRESTRICTED ITEMS

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

**Item
No**

Timings*

A. COMMITTEE BUSINESS

A1 Introduction/Webcasting 10.00 am

A2 Membership

The Education Cabinet Committee is asked to agree the co-option of three Diocesan Representatives on a non voting basis on the Education Cabinet Committee. The nominees are Mr Alex Tear (Director of Education, Rochester Diocese), Mr Quentin Roper (Director of Education, Canterbury Diocese), and Dr Anne Bamford (Director of Education, The Archdiocese of Southwark)

A3 Substitutes

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

A5 Date of next meeting

Members are asked to note that the next meeting of this Cabinet Committee has been rescheduled for **Wednesday, 4 December 2013 at 10.00 am**. Please delete 20 November meeting from your diary.

- A6 Minutes of the meeting held on 21 June 2013 (Pages 7 - 26)
- A7 Verbal Update by Cabinet Member for Education and Health Reform and Corporate Director, Education, Learning and Skills (Pages 27 - 28) 10.10-10.20 am

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

- B1 Decision number - 13/00070 - Proposal to expand Lamberhurst St Mary's Church of England Primary School (Pages 29 - 44) 10.20-10.30 am
- B2 Targeted Basic Need Funded Projects (Pages 45 - 52) 10.30-10.40 am

C. Monitoring of Performance

- C1 Education, Learning & Skills Directorate Financial Monitoring 2013/14 (Pages 53 - 66) 10.40-10.50 am
- C2 Education, Learning and Skills Performance Scorecard (Pages 67 - 108) 10.50-11.00 am

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

- D1 Medium Term Financial Outlook (Pages 109 - 118) 11.00-11.20 am
- D2 Schools Sixth Form Funding and Comparison with FE Colleges (Pages 119 - 132) 11.20-11.35 am
- D3 Commissioning Plan for Education Provision 2013-2018 (Pages 133 - 306) 11.35- 11.55 am
- D4 Proposed transfer of the Bower Grove secondary satellite provision and change of designated number of Bower Grove School (Pages 307 - 310) 11.55-12.10 am
- D5 Early Years and Childcare Strategy 2014 - 17 (Pages 311 - 318) 12.10-12.20 pm
- D6 Alternative Provision Health Needs Service (Pages 319 - 328) 12.20-12.40 pm
- D7 A Review of Ofsted School Inspections in Kent 2012-2013 (Pages 329 - 332) 12.40-12.55 pm

E. FOR INFORMATION ONLY - Key or Significant Cabinet Member Decisions Taken Under the Urgency Procedures

- E1 Decisions taken outside of the Cabinet Committee meeting cycle (Pages 333 - 346) 12.55-13.00 pm

EXEMPT ITEMS

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

**All timings are approximate*

Peter Sass
Head of Democratic Services
(01622) 694002

Thursday, 19 September 2013

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.

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KENT COUNTY COUNCIL

EDUCATION CABINET COMMITTEE

MINUTES of a meeting of the Education Cabinet Committee held in the Darent Room, Sessions House, County Hall, Maidstone on Friday, 21 June 2013.

PRESENT: Mr L B Ridings, MBE (Chairman), Mr M A C Balfour, Mr H Birkby, Mrs P T Cole, Mr G Cowan, Mrs M E Crabtree, Mr A D Crowther, Mr P J Homewood (Substitute for Mr S C Manion), Mr M J Northey, Mr J M Ozog, Mr W Scobie, Mrs P A V Stockell and Mr M J Vye

ALSO PRESENT: Mr P B Carter and Mr R W Gough

IN ATTENDANCE: Mr P Leeson (Corporate Director Education, Learning and Skills Directorate), Mr K Shovelton (Director of Education Planning and Access), Mrs M White (Area Education Officer - East Kent), Ms S Dunn (Head of Skills and Employability), Mr J Reilly (Principal Policy Officer) and Mrs C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS

106. Election of Vice-Chairman

(Item A3)

Mr Ridings proposed, and Mr Northey seconded, that Mrs Cole be elected Vice Chairman of this Cabinet Committee.

Carried

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

(Item A4)

1. Mr Scobie made a declaration regarding Items B1g and E1 advising that he was a governor at Bromstone Primary School and he had family members that worked at Laleham Gap (Special) School respectively.
2. Mr Balfour made a declaration regarding Item B2b advising that he was the Chairman of Governors for Grange Park School.
3. Mr Crowther referred to Item C2a advising that he was a Swale Borough Councillor.
4. Mr Gough referred to Item B2a and advised that he was a parent with children at school.

108. Minutes of the meeting held on 19 March 2013

(Item A5)

1. In response to a question, the Chairman advised that he would speak to the Director of Governance and Law on the issue of public speaking at Cabinet Committee meetings.

2. RESOLVED that the Minutes of the meeting held on 19 March 2013 be signed as an accurate record by the Chairman subject to grammatical changes being made.

109. Verbal update by the Cabinet Member and Corporate Director
(Item A6)

1. The Cabinet Member, Mr Gough, and the Corporate Director, Mr Leeson, gave their verbal updates.

2. Mr Gough began by given Members his early observations in his new role as Cabinet Member for Education and Health Reform and this agenda.

3. Mr Gough highlighted 3 areas in which Local Authorities had a vital role to play as a model for Kent to follow:

- Securing places by ensuring that there was adequate provision
- Support for vulnerable learners
- Support for Families and Standards by acting as a champion for parents and providing better standards

4. Mr Gough then mirrored items on the agenda to those 3 areas where improvements were being made to services including the work being carried out through the Standards and Improvement Team working in partnership with schools to produce improvements.

5. Mr Gough then gave an update on the Sevenoaks Grammar School Satellite proposal advising that he had chaired a public consultation meeting on 20 June, held at Invicta Grammar School, Maidstone, to discuss its proposals and vision for the Sevenoaks Grammar School Satellite. Parents from Sevenoaks were present. The consultation was due to close on 19 July and it was anticipated that an application would be presented to the Secretary of State shortly after.

6. He advised Members of a recent additional proposal received from The Weald of Kent Grammar School, Tonbridge, for the Sevenoaks Grammar School Satellite which would be considered seriously.

7. Mr Gough stressed that his ambitions were not only for the most academic pupils but for the entire population of young people in Kent which would be met through; improving standards and closing the attainment gap for disadvantaged groups which included the raising of the participation age to ensure that young people Not in Education Employment or Training (NEET) and those not getting that extra element of learning built into their experience post 16.

8. Mr Gough was keen to pursue the joining up of services both internally and externally, particularly with health. This would be carried out through building on the progress that had already been made; he gave the example of the Integrated Adolescent Support Service, which was a major theme of the Children's Bill.

9. Following on, Mr Leeson advised that the local authority continued to sustain and develop a sense of community and family among all schools in Kent. This was carried out through the various ambitions set out in Kent's strategic documents. There were over a hundred schools which were academies in Kent and 500 schools that continued to be maintained directly by KCC. He stressed the importance of Kent being very ambitious as the largest County in the Country for Kent's children and for Kent to be the best place to be educated. There had been significant success but there was still a long way to go.

10. One of the roles of the local authority was to change, modernise and develop its own approaches and services which were currently being undertaken in areas that included; Special Educational Needs, Pupil Referral Units (PRU) where more formal arrangements were being put in place and working in collaboration with schools. The 500 schools in Kent were working in collaborative partnerships. There were 60 groupings/hubs of schools which had agreements to work together and support each other in their collaborative groups and with schools outside their groups. Work was also being undertaken to integrate KCC services ensuring that the integration had a visible presence on the ground. He gave the example of the Integrated Adolescent Services which brought all the services of the County Council together including; Education and Social Care and partners in Health to support more vulnerable adolescents in Kent to avoid then being involved in crime and substance misuse etc and more involved in positive activities and continue in education and have positive destinations post 16.

11. Mr Leeson stated that providing school places where they were needed was an ongoing challenge. Over the next three years KCC would need to provide an additional 10,000 primary school places when children start school at 5 years. Every child that needed a school place had a place in September 2013. KCC had already expanded 22 schools and provided an additional 400 temporary expansions to give parents greater preference. This was evidenced by more parents receiving their first or second choice of school preference this year.

12. Mr Gough and Mr Leeson noted the comments and responded to questions regarding the information given in their verbal updates by Members which included the following:

- a) In response to questions on the several sites reported in the press for the Sevenoaks Grammar School Satellite, Mr Gough advised that KCC identified the Wilderness site in January 2013 as the site most suitable for the Sevenoaks Grammar School Satellite. There had been communication received from Lord Nash, Parliamentary under Secretary of State for Schools that this site had been identified for a proposed Free School, Trinity. KCC responded to Lord Nash making its position clear that the site was being used by the Knole Academy until 2015 and then by the Sevenoaks Grammar School provision. Meetings had taken place at officer level with the DfE to establish KCC's position on the Wilderness site being the preferred site.
- b) The Knole Academy had made progress and was a successful school. There were two issues; 1. West Kent had growing pressures for school places in particular selective school places. 2. A whole school cohort of secondary children left Sevenoaks each day to make the journey to school

therefore there was clearly a need by parents for that provision. There was plenty of scope for the Knole Academy and for the additional selective provision too with the increasing demand for school places.

- c) Mr Gough clarified that the proposals by Valley Invicta Academies Trust, Maidstone, and Weald of Kent Grammar School, Sevenoaks were submitted to the Secretary of State for Education as they were Academies. The decision on their proposals would be made by the Secretary of State for Education as academies and not the Local Authority however because of many factors including the site etc the local authority had a role and view which would continue to remain critical.
- d) Mr Leeson reminded Members Sevenoaks 2,500 parents who petitioned the County Council and the County Council decision to support this project under the current legal framework. With the significant increase in pupil numbers in the West Kent area by 2016-17 the number of secondary school provision would need to be increased and a commitment to maintain the balance of the selective school places. The most recent Academies Act and Education Act 2011 allowed schools to expand and provide more choice for parents. If the school was directly maintained by KCC it would be the KCC's proposal to expand. As an academy it would be their proposal to expand and they would have to consult and their application would be made to the secretary of state because it would be serious amendment to their funding agreement.
- e) KCC wrote to the Secretary of State supporting Valley Invicta Academies Trust's proposal as the sponsor of the Sevenoaks Grammar School Annex. There had been previous discussions with the Weald of Kent Grammar School. Mr Leeson advised that he had received a letter from the Governors of the Weald of Kent Grammar School in January 2013 saying that they did not wish to pursue the proposal. The governors have had a change of heart and wish to put forward their own proposal for an annex in Sevenoaks.
- f) In reply to a question, Mr Gough refuted that a grant had been offered to Valley Invicta Academies Trust to develop their playing fields. The Trust had made an application for finance from the Secretary of State which KCC had supported.

13. RESOLVED that the responses to comments and questions by Members be noted with thanks.

110. Decision number: 13/00005 Proposed expansion of Lansdowne Primary School, Sittingbourne

(Item B1a)

(Report by Mr P Leeson, Corporate Director for Education, Learning and Skills)

(Mr K Shovelton, Director of Education Planning and Access and Mrs M White, Area Education Officer- East Kent, were present for this item)

1. The Cabinet Committee considered a report on the results of a public consultation on the proposal to expand Lansdowne Primary School (Community), Sittingbourne.

2. Mr Shovelton and Mrs White noted comments and responded to questions by Members which included the following:

- a) In response to a question, Mr Shovelton advised that all Kent schools had a School Travel Plan to ensure the safety of children arriving at, and leaving, their school and this would be revised in liaison with Highways and taking in consideration the views of the local residents. The public would also have the opportunity to raise concerns regarding highways issues and the impact on their community through the consultation for planning consent of new school buildings.

3. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) the Education Cabinet Committee endorses the decision to be taken by the Cabinet member for Education, Learning and Skills to expand Lansdowne Primary School, Faversham by issuing a public notice to expand the school.

111. Decision Number: 13/00006 - Expansion of Lower Halstow Primary School, Sittingbourne

(Item B1b)

(Report by Mr P Leeson, Corporate Director for Education, Learning and Skills)

(Mr K Shovelton, Director of Education Planning and Access and Mrs M White, Area Education Officer- East Kent, were present for this item)

1. The Cabinet Committee considered a report on the outcome of the public consultation on the expansion of Lower Halstow School (Community Primary), Lower Halstow, Sittingbourne.

2. Mr Shovelton and Mrs White noted the comments and responded to questions which included the following:

- a) In responses to a question, Mr Shovelton confirmed that the Lower Halstow School Ofsted inspection report required improvement, the required improvements were being made and there was confidence in the school leadership that the school would cope with the expansion.
- b) In response to a question, Mr Shovelton advised that all Kent schools had a School Travel Plan to ensure the safety of children arriving at, and leaving, their school and this would be revised in liaison with Highways and taking in consideration the views of the local residents. The public would also have the opportunity to raise concerns regarding highways issues and the impact on their community through the consultation for planning consent of new school buildings.

3. The Chairman then put the recommendations to the vote which was carried. Mr Scobie requested that his abstention be recorded.

4. RESOLVED that:-

- a) the responses to comments and Members be noted; and
- b) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to expand Lower Halstow Primary School, Sittingbourne by issuing a public notice to expand the school.

112. Decision Number: 13/00007 - Expansion of Newington Community Primary School and Nursery, Newington

(Item B1c)

(Report by Mr P Leeson, Corporate Director for Education, Learning and Skills)

(Mr K Shovelton, Director of Education Planning and Access and Mrs M White, Area Education Officer- East Kent, were present for this item)

1. The Cabinet Committee considered a report on the outcomes of the public consultation on the expansion of Newington Community Primary School, Ramsgate.
2. Mr Shovelton and Mrs White noted the comments and responded to questions which included the following:
 - a) In response to a question, Mr Shovelton advised that all Kent schools had a School Travel Plan to ensure the safety of children arriving at, and leaving, their school and this would be revised in liaison with Highways and taking into account local views. The public would also have the opportunity to raise concerns regarding highways issues and the impact on their community through the consultation for planning consent of new school buildings.

3. RESOLVED that:-

- a) the responses to comments and questions by Member be noted; and
- b) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to expand Newington Primary School, Newington by issuing a public notice to expand the school.

113. Decision number: 13/00008 Proposed expansion of Ospringe CE (Voluntary Controlled) Primary School, Ospringe, Faversham

(Item B1d)

(Report by Mr P Leeson, Corporate Director for Education, Learning and Skills)

(Mr K Shovelton, Director of Education Planning and Access and Mrs M White, Area Education Officer- East Kent, were present for this item)

1. The Cabinet Committee considered a report that advised on the public consultation on the proposed expansion of Ospringe CE (Voluntary Controlled) Primary School, Faversham.

2. Mr Shovelton and Mrs White noted the comments and responded to questions which included the following:

- a) In response to a question, Mr Shovelton advised that all Kent schools had a School Travel Plan to ensure the safety of children arriving at, and leaving, their school this would be revised in liaison with Highways and taking into consideration the views of the local residents. The public would also have the opportunity to raise concerns regarding highways issues and the impact on their community through the consultation for planning consent of new school buildings.

3. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to expand Ospringe Primary School, Faversham by issuing a public notice to expand the school.

114. Decision Number: 13/00043 - The proposal to discontinue St Philip Howard Catholic Primary School with effect from 31 August 2013
(Item B1e)

(Report by Mr P Leeson, Corporate Director for Education, Learning and Skills)

(Mr K Shovelton, Director of Education Planning and Access and Mrs M White, Area Education Officer- East Kent, were present for this item)

1. The Cabinet Committee considered a report on the responses to the public notice period recently closed for the proposal published by the Governing Body of St Philip Howard Catholic Primary School to discontinue the school with effect from 31 August 2013.

2. Mr Shovelton advised that officers had been working closely with the School parents and the Arch Diocese and all children had been offered a place in a local school and a number of children were already attending their new school. One parent with an offer of a school had not made up their mind to take the place. Celebration events were also being arranged to give children parents and teachers the opportunity to say their goodbyes.

3. Mr Shovelton and Mrs White noted the comments and responded to questions by Members which included the following:

- a) In reply to a question, Mr Leeson advised that St Philip Howard had not been viable financially for some time and there had been a lack of attention to the requirements of the children. The Ofsted inspection judgement did not help matters and lead to parents opting not to send their children to the school especially as there was another successful Catholic School in the area close by.

- b) In reply to a question, Mr Shovelton advised that there was still a surplus of school places in the Herne Bay.

4. RESOLVED that:-

- a) the responses to comments and questions by Members be noted;
- b) the outcome of the Statutory Public Notice be noted; and
- c) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education and Health Reform to agree that the Governing Body of St Philip Howard Catholic Primary School should implement the closure of the school.

115. Decision number: 13/00042 The Charles Dickens School's Governing Body proposal to expand the school by adding a sixth form
(Item B1f)

(Report by Mr P Leeson, Corporate Director for Education, Learning and Skills)

(Mr K Shovelton, Director of Education Planning and Access and Mrs M White, Area Education Officer- East Kent, were present for this item)

1. The Cabinet Committee considered a report on the results of the public notice for the proposal published by the Governing Body of The Charles Dickens School to expand the school by adding a sixth form for 200 students, increasing the school's upper age limit from 16 to 19 years.

2. Mrs White advised that The Charles Dickens School had put forward a proposal for a sixth form following considerable representation from its students and local parents. Mrs White advised that there were few schools in the area with sixth forms. The school intended to work closely with St Georges Church of England High School, which was located almost opposite The Charles Dickens School. The original proposal was to have an academic "A" level based curriculum but during the consultation the school had worked closely with the Skills and Employability Team to look at the gaps analysis to develop a curriculum with a vocational base which the analysis showed was required. The Charles Dickens School continued to work closely with the Local Authority, local schools and East Kent College to develop the most appropriate curriculum.

3. Mr Shovelton and Mrs White noted comments and responded to questions by Members which included the following:

- a) In response to a question, Mrs White advised that subject to the curriculum being settled, there was general agreement from the other local schools to the expansion.
- b) In reply to a question, Mrs White advised that students in the proposed sixth form may be able to access certain subjects at St Georges CE High School and discussions were still ongoing with East Kent College.

4. RESOLVED that:

- a) the responses to comments and questions by Members be noted;
- b) the outcome of the Statutory Public Notice be noted; and
- c) the Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education and Health Reform to agree that The Charles Dickens Church of England School should implement the expansion by adding a sixth form.

116. Decision number: 13/00002 Proposed expansion of Bromstone Primary School, Broadstairs

(Item B1g)

(Report by Mr P Leeson, Corporate Director for Education, Learning and Skills)

(Mr K Shovelton, Director of Education Planning and Access and Mrs M White, Area Education Officer- East Kent, were present for this item)

1. The Cabinet Committee considered a report on the proposed expansion of Bromstone Primary School Broadstairs.
2. Mr Shovelton and Mrs White noted comments and answered questions which included the following:
 - a) In responses to a question, Mr Shovelton confirmed that the Lower Halstow School Ofsted inspection report judgement stated that the school “required improvement” and work continued to meet those required improvements. The Ofsted inspector had confidence in the school leadership that the school would cope with the expansion. Members felt reassured by the response.
3. The Chairman then put the recommendations to the vote which was carried. Mr Scobie requested that his abstention be recorded.
4. RESOLVED that:-
 - a) the responses to comments and questions by Members be noted, and
 - b) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills to expand Newington Primary School, Newington by issuing a public notice to expand the school.

117. Term Dates For The School Years 2014-15, 2015-16, 2016-17

(Item B2a)

(Report by Mr P Leeson, Corporate Director for Education, Learning and Skills)

(Mr K Shovelton, Director of Education Planning and Access, was present for this item)

1. The Cabinet Members considered a report on the results of the consultation on the proposed term dates for the school years 2014-15 2015-16 and 2016-17.
2. RESOLVED that the Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education and Health Reform to determine the school term dates for 2014-15 and in light of amendments made following the consultation the school term dates for 2015-16, and 2016-17.

118. Decision number: 13/00033 - Consultation Report on the draft Strategy for Special Education Needs and Disabilities

(Item B2b)

(Report by Mr P Leeson, Corporate Director for Education, Learning and Skills)

1. Mr Gough introduced the report that detailed the summary of responses received on the consultation on the proposed draft Strategy for Special Educational Needs and Disabilities (SEND) in Kent. He highlighted that there would be particular focus on meeting the needs of; the increasing number of children assessed with autism and emotional behavioural conditions, reducing the out of County placements and closing the gap of SEND attainment.
2. Mr Leeson highlighted the work undertaken to improve integrated working and joint commissioning arrangements between education, health and social care.
3. Mr Gough and Mr Leeson noted comments and questions by Members which including the following:
 - a) A Member stressed the need for timely assessments and diagnosis for children with autism, and highlighted the disruption that a child faced if incorrectly diagnosed.
 - b) An opinion was expressed that children with SEND, where possible, should be placed in a local mainstream school.
 - c) A comment was made that the transition arrangements of children with SEND to Further Education placements needed to be improved.
4. RESOLVED that:-
 - a) the responses to comments and questions by Members be noted;
 - b) the responses received during the stakeholder consultation be noted; and
 - c) the amended Strategy for Special Education Needs and Disabilities (SEND) attached to the report and consultation responses and comments by this Cabinet Committee be presented to Cabinet in July 2013 for final approval be noted be noted.

119. Primary Commissioning - Tunbridge Wells District - permission to consult
(Item C1a)

(Report by Mr P Leeson, Corporate Director, Education, Learning and Skills)

1. The Cabinet Committee considered a report on a proposal to commission additional school places at three schools in the Tunbridge Wells area.
2. RESOLVED that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education and Health Reform to carry out public consultations on the proposals to expand Bishops Down Primary school, Tunbridge Wells, Lamberhurst St Mary's Church of England Primary School, Tunbridge Wells and St Augustine's Catholic Primary School, Tunbridge Wells.

120. Primary Commissioning in Gravesham District

(Item C1b)

(Report by Mr P Leeson, Corporate Director for Education, Learning and Skills)

1. The Cabinet Committee considered a report on a proposal to commission additional school places at two schools in the Gravesham District.
2. RESOLVED that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education and Health Reform to carry out public consultations on the proposals to enlarge Chantry Primary School and Lawn Primary School, Gravesend.

121. Primary Commissioning - Swale District

(Item C2a)

(Report by Mr P Leeson, Corporate Director for Education, Learning and Skills)

(Mrs M White, Area Education Officer, East Kent and Mr K Shovelton, Director of Education Planning and Access were present for this item)

1. The Cabinet Committee considered a report on the proposal to commission additional school places in one school in the Swale District.
2. RESOLVED that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education and Health Reform to carry out a public consultation to permanently expand Rodersham Primary School, Sittingbourne, adding five places in Year R from September 2014.

122. Education, Learning and Skills Priorities

(Item C3a)

(Report by Mr R Gough, Cabinet Member for Education and Health Reform, and Mr P Leeson, Corporate Director for Education, Learning and Skills)

(Mr P Cater, Leader of Kent County Council, was present for this item)

1. Mr Gough introduced the report that set out the priorities for the Education Learning and Skills Directorate for 2013 to 16 and highlighted that there would be significant focus on the following:

- Reducing the achievement gap figures for pupils from low income backgrounds, children in care and pupils with special educational needs and disabilities.
- Employability skills, particularly for post 16 year olds especially in English and Mathematics.
- The most vulnerable learners with learning difficulties and disabilities
- Improving the data on those Not in Education, Employment or Training (NEET).

2. Mr Leeson advised that the improvements would be made through the delivery plans set out in the focused and targeted strategies such as the Schools Improvement Strategy, the SEND Strategy, the 14-24 Strategy, the Early Years and School Improvement Plans and the Education Commissioning Plan etc which were designed to have an impact on the quality of delivery to children and young people. There also needed to be genuine partnerships with schools and post 16 education providers. There was a lot of sharing to make this a reality on the ground.

3. Mr Gough and Mr Leeson noted comments and responded to questions by Members, which included the following:

- a) In reply to questions, Mr Leeson advised that there was little difference in Kent to a school being an academy or not in terms of how the local authority worked with them. In terms of the raising of the participation age there were no legal sanctions of a young person who was not willing to participate. There had been a rapid increase in the apprenticeship programme, which had been successful. More employers wanted to employ an apprentice than there were apprentices coming forward for, there was a new training programme coming on line in September, the advice and guidance given on the options available by schools was improving, all of which needed to be expanded on to provide different quality pathways for young people which is what the 14-16 Strategy sets out. The participation rate was 89% of young people in training and learning post 16, the closing of this gap would continue.
- b) In response to a question, Mr Leeson stated that he considered that work had been undertaken to dispel at an administrative level and in practice in Kent that 5 good GCSEs including English and Maths were needed to start an apprenticeship, it was desirable and should not be a barrier. Employers were looking for a good attitude and employability skills, which included the ability to organise themselves. An element of the apprenticeship should include an element to improve the young person's language and numeracy. He advised that there were now more steps towards an apprenticeship which included the new training programme that came on line in September 2013.
- c) Mr Carter advised that young people not attaining the relevant qualifications at school had been a barrier in the past to achieve an apprenticeship. He had spoken about these issues with the Skills Minister, Matthew Hancock. There was agreement that the barriers need to be removed for those young people who had not achieved at school and who needed to get into the

workplace. Mr Carter pointed out that the legislation said that young people needed to be “working towards a level 2 qualification”. Mr Carter suggested that this should be interpreted as broadly as possible. For those young people with a disability there were supportive employment schemes that would cater for those unlikely to achieve a level 1 or 2 qualification which may lead to independent employment. Mr Carter considered that the training offered to young people pre apprenticeship should be short and sharp to get them onto the apprenticeship with a modest wage and training for them to reach their maximum potential.

- d) An opinion was expressed that the local authority had a duty to bridge the gap and encourage those young people that had missed the opportunity at school but want to start an apprenticeship to gain qualifications.

4. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) the priorities set out in the Education Bold Steps 2013-16 Plan be noted.

123. Review of the Kent Commissioning Plan for Education 2012-2017

(Item C3b)

(Report by Mr P Leeson, Corporate Director for Education, Learning and Skills)

1. The Cabinet Committee considered a report on the mid year review that detailed the progress made in implementing the Kent Commissioning Plan for Education 2012-17 since its adoption by Cabinet in September 2012.

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

- a) In reply to a question as to whether there were plans to improve the capacity in Thanet issues of migration.
- b) Mr Leeson advised that there was a commitment for a 5%-7% surplus capacity in any planning area. However, it was not expected that this could be achieved in every smaller locality within an area. This meant becoming better in using local intelligence and responding to parental preference in the planning process through the Commissioning Plan. The Plan would be updated on an annual basis and a mid year review. This highlighted where there were pressures and Thanet was experiencing real pressures and was one of the more challenging parts of Kent. The inward and outward migration was something that the LA did not know enough about. There were continued discussions with Headteachers who were the first to know of the parental pressures for additional places.
- c) Mr Leeson suggested the term “mobile classroom” be replaced with the term “modular build” to move away from the idea of poorly built structures.
- d) In reply to a question, Mr Leeson advised that the LA did not always require permanent expansions especially when there was a temporary bulge in a particular year. Mr Shovelton highlighted 3 key areas from the review of the 5 year Commissioning Plan which were 1. That all of the additional school places that had been committed to had been created for

September 2013; 2. The levels of accuracy in forecasting were good; and 3. One of the positive impacts of having enough sufficient surplus places supported the needs of parental preference. Mr Shovelton explained that the figures in the table referred to on Page 194 were current figures from March 2013. The school expansions in Thanet would adjust those figures and the percentage would rise. Additional school places would still need to be created in the Thanet area. The impact of having a medium to long term plan would reduce the need to put in modular buildings. Mr Leeson concluded that successful commissioning relied on ongoing discussions with districts councils and planners to make accurate forecasts. The district councils welcomed the plan which informed their planning process in terms of educational need and the financial contributions expected to come from developers towards putting in additional educational capacity.

3. In reply to a question, the Chairman advised that a report on the consultations on the relocation of some special schools would be submitted to the Education Cabinet Committee at its September meeting.

4. In response to a question, Mr Leeson advised that there was significant movement in Dover in terms of educational quality with 80% of primary schools in Dover being good or outstanding. However, this was not the case for the secondary school options for parents in the Dover district where significant improvement was required. This would be carried out though the targets set out in the Commissioning Plan.

5. RESOLVED that:-

- a) the responses to comments and questions by Members and the report be noted; and
- b) a report on the consultations on the relocation of some special schools be submitted to the Education Cabinet Committee at its September meeting.

124. Education, Learning and Skills Performance Scorecard *(Item D1)*

(Report by Mr R Gough, Cabinet Member for Education and Health Reform, and Mr P Leeson, Corporate Director for Education, Learning and Skills)

1. Mr Gough introduced a report that monitored performance and the framework and sought the Cabinet Committee views on whether they were receiving the right information. He gave examples of where there was general progress and clarity on where more progress was required.

2. Mr Gough and Mr Leeson noted the comments and responded to questions which included the following:-

- a) In reply to a question, on why there was so much variance in attainment in primary schools in various Kent districts eg Maidstone and Dover, in comparison with statistical neighbours, Mr Leeson explained that in the education in England a huge factor was that there was too much difference

in the quality of practice in schools that needed to be addressed and very significant variation between schools in terms of quality of provision and outcomes. Through national policy and local approach it was the local authorities' duty to reduce that variation as children got one chance to have a good education and it should not be a lottery. Also the starting points were different in parts of Kent. The current Improvement Strategy was trying to build on significant years of underperformance and under expectation in different parts of Kent. As we improve we want to see the variation reduce and in some areas there may be more variance as some schools improve at a faster rate. The success of the Improvement Strategy was how well we target our effort. The local authority would focus its effort where the need was greatest improvement was needed. Mr Leeson advised that half of the primary schools in Maidstone were not judged to be good which clearly reduced the options for parents and reduced the opportunity for the children in those schools. Mr Leeson assured Members that where that variation was great, additional targeting was being made to address it.

- b) Mr Gough advised that Mr Bird put forward a question at the 23 May 2013 Council meeting, regarding the performance of the primary schools in Maidstone, which he gave a full answer to.
 - c) In reply to a question, Mr Leeson confirmed that the figures included academies. We work closely with the academies.
3. RESOLVED that the responses to comments and questions by Members and the current performance against the set targets detailed in the Education, Learning and Skills Performance scorecard be noted.

125. Ofsted Inspection Outcome Up-date September 2012 - May 2013

(Item D2)

(Report by Mr R Gough, Cabinet Member for Education and Health Reform, and Mr P Leeson, Corporate Director for Education, Learning and Skills)

1. Mr Leeson introduced the report that summarised the performance of Kent Schools in Ofsted inspections during the period September 2012-May 2013. He highlighted the significant increase in Kent schools that were good or outstanding. In 2010-11 56% of primary schools were good or outstanding which was a disappointing figure. Through the School Improvement Strategy there was a strong focus to improve this position. Over the past 18 months those schools judged to be good or outstanding had increased to 68% which need to be continued. He gave an example that in Dover 83% of schools were good or outstanding. There had been a significant reduction in the number of school that were judged to be satisfactory. The 74 schools that were inspected since September 2012, 66 of them were judged as good, some of those 66 schools had been judged to be satisfactory on several previous inspections. Nearly 90% of those schools that were inspected since September 2012 had a good outcome. This was very encouraging and reflected on the significant work that had been undertaken by schools and the quality of leadership. Mr Leeson stressed how critical the quality of leadership was for improving schools and improving the outcomes for the pupils.

2. There were now SEND schools and secondary schools that compared favourably with the national picture. Kent Primary schools figures were still behind the national figures but improvement would continue as it had over the past 18 months. There were now 135 schools in Kent that still required improvement [Not rated by Ofsted as good or outstanding]. Mr Leeson stated that efforts needed to be focused on those schools' improvement. Those schools under government policy and Ofsted requirements had to improve in 2 years. That was the latest expectation from the Chief Ofsted inspector. This had already been written in the Bold Steps for Education that a satisfactory judgment was not good enough as it did not produce the rate of progress and deliver the rates of pupil progress. There was confidence that the quality of leadership in schools would improve. There was also a need to support those existing good schools to ensure continued improvement. Schools judged as good should be working to be judged outstanding.

3. Mr Leeson noted comments and responded to questions by Members which included the following:

- a) An opinion was expressed that a failing school should not become an academy. The focus should be on those schools having the right leadership to improve the delivery of education for those pupils. It was important that the improved results of primary school pupils continued onto secondary school and into employment. Mr Gough advised that this was a default national policy that when a school went into category that it moved to academy status which the local authority had to work with. He advised that Kent had the confidence of the DfE in looking at local solutions where those schools can become part of a bigger academy chain and still work with the local authority.
 - b) In response to a question, Mr Leeson advised that there had been 175 inspections since September 2012. There had been only a few Ofsted inspections where the results had been contested. There had been issues with consistency with inspections. A clear statement had been sent to Kent Headteachers on the circumstances that the County Council would support a complaint on an Ofsted judgement. Mr Leeson stated he would only support a complaint where there was a genuine reason to think that there was something odd with the judgement. He concluded that the Ofsted inspection was a professional process and Headteachers were advised that they must know their data and point out improvements that had resulted in positive outcomes.
4. RESOLVED that the responses to comments and questions by Members and the progress achieved in improving the Ofsted inspections outcomes detailed in the report be noted.

126. ELS Bold Steps End of Year Business Plan Monitoring 2012/13
(Item D3)

(Report by Mr R Gough, Cabinet Member for Education and Health Reform, and Mr P Leeson, Corporate Director for Education, Learning and Skills)

(Mr J Reilly, Principal Policy Officer, was present for this item)

1. Mr Gough and Mr Reilly introduced a report that set out the progress in 2012-13 against the priorities and target for each ELS Service Business Plan.
2. Mr Gough highlighted priorities 4 - Long Term Spatial Planning and 5 - Securing Developer Contributions for Essential Infrastructure on page 260, where the progress was on an amber RAG rating. This was an area that presented ongoing challenges. KCC officers and the former Cabinet Member had worked with district councils on their housing plans which he would continue to do.
3. RESOLVED that the progress made against the key priorities contained within the seven Education, Learning and Skills Service Business Plans Outturn Monitoring sheets 2012-13, appended to the report be noted.

127. Responses to the wider consultation following the review of Pupil Referral Units (PRUs) and Alternative Curriculum Provision

(Item D4)

(Report by Mr R Gough, Cabinet Member for Education and Health Reform, and Mr P Leeson, Corporate Director for Education, Learning and Skills)

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

1. Mr Gough introduced the report on the summary of the consultation with the wider group of stakeholders on the establishment of 8 new delivery hubs across the County for PRU and Alternative Provision, which meant a shift in Policy, the budget and delivery. He highlighted section 5 of the report on the profiles and outcomes of the 454 pupils attending PRU and AC provision, of which 163 pupils were in Key stage 3 and 292 pupils in Key stage 4.
2. Ms Dunn advised that there was now 100% engagement with Headteachers on this debate. The 8 new delivery hubs were established to ensure that there was a locality maintained contact with the pupils on their progress into education and employment. There had been no objections to the proposals.
3. Mr Leeson explained that the review was designed to improve the chances of those pupils in particular in improving their attainment in English and Mathematics.
4. Mr Gough, Mr Leeson and Ms Dunn noted comments and responded to questions which included the following:
 - a) Members congratulated officers on the work carried out to date.
 - b) An opinion was expressed that with the raising of the participation age of those continuing their education at school there would be more challenges for this provision.
 - c) In response to the question on the budget available for therapeutic intervention, Mrs Dunn advised that this would be resourced through the funding that was held centrally by KCC for alternative curriculum and working with Headteachers to think about their resources on how they

support young people in their schools with challenging behaviour or at risk of becoming disengaged.

- d) Ms Dunn explained that the new delivery model through the review combined some of the provisions for Key Stage 3 and 4 which lead to a reduction in overheads including a reduction of Heads of Centres and a reduction in the property portfolio. The intention was that some of the realignment of provision would enable to districts to develop their own intervention and prevention services alongside KIAS which was critical in the provision of PRUs.
- e) In reply to a question, Ms Dunn advised that many of those young people did not want to attend a traditional school or college setting but would prefer to go directly into employment and KCC role was to assist that. There were a significant number of PRU learners that had gone into apprenticeships at level 2 and 3. The pathway into employment and assistance with training was the next stage of this review.

5. Mr Gough stated that the continued ownership of the outcomes of those young people would remain with the school up to the age of 19 years. The local authority retained the responsibility of ensuring that the outcomes were good.

6. RESOLVED that:-

- a) the responses to comments and questions by Members be noted;
- b) the outcomes of the consultation be noted; and
- c) the Education Cabinet Committee endorses the implementation of the proposals outlined in the report; and
- d) the Cabinet Member for Education and Health Reform would be submitting a report on those changes to Cabinet for approval in July be noted.

128. Decisions taken outside of the Cabinet Committee meeting cycle *(Item E1)*

(Report by Mr R Gough, Cabinet Member for Education and Health Reform, and Mr P Leeson, Corporate Director for Education, Learning and Skills)

1. The Cabinet Committee received a report for information in accordance with the process set out in Appendix 4 Part 7 paragraph 7.18 (5) of the Constitution on decisions that were taken outside the meeting cycle.

2. RESOLVED that decisions:-

- 13/00013 - Proposed relocation of Laleham Gap (Special) School and increase designated number of pupils.
- 12/02016 - Proposal to expand Ethelbert Road Primary School, Faversham.
- 13/00037 - Post 16 Transport Policy – 2013 -14

13/00012 - To approve the Framework Agreement from which schools may draw down contracts with individual providers for catering services

13/00011 - Framework agreement – School Cleaning Contracts

were taken in accordance with the process set out in Appendix 4 Part 7 paragraph 7.18 (b) of the Constitution be noted.

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By: Roger Gough, Cabinet Member for Education and Health Reform
Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee –27 September 2013

Subject: Verbal update by the Cabinet Member and Corporate Director

Classification: Unrestricted

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

- The Transformation agenda
- The tentative key stage 4 and A-level results in September.
- Data on number Academy conversions

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From: Patrick Leeson, Corporate Director for Education,
Learning and Skills

To: Education Cabinet Committee – 27 September 2013

Subject: Decision number - 13/00070 - Proposal to expand
Lamberhurst St Mary's Church of England Primary School

Classification: Unrestricted

Past Pathway of Paper: Education Cabinet Committee – 21 June 2013

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Tunbridge Wells Rural

Summary: This report sets out the results of the public consultation on the proposal to commission an enlargement of Lamberhurst St Mary's Church of England Primary School to 1FE for September 2014.

Recommendation(s):

The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to issue a public notice to expand Lamberhurst St Mary's Church of England Primary School.

1. Introduction

- 1.1 The Tunbridge Wells section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for 10 additional primary school places in the Lamberhurst/Goudhurst planning area.
- 1.2 It is proposed to enlarge Lamberhurst St Mary's Church of England Primary School by 10 reception year places, taking their PAN to 30 (1 Form of Entry) for the September 2014 intake. Successive Reception Year intake will offer 30 places each year and the school will eventually have a total capacity of 210 pupils.
- 1.3 On 21 June 2013 Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on the proposal to expand Lamberhurst St Mary's Church of England Primary School.
- 1.4 This report sets out the results of the public consultation, which took place between 3 July and 30 July 2013. A public meeting was held on 10 July 2013.

2. Financial Implications

2.1 It is proposed to enlarge Lamberhurst St Mary's Church of England Primary School by 10 places taking their PAN to 30 (1FE) for the September 2014 intake and a total number of 210 places by September 2014.

a. The enlargement of the school requires the provision of two additional classrooms, as well as ancillary facilities including additional car parking on site. The cost per classroom is preliminarily estimated at £250,000, to which must be added, some necessary infrastructure improvements. A feasibility study has been completed and the design is being developed, but the total estimated cost is likely to be in the region of £703,000.

b. Revenue - The school will receive increased funding through the Delegated Budget on a 'per pupil' basis.

c. Human – Lamberhurst St Mary's Church of England Primary School will appoint additional teachers as required, as the school size increases and the need arises.

3. Bold Steps for Kent and Policy Framework

3.1 These proposals will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in ‘Bold Steps for Kent’.

3.2 The ‘Kent Commissioning Plan for Education Provision’ referred to additional demand for 2014 - 2016 to be met by commissioning an additional 10 places in the Lamberhurst/Goudhurst planning area.

4. Consultation Outcomes

4.1 A total of 16 written responses were received with 14 respondents supporting the proposal and 2 objecting to the proposal.

4.2 A summary of the comments received during the consultation period is provided at Appendix 1.

4.3 A summary of the views and comments given at the public consultation meeting is attached at Appendix 2.

5. Views

5.1 The view of the Local Member
The Local Member for Tunbridge Wells Rural, Alex King MBE, has been consulted and strongly supports the proposal to expand this popular and successful school.

5.2 The view of the Rochester Diocesan Board of Education
The Rochester Diocesan Board of Education, having been consulted on this expansion, fully supports the proposal to enlarge Lamberhurst St Mary's Church of England Primary School.

5.3: The view of the Headteacher and Governing Body
The Headteacher and Governing Body of Lamberhurst St Mary's Church of England Primary School has been fully consulted and is supportive. The proposed expansion will enable the school to move away from the two mixed aged classes currently in the school and provide all village children with the opportunity to go to their local village school.

5.4. The view of the Area Education Officer

The Area Education Officer for West Kent fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but the most cost-effective and sustainable solution to increased demand in the immediate area. All other schools in the planning area were considered.

Lamberhurst St Mary's Church of England Primary is a popular and inclusive school judged as 'good' and is regularly oversubscribed.

The Area Education Officer, however, notes the main concerns raised by the local residents of Pearse Place regarding access and parking. The local authority will work closely with the school on the provision of additional accommodation and the planning for the works on site. The school will produce a new travel plan in liaison with Highways and taking into consideration the views of the local residents.

6. Proposal

6.1 The proposed expansion of Lamberhurst St Mary's Church of England Primary School will increase the value of KCC's property portfolio by adding value to the building.

6.2 The proposed expansion of Lamberhurst St Mary's Church of England Primary School is subject to KCC statutory decision making process and planning.

6.3 An Equality Impact Assessment has been completed as part of the consultation. No comments were received and no changes needed to be made to the Equality Impact Assessment following the consultation period.

6.4 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it. For information it is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

7. Delegation to Officers

7.1 The Officer Scheme of Delegation (under Appendix 2 part 4 of the Council's Constitution) provides a clear and appropriate link between this decision and the actions needed to implement it. For information it is envisaged, following consultation and if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign the Lease on behalf of the County Council

and the Head of Special Educational Needs will sign the Service Level Agreement.

8. Conclusions

- 8.1 Forecasts for Lamberhurst/Goudhurst planning area within Tunbridge Wells Rural indicate increasing demand for primary school places. This enlargement will add an additional 10 Reception Year places to the capacity per year, in line with priorities 3, 4 and 9 of 'Bold Steps for Kent and Policy Framework' and the 'Commissioning Plan for Education – Kent' (2012 – 2017).

9. Recommendation(s)

Recommendation(s): The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to issue a public notice to expand Lamberhurst St Mary's Church of England Primary School.

10. Background Documents

10.1 Bold Steps for Kent and Policy Framework

http://www.kent.gov.uk/your_council/priorities_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx

10.2 Kent Commissioning Plan for Education Provision 2012-2017

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20\(Sept-2012\).pdf](https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20(Sept-2012).pdf)

10.3 Education Cabinet Committee report– 21 June 2013 – Primary Commissioning in Tunbridge Wells District

<https://democracy.kent.gov.uk/documents/s40893/Item%20C1a%20Primary%20Commissioning%20Tun%20Wells.pdf>

10.4 Consultation Document and Equalities Impact Assessment

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

11. Contact details

Report Author

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- Director For ELS Planning and Access
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**The Proposed Expansion of Lamberhurst, St Mary's CE Primary School
increasing the PAN from 20 to 30**

Summary of written responses

Consultation documents (hard copies) distributed: 400
Responses received: 16

	Support	Against	Undecided	Total
Parents/Carers	8			9
Governors	2			2
Members of Staff	1			1
Interested Parties	3	2		4
Total	14	2	0	16

In support of the proposal

- The expansion will provide an opportunity to rid Lamberhurst St Mary's CE Primary School of mixed aged classes and provide all village children with the opportunity to go to their village school.
- Agree with the proposal however, the ideal solution would be to put a road or a footpath in from the old A21 to come out at the back of the school. Parents could park on the old A21 and be banned from using Pearse Place.
- The school expansion could have a major impact on the village for many years to come.
- A great idea. The expansion will free up places at Pembury and Brenchley which are much needed.
- Agree but consideration must be given to outdoor space/playing areas.
- The expansion will provide an opportunity for pupils outside the village to attend the school.
- Agree with the proposal however it is imperative that all agencies involved in planning all work in conjunction with each other. The planning stage must involve strategies to change or improve the access provision of the school.

Against the proposal

- The responses against the proposal came from local residents with concerns about the increase in traffic that the expansion would bring and parents parking on pavements and across resident's driveways.
- Residents also expressed concerns for the safety of the children entering and leaving the school premises.

The majority of those who expressed the above concerns suggested that a road or pathway be built from the A21 (Spray Hill) to the back of the school site thus alleviating the problem of parking and traffic. It was also suggested that the planning stage should include consideration of strategies to change or improve the access provision of the school.

**Proposal to expand Lamberhurst St Mary's CoE (VC) Primary School
Public Consultation Meeting 10 July 2013**

Panel	Mike Northey (Chair)	County Councillor & Deputy Cabinet Member for Education
	Jared Nehra	Area Education Officer (West Kent)
	David Hart	Area Schools Organisation Officer (North Kent)
	Michelle Hamilton	Area Schools Organisation Officer (West Kent)
	Ann Drury	Public Meeting Recorder
	Deborah Ledniczky	Public Meeting Recorder
	Caroline Bromley	Headteacher
	Tracie Dodd	Chair of Governors

Introduction

Councillor Mike Northey welcomed parents, staff and members of the public to the meeting.

Purpose of the Meeting

- To explain the proposal to expand Lamberhurst Primary School
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

Proposal

A short presentation outlining the proposal for expansion was given by Jared Nehra.

Kent County Council is proposing to enlarge Lamberhurst St Mary's Church of England primary school by 10 reception year places for September 2014, taking the published admission number to 30. Capacity for the school will increase from 140 places to 210 places. This equates to 10 additional places in each year group.

In rural Tunbridge Wells there has been some small scale housing development over recent years which coupled with the amount of inward migration from London is bringing new families to Lamberhurst village requiring additional school places in order to meet future demands.

Forecasts indicate that the increase in demand will continue for September 2014 and beyond and the local authority believes Lamberhurst St Mary's is ideally placed to accommodate this trend.

A comprehensive feasibility study and survey will be required and the pupils, staff and governing body will be involved in those discussions. The school may require improvements and upgrades to internal service and infrastructure accommodation. The safety of the children is paramount whilst building works are undertaken.

No final decisions will be made until the consultation process is over, so please complete a response form and return it to us by 1 August 2013.

Statement from the Rochester Diocesan Board of Education (Read by Jared Nehra)

The Rochester Diocesan Board of Education, having been consulted on this expansion, fully supports the proposal.

Statement from the Headteacher, Caroline Bromley:

Headteacher (HT) has had discussions with governors, staff and pupils regarding the local authority proposals who are supportive of expanding the school. HT believes it is in the best interests of pupils and community if Lamberhurst St Mary's is expanded. When HT originally took up the post, the school only had 93 children and a falling roll, but now is the school of choice for this area. There will be many challenges and opportunities to consider, but HT assured the meeting that through the expertise and support of the local authority and community these can be overcome in a positive way.

Statement from the Chair of Governors, Tracie Dodd:

Following in depth discussions all Governors are supportive of the proposal to expand the school. Governors wish to reassure parents, staff and local residents their concerns will be taken on board when considering the proposal and are hopeful that the school can move forward to a positive outcome.

Question	Response
<p>John McNamara, Parent Michael Gove has announced that he is considering the role of the TA and in some cases may be abolished, if so, how will that impact on quality of teaching if pupil numbers go up and staff on ground diminish?</p>	<p>Caroline Bromley, Headteacher Whether or not we have TAs in the future, the quality of education at Lamberhurst St Mary's will be maintained to the same high standards as long as I am headteacher. The school is going from strength to strength and we will ensure we deliver the very best with the provision we have got.</p>
<p>Jan Crouch, Resident When the letter came through the door my first reaction was 'here we go again'. Formal consultation process, a process you go through to be 'seen' to go through it. I believe any views of the residents will not be listened to and the expansion will go ahead. When the formal consultation was conducted for the school to be built, residents of Pearse Place were not consulted; the site was unsuitable as it was a cul-de-sac with limited access. Other sites listed with playing fields were ignored. Anyone with any sense would know that an extension would be needed because of the growing population. We were assured that there will be very little traffic as children will come by walking bus. This happened for a little while and stopped and we are now faced with our quiet road being full of traffic and an</p>	<p>Jared Nehra, AEO The school would have been built according to birth figures available at the time. Originally 140 school places were sufficient to meet the demand at the time. Due to outside pressures such as housing development, inward migration into the area, current projections indicate a need to expand the school further to accommodate 210 pupils. With regards to travel and traffic, as part of the proposal the school will revisit their School Travel Plan which will include looking at any mitigating factors to help reduce the impact of any increase. If the expansion proceeds to the formal planning stage, a separate consultation will take place regarding highway and planning</p>

<p>accident waiting to happen with parents driving to and from the school and children crossing the road. I hope it is not an accident waiting to happen if this extension is built, which I think it will be, no matter what we think. How will you manage the traffic and the children? On the original plans there was suppose to have been a road built from the trunk road to the A21 which would have taken traffic to and from the school but it was never built. If this was likely to be built would it be incorporated with the extension?</p>	<p>issues which will consider in detail the aspects about travel and traffic.</p> <p>The local authority understands the concerns of local residents around parking and access and a feasibility study will be undertaken to look into such issues.</p>
<p>Robin Musgrove-Wethey, Parent The cul-de-sac which was named after a Mrs Pearse who used to live in the vicarage donated the five acres of land, not for housing but for the building of a school. It was KCC's decision, who was administering the land on behalf of the benefit of the church at the time, to build some houses as well as a school. The houses were built first, some 25 years before the school, when it should have been the school first, housing second. Residents of Pearse Place should be thankful that Mrs Pearse donated land to the school as everyone in the area has benefit from additional housing.</p>	
<p>John Uren, Resident We are very proud of what the school has achieved and no-one is criticising that. The land here was deemed to have low cost housing for people who wanted to stay in the parish and at the time in the early 90's surveys showed that there wasn't a need for a new school. The school now having to expand raises the question about what is the catchment area for Lamberhurst and how many of the 210 children will be from Lamberhurst and not for children coming from the Tunbridge Wells area, creating more traffic and congestion in Pearse Place. I realise the school cannot be held responsible for the traffic but I fear it will only get worse if traffic management is not considered.</p>	<p>Caroline Bromley, Headteacher Thank you for your kind words and appreciates the local support. I contacted the local authority last summer as I was picking up messages from parents that lived within the village boundaries or 2 miles or less that had gone to appeal because they had been unable to get their child into the school for September based on the fact we had an admission number of 20. They had gone through the appeals process, which is an independent panel. Under parental preference it is the right of every parent to send their child to the school of their choice.</p> <p>Catchment areas do not exist any longer. If there are spaces in school you have to admit, the distance criteria comes into force only if the school is over subscribed. Last September the reception class had 30 pupils. One of those 30, who was originally refused a place according to the PAN of 20, lived 1.1 miles from the school.</p>

	<p>For September 2013 Reception Year there is an anticipated intake of 27, of which 6 pupils are outside a 2 miles radius. 2 of these are sibling links and 4 were granted on appeal.</p> <p>For September 2012 Reception Year intake was 30 pupils, 4 of which were outside a 2 mile radius. Of these, 2 had a sibling link and 2 were granted on appeal.</p>
<p>Barbara Twiss, Local Resident If the children are that local why can't they walk to school?</p>	<p>Cllr Michael Northey I hear you but I do not think we can insist that parents make their children walk to school.</p>
<p>Ross Gibson, Parent I live on the village boundary so I don't know how you expect me to get two toddlers and school age child to school by walking. I do tend to park at a friend's house away from the school and walk up but it is not easy with little ones. We are trying not to cause a problem. If there was a lollipop person or walking bus then possibly more people would be encouraged to walk.</p>	
<p>Isla Hill, Parent I live at The Down and I know a lot of parents use Sand Road and walk down as parking is an issue. I think parents are fairly considerate with their parking, I've never seen a drive being blocked as on the whole we do try to keep away from Pearse Place as much as possible.</p>	
	<p>Cllr Michael Northey Please do not shout out. I understand that there are strong feelings on both sides. It is a public consultation and you will be able to have your say, so please do not shout.</p>
<p>Susanne Marshall, Parent I and my family have lived in Lamberhurst for a long time. Has the school got any power of limiting intake, as I gather we do not? If we do not have the power to limit intake, like it or not, we need the expansion. Can we limit the intake?</p>	<p>Caroline Bromley, Headteacher The appeals process is a legal process that gives parents very strong rights to choose their children's school. We can set a recommended PAN under the guidance of the local authority but parents wanting their children to come to this school can go through the appeal process and the Independent Appeals Panel may allocate a place resulting</p>

	<p>in the increase in pupil numbers being squeezed in to the existing accommodation in mixed age classes.</p> <p>Birthing figures have been relatively low but other factors impact such as migration, less demand for independent schools due to the recession, people migrating from London and buying houses in the village or surrounding area, all put pressure on school places. We could not have planned for this. Last week we turned 8 children away and since Easter we turned 20 more children away, so they will have to go through the appeals process.</p>
	<p>Alex Roberts, Deputy Chair of Governors The governors have looked very closely at this as it is not good being reticent about it. The appeals were going through, we have no control over them and it is not a democratic process. Demographics cannot be resisted; we cannot turn children away from our village. It is not a case of children outside the area not getting in, it is local children. I appreciate there are real problems with traffic and we, as governors, have discussed this at great length. I am in charge of putting the Travel Plan together and my intention is that we work on a Travel Plan together to try and resolve these issues as best we can. Perhaps we could look at Spray Hill to improve the flow of traffic and appeal to the Highways Department.</p> <p>Headteacher will look at staggering drop off and pick up times but it doesn't change the volume of traffic but changes density of traffic. The walking bus failed because there was very little interest and unless you can convince the local authority to build some pavements I don't think it is an option. We need to work on the Travel Plan as it is key and once formulated we are very happy to email residents to keep them informed.</p>
<p>Barry Young, Resident I think the Vice Chair knows what I am about to say. Last week he parked on my drive and I blocked him in.</p>	
<p>Carol Edward, Resident Time and time again we come home from</p>	

<p>work to find parents parked in the resident's car park and it is just not on.</p>	
<p>Bob Crouch, Resident You haven't told us where you are going to build the additional space.</p>	<p>Jared Nehra, Area Education Officer We had an initial feasibility study done but do not have detailed plans as this will form part of the planning process and is separate to this consultation. You will be given the opportunity to make your views known at the planning application stage should the proposal be agreed.</p>
<p>Parent Clearly the school will need additional classrooms as you already have 30 in reception and will have an additional 30 in September 2013 and 30 in 2014 which is going to be a problem for the school, yet you have no plans? You will need to house 210 children so there must have been some feasibility study undertaken as to what the site will look like, whether big enough as at the moment the school does not have sufficient rooms.</p>	<p>Jared Nehra, Area Education Officer The initial feasibility indicates the site is large enough for the expansion and the HT and Governors have expressed their views in preference of a permanent build. We are consulting on whether the proposal should proceed and if agreed, there will be a detailed feasibility and survey conducted which will inform us whether the scheme can be fulfilled.</p>
<p>Kim Capone, Parent If this proposal with an architectural plan agreed for parents and residents to view, can we be consulted on the plans?</p>	<p>Jared Nehra, Area Education Officer Yes. If it proceeds to a formal planning stage you can be part of the formal planning consultation process.</p>
<p>Heather Dyke, Parent I am new to the village but it seems there isn't sufficient space for outdoor sporting areas in school so are there any plans for extending the sports facilities?</p>	<p>Caroline Bromley Part of the agreement with Kent County Council will be that none of the playground area or sports fields will be used in any way as part of this expansion. The nature of this building means there are wasted pockets of space which could be used within to create classrooms. I will not allow any of the play ground nor sports field to be used, neither will Sport England, it would be blocked at the planning stage.</p>
<p>Melina Alexander, Parent Is the school hall and computer suite going to be big enough to accommodate the increase in pupil numbers and accommodate the additional family members wishing to attend a school event?</p>	<p>Caroline Bromley, Headteacher As part of the strategic planning, which I have over 32 years experience of, you have to think of ways of how you can logistically operate, i.e. children eat at separate times, school plays currently run over 3 days, this could be increased to run over 4 and limit tickets to 2 per family. I am not going to commit to</p>

	<p>anything that is going to create more work but want the best for the children of Lamberhurst. I believe it is good for the children, good for the staff and good for the community.</p>
<p>Mr Williamson, Resident What would happen if the Old Vineyard land which was the original site identified for the school build was sold for housing and 30 houses were built upon it, would the school have to be extended further?</p>	<p>Jared Nehra, Area Education Officer Houses cannot be built overnight, would need to go through the planning process, which is a formal statutory process that the landowner/builder has to seek before building on land. It will have to go through consultation where consideration to all aspects, including impact on education provision within the area. If the development was approved the developer will be approached about a contribution to help with educational impact arising from that development. Should that happen then the formal process would be followed through and planned at that stage but we are not aware that this is imminent.</p>
<p>Frances Trew, Governor Has does a deliberation make it to the planning consultation stage? Do we get another chance before the planning stage to see the practical proposal for any changes to the roads, traffic plans, access and the impact to the general environment?</p>	<p>Jared Nehra, Area Education Officer Yes, as part of the planning process, detailed plans will be available and there will be an opportunity for you to comment on those proposals. This is the most appropriate forum to raise concerns about travel, traffic etc. As the process continues there is a separate statutory process around the planning proposal.</p> <p>The statutory process time line is explained in Section 4 of the Public Consultation document.</p>
<p>Resident Plans will come to the Parish Council seeking their views and have 3 weeks statutorily to reply so it is not just a done deal. Lamberhurst Parish Council will hold a meeting open to the public to canvass their views. Do not think many people have an issue with a wonderful school expanding, the problem is the traffic.</p>	
<p>Resident Suggestion that the Public Consultation document is published or where it can be</p>	<p>Jared Nehra, Area Education Officer Yes, good suggestion. The planning process is separate and details will be published.</p>

found made available so that it may be downloaded for reference	There will be the opportunity to comment on that at a further public consultation.
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Cllr Northey thanked everyone for attending and for the questions that had been asked. He encouraged parents, members of staff, residents to send in their comments by the closing date of 1 August 2013. Following the consultation the Cabinet Member will decide whether to continue with the proposal. If so, KCC will publish a Public Notice which will run for 6 weeks. The Cabinet Member then considers all the responses made and decides whether to proceed with the expansion. Building work will commence if the proposal is agreed, with the school to open as 1FE in September 2014.

The meeting closed at 8.30pm

Approximately 49 people attended the meeting.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

13/00070

For publication

Subject: Proposal to expand Lamberhurst St Mary's Church of England Primary School

Decision:

As Cabinet Member for Education and Health Reform I agree to:

- (i) Issue a public notice to expand Lamberhurst St Mary's CE Primary School, Lamberhurst village, Tunbridge Wells

And, subject to no objections being received to the public notice

- (ii) Expand the school

Should objections, not already considered by the cabinet member when taking this decision, be received during the notice period a separate decision will be required in order to continue the proposal and expand the school to allow for proper consideration of the points raised.

Reason(s) for decision:

The Tunbridge Wells section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Lamberhurst/Goudhurst area.

The expansion of Lamberhurst St Mary's CE Primary School, Lamberhurst Village, Tunbridge Wells will address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision I have taken into account:

- the views expressed by those attending the public consultation meeting on 10 July 2013, and those put in writing in response to the consultation;
- the views of the District and Parish Councils, the local County Councillor; Governing Body of the school, the Staff and Pupils;
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

12 September 2012

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places in the x area.

21 June 2013

The Committee recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on the proposal to expand Lamberhurst St Mary's CE Primary School, Lamberhurst Village, Tunbridge Wells.

27 September 2013

To be added after Committee meeting

Any alternatives considered:

The Commissioning Plan for Education Provision 2012-17 explored all options and the expansion of this school was deemed the suitable option.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

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.....

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Signed

date

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From: Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 27 September 2013

Subject: Targeted Basic Need Funded Projects

Classification: Unrestricted

Future Pathway of Paper: Education Cabinet Committee – as necessary

Electoral Division: All

Summary: This report informs the Education Cabinet Committee of successful capital bids, worth £31m, which will enable the Local Authority to commission 5 new Primary schools, and to provide additional places in a further 8 Primary schools and 7 Special schools by September 2015. Consultations on the proposals are currently being undertaken.

Recommendation(s):

The Education Cabinet Committee is asked to note the increased funding available through the Targeted Basic Need grant and to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform in respect of the proposed decisions to expand or build at the schools and in the areas identified.

1. Introduction

- 1.1 The rising demand for Primary school places is a well publicised National issue, and has been for the last several years. Members of this Committee received a report in June 2013 which set out for September 2013 that an additional 22 permanent and 15 temporary forms of entry of Reception Year places had been created. This equates to 1110 additional school places for the start of the new school year.
- 1.2 For 2013/14 and 2014/15 the Local Authority has received a basic need capital grant of £38.6m from Government, to fund additional school places. However, Government had a further £982m to allocate under its 'Targeted Basic Need' programme. Access to this funding was through a bidding process, intended to support those authorities experiencing the greatest demand for additional places through creating new schools, and permanently expanding good or outstanding schools in areas of high levels of demand.
- 1.3 Kent submitted 26 school bids for this Targeted Basic Need fund and on 18 July 2013 we were informed that we had been successful with 19 of these, gaining £31m in additional capital grant.
- 1.4 The following tables detail the 19 projects for which Targeted Basic Need funding has been agreed. Table 1 shows the Special schools that are proposed to be

expanded and/or relocated; Table 2 shows the Primary schools that are proposed to be expanded; and Table 3 shows the proposed new schools, all of which will include Specialist Resource Based SEN Provision for pupils with either Autistic Spectrum Disorder needs (ASD) or Behavioural and Emotional needs (BESD).

Table 1 – Special School Expansions and/or Relocations

District	School	Proposal	Additional places
Dover	Portal House School	Expansion and relocation	12
Maidstone	Five Acre Wood School	Expansion and relocation	50
Shepway	Highview School	Expansion and relocation	28
Thanet	Foreland School	Expansion	40
Thanet	St Anthony's School	Expansion	16
Tonbridge & Malling	Ridgeview School	Expansion and relocation	67
Tunbridge Wells	Broomhill Bank School	Expansion	56

Table 2 – Primary School Expansions (of up to 1FE)

District	School	Additional places
Ashford	Furley Park Primary School	210
Canterbury	Canterbury Primary School	210
Dover	White Cliffs Primary College for the Arts	210
Maidstone	St John's CEP Academy	150
Swale	Iwade Primary School	210
Swale	Tunstall Primary School	210
Tonbridge & Malling	Slade Primary School	105

Table 3 – New Schools

District	School	No. of places	Specialist Resource Based Provision
Shepway	East Folkestone Primary Academy	210	15 - ASD
Swale	Thistle Hill Primary Academy	420	15 - BESD
Tonbridge & Malling	Kings Hill Primary Academy	210	15 - ASD
Tonbridge & Malling	Leybourne Chase Primary Academy	210	8 - BESD
Tonbridge & Malling	Holborough Quarry Primary Academy	210	8 - BESD

2. New School Provision

- 2.1 The presumption in legislation is that any new school will be an academy or a free school.
- 2.2 The expectation is that the places delivered with this funding will be available by September 2015 at the latest. In order to achieve the deadlines set by the DfE,

we issued detailed specifications for each of the five new schools, inviting academy and free school sponsors to come forward with proposals to run the five new schools. The decision to select a sponsor rests with the Secretary of State. That decision is informed by an assessment and expression of preference which must be carried out by the local authority.

- 2.3 The timeline for selecting a sponsor for each of the new academies is set out below:

Process	by Date
Details of the new academies placed on KCC website	2 August
Closing date for expressions of interest	22 August
Expressions of interest forwarded to DfE	23 August
Closing date for proposals	2 October
Details of sponsors to DfE	4 October
Assessment of proposals and preferences made on each sponsor (where appropriate)	17 October
All proposals submitted to DfE (including, where appropriate, our preferred choice of sponsor in each case)	18 October
DfE confirm sponsor for each academy	12 December

3. Primary School Expansions

- 3.1 The timeline for the expansion of existing schools is set out in the Education Commissioning Plan as part of the plans for September 2015. Decisions will be taken according to statutory procedures, including a 5 day proposed decision publication period before the decision is taken and a 5 day call-in period after the decision is taken. In addition comments will always be sought from Local Members for consideration by the Cabinet Member. However, in order to meet the critical timelines involved in delivery further reports will not be forthcoming to committee unless requested here. Details are given below of any projects where public consultation has started, or is due to start, before mid-October. Where expansion of an academy is suggested, the process involves a business case being sent to the Secretary of State for Education, rather than a public notice being issued, as he is the decision maker.

- 3.2 Indicative Public Consultation timelines for proposed expansions of primary schools:

Schools	Consultation	Public Meeting (week beginning)	Cabinet Member Decision	Public Notice / Business Case
Furley Park PS	19 Sept - 6 Nov 13	7 Oct 13	Nov 13	PN 24 Nov - 22 Dec 13
Canterbury PS (Academy)	30 Sept - 25 Nov 13	21 Oct 13	Dec 13	BC Jan - Feb 14
White Cliffs Primary College (Academy)	1 Oct - 21 Nov 13	4 Nov 13	Dec 13	BC Jan - Feb 14
St John's CEP Academy	Already taken place			
Iwade PS	30 Sept - 15 Nov 13	14 Oct 13	Dec 13	PN

(Proposed Academy Converter)				5 Jan - 2 Feb 14
Tunstall PS	30 Sept - 15 Nov 13	14 Oct 13	Feb 14	PN 23 Feb - 23 Mar
Slade PS	14 Oct - 29 Nov 13	4 Nov 13	Dec 13	PN 5 Jan - 2 Feb 14

4. Special School Expansions

- 4.1 The Special School expansions will help to meet our commissioning intentions, as set out in the 'Strategy for SEND' to increase the number of commissioned Kent Special School places from 3491 to 3700. The current capacity in our Special schools has not kept pace with changing needs and demand. Children are also often being transported to schools away from their local communities or placed in more expensive out of county provision because of the lack of places in local schools.
- 4.2 Creating the additional places in our Special schools will require both expansion and, in some cases, relocation and rebuild. The funding available through the 'Targeted Basic Need' programme for the Special Schools will be added to the existing funding commitment from the Council to complete the programme of refurbishing and rebuilding the Special School estate. Over ten years Kent has invested over £100m in Special School buildings and the targeted basic need funding will help towards completing that programme.
- 4.3 The Special School projects – particularly those involving school relocations - are subject to feasibility studies being completed prior to determining Public Consultation timelines. All the projects are due for completion by September 2015.

5. Financial Implications

5.1 Targeted Basic Need Programme

a. Capital

- i. The Special schools identified in Table 1 are amongst the 9 remaining Special schools that are to be modernised or rebuilt and/or extended. The existing Capital programme includes £30m to support these 9 schools. The additional funding secured via the Targeted Basic Need programme will help secure the delivery of the broader proposals for these schools.
- ii. The DfE's funding allocation assumes accommodation is delivered which is in line with the new school baseline designs, which have smaller footprints than the Kent Standard of recent years. The Local Authority has had to confirm to the DfE that it will conform to these new expectations. The allocations received for each of these projects have to be spent on delivery of that project.
- iii. Developer Contributions from new house building schemes are expected to be available to support the delivery of four of the five new schools (Thistle Hill, Kings Hill, Leybourne Chase, Holborough Lakes).

b. Revenue

- i. The Local Authority has a pupil growth fund budget to support the expansion of schools and the opening of new provision. A scheme to ensure the fair and equitable access to this has been agreed by the Schools Funding Forum. It provides for guaranteed pupil funding for new classes opening, a contribution of £6k per classroom for equipment, and a lump sum of £50k to support the opening of a new school. In real terms the majority of the schools' budgets (existing and new) will be derived from the normal school budget process which is predominantly pupil number led.
- ii. The five new schools will be designated to host Specialist Resource Based SEN Provision for either pupils with Autistic Spectrum Disorder (ASD) or Behavioural Needs (BESD). Service Level Agreements will be put in place between the school promoter and the Local Authority regarding these provisions. The Local Authority has in place a funding mechanism to commission such provisions from schools, with budget being dependent upon the designated pupil numbers. The costs are met from the Dedicated Schools Grant. The provision of additional Specialist Resource Based SEN Provision places is part of the Local Authority's strategy to broaden parental choice, to make more local provision, to promote the development of centres of excellence to support improving mainstream school practice in areas of SEN, and to reduce the need for increased out of county provision.

c. Human

The schools will recruit additional staff as needs demand and individual budgets allow.

6. Bold Steps for Kent and Policy Framework

- 6.1 These proposals will help to secure our ambition "to ensure every child will go to a good school where they make good progress and can have fair access to school places" as set out in 'Bold Steps for Education'.
- 6.2 The 'Kent Commissioning Plan for Education Provision' referred to additional demand for 2014 - 2016 to be met by commissioning additional places across Kent.
- 6.3 The Special Educational Needs and Disabilities Strategy identifies the need for at least 100 additional Specialist Resource Based Provision places in mainstream schools and the additional places in Special Schools .
- 6.4 An Equality Impact Assessment will be completed for each proposal.
- 6.5 The Officer Scheme of Delegation (under Appendix 2 part 4 of the Council's Constitution), provides a clear and appropriate link between these decisions and the actions needed to implement them. For information it is envisaged, following consultations, and if the proposals go ahead, that the Director of Property and Infrastructure Support will sign property related contracts on behalf of the County Council, while the Head of Special Educational Needs will sign Service Level Agreements with the new school promoters to deliver the Specialist Resource Based SEN Provision in main stream schools.

7. Conclusions

- 7.1 The proposals to expand school provision, as set out in this report, are included in the Education Commissioning Plan and are essential in order for the Local Authority to meet its statutory obligations in providing education provision to the children of Kent. The additional funding through the Targeted Basic Need grant helps the County to reduce the gap in our capital spending on schools between what is available and what is needed. In order to discharge the DfE conditions surrounding the targeted basic need funding, it is necessary to undertake the public engagement and consultation processes described.

5. Recommendation(s)

Recommendation(s): The Education Cabinet Committee is asked to note the increased funding available through the Targeted Basic Need grant and to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform in respect of the proposed decisions to expand or build at the schools and in the areas identified..

6. Background Documents

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

[http://www.kent.gov.uk/your_council/priorities, policies and plans/priorities and plans/bold steps for kent.aspx](http://www.kent.gov.uk/your_council/priorities,_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx)

7.2 **Kent Commissioning Plan for Education Provision 2012-2017**

[http://www.kent.gov.uk/education and learning/plans and consultations/education plans.aspx](http://www.kent.gov.uk/education_and_learning/plans_and_consultations/education_plans.aspx)

7.3 **Education Cabinet Committee report – 21 June 2013 – Review of the Kent Commissioning Plan for Education 2012-17#**

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=746&MIId=5047&Ver=4>

8. Contact details

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From: **Roger Gough, Cabinet Member for Education & Health Reform**
Patrick Leeson, Corporate Director for Education, Learning & Skills

To: **Education Cabinet Committee – 27th September 2013**

Subject: **Education, Learning & Skills Directorate Financial Monitoring 2013/14**

Classification: **Unrestricted**

Summary: The Cabinet Committee is asked to note the first quarter's full budget monitoring report for 2013/14 reported to Cabinet on 16th September 2013.

Recommendations: The Education Cabinet Committee is asked to note the revenue and capital forecast variances from budget for 2013/14 for the Education, Learning and Skills Directorate based on the first quarter's full monitoring to Cabinet.

1. Introduction:

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

2. Background:

2.1 A detailed quarterly monitoring report is presented to Cabinet, usually in September, December and March and a draft final outturn report in either June or July. These reports outline the full financial position for each portfolio together with key activity indicators and will be reported to Cabinet Committees after they have been considered by Cabinet. These quarterly reports also include financial health indicators, prudential indicators, the impact on revenue reserves of the current monitoring position and staffing numbers by directorate. In the intervening months a mini report is made to Cabinet outlining the financial position for each portfolio. The first quarter's monitoring report for 2013/14 is attached.

2.2 The attached relevant annex from the Cabinet report is presented in the pre-election portfolio format. The Cabinet Member for Finance and Procurement is currently assessing the resource implications of mapping the information to the post-election portfolio structure, in light of the current change programme. An update on this position will be reported verbally at this meeting.

3. Schools

3.1 The overall position for schools shows an estimated reduction in reserves of £1.504m as a result of the closure of two schools and an expectation that 20 schools will move to academy status during 2013/14.

3.2 The position on deficit is set out in detail in paragraph 2.1 of Annex 1 but in addition to that it should be noted that, based upon the three year planning returns submitted by schools in May and June, the number of schools in deficit is forecast to rise to eight in 2014/15 (with a value of £6.3m) and up to 24 in 2015/16 (with a value of £12.6m). However, all of this is before any management action is taken. In line with existing policies, Finance staff, together with colleagues in ELS are now working on recovery plans with each of these schools in order to avoid the deficit position from arising. The position currently forecast by these schools is largely a reflection of the impact of four years of flat cash government settlements for schools and, for some, the impact of falling pupil rolls.

4. Non-Delegated Directorate Budget

4.1 The detailed position of all the Directorate budgets is set out in Annex 1. A number of issues are highlighted as they have consequences for the MTFP in 2014-17. In the case of ELS it should be noted that some DSG funded budgets such as SEN Independent/Non-Maintained Provision and Redundancy (Schools) are under significant pressure. This is a reflection both of demand rising for more complex needs SEN placements and the impact of flat cash DSG settlements (like schools). While the position can be covered in 2013/14 from the DSG reserve this option will not be available in the following year. This requires urgent action.

4.2 There will need to be some difficult decisions made in order to contain spending within the DSG allocation (as the County Council policy is that it will not 'top up' the DSG from Council Tax) and this may well require a discussion with the Schools' Funding forum about a possible change in the balance of funding between Delegated funding and Non-Delegated DSG funding, although the funding rules make this difficult.

5. Recommendation(s):

The Education Cabinet Committee is asked to note the revenue and capital forecast variances from budget for 2013/14 for the Education, Learning and Skills Directorate based on the first quarter's full monitoring to Cabinet.

6. Contact details

Report Author

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EDUCATION, LEARNING & SKILLS DIRECTORATE SUMMARY
JUNE 2013-14 FULL MONITORING REPORT

1. REVENUE

1.1		Cash Limit	Variance Before Mgmt Action	Management Action	Net Variance after Mgmt Action
	Total (excl Schools) (£k)	+53,430	-802	-	-802
	Schools (£k)	-	+1,504	-	+1,504
	Directorate Total (£k)	+53,430	+702	-	+702

1.2 **Table 1** below details the revenue position by A-Z budget:

Budget Book Heading	Cash Limit			Variance	Explanation	Management Action/ Impact on MTFP
	G	I	N	N		
	£'000	£'000	£'000	£'000	£'000	
Education, Learning & Skills portfolio						
Delegated Budget:						
Schools Delegated Budgets	711,038.1	-711,038.1	0.0	+1,504	+1,504	Drawdown from school reserves for 20 expected academy converters and 2 school closures
TOTAL DELEGATED	711,038.1	-711,038.1	0.0	+1,504		
Non Delegated Budget:						
Strategic Management & Directorate Support budgets	8,643.3	-9,171.9	-528.6	+132	+398	New Kent Integrated Adolescent Support Service managed by ELS but covering services across directorates
					-213	<i>DSG variances over a number of headings, all less than £100k in value</i>
					-53	Other minor variances
Children's Services - Education & Personal						
- 14 - 19 year olds	2,665.0	-1,335.8	1,329.2	+20		
- Attendance & Behaviour	3,833.9	-2,671.4	1,162.5	+20		
- Connexions	5,774.8	0.0	5,774.8	0		
- Early Years & Childcare	7,156.6	-5,841.6	1,315.0	-159	-114	<i>DSG variance - Quality and Outcomes part year vacancies and reduced non staffing spend</i>
					-45	Other minor variances

Budget Book Heading	Cash Limit			Variance	Explanation	Management Action/ Impact on MTFP
	G	I	N	N		
	£'000	£'000	£'000	£'000	£'000	
- Early Years Education	51,050.0	-51,050.0	0.0	+1,214	+1,214	<i>DSG variance - additional week of provision for 3 & 4 year olds falling in the 2013-14 financial year which has not been funded within the DfE DSG settlement.</i>
					+1,764	<i>DSG variance - greater than budgeted number of hours being provided for 3 & 4 year olds due to increased parental demand</i>
					-1,764	<i>DSG variance - reduced demand for 2 year old placements</i>
- Education Psychology Service	3,004.4	-400.0	2,604.4	-299	-179	Traded income from schools for non statutory psychology services
					-83	Staff vacancies
					-37	Other minor variances
- Individual Learner Support	8,642.4	-7,579.0	1,063.4	-327	-108	Minority Community Achievement Service (MCAS) income from schools in excess of costs
					-149	Portage staff vacancies and non staff savings offset by the write off of old debts <i>(includes a DSG variance of -£104k)</i>
					-70	Other minor variances
- Statemented Pupils	5,491.1	-5,491.1	0.0	0		
	87,618.2	-74,368.9	13,249.3	+469		
School Budgets:						
- Independent Special School Placements	14,924.0	-14,924.0	0.0	+3,944	+3,944	<i>DSG variance - Increased number of pupils in independent and non maintained special school placements</i>
- PFI Schools Schemes	23,810.0	-23,810.0	0.0	0		
- Pupil Referral Units	16,142.4	-16,142.4	0.0	0		
	54,876.4	-54,876.4	0.0	+3,944		
Schools Services:						
- Non Delegated Staff Costs	2,644.0	-2,541.0	103.0	+19		
- Other Schools Services	7,595.1	-7,189.8	405.3	-7		

Budget Book Heading	Cash Limit			Variance	Explanation		Management Action/ Impact on MTFP
	G	I	N	N			
	£'000	£'000	£'000	£'000	£'000		
- Redundancy Costs	1,188.7	-1,188.7	0.0	0			
- School Improvement	8,521.4	-6,135.8	2,385.6	-3			
- Teachers & Education Staff Pension Costs	7,954.0	-2,684.0	5,270.0	+136	+136	Increase in annual capitalization payments	
	27,903.2	-19,739.3	8,163.9	+145			
<u>Transport Services</u>							
- Home to College Transport & Kent 16+ Travel Card	3,174.2	-1,720.0	1,454.2	-500	+230	SEN pupils receiving Home to College transport	This pressure is expected to be ongoing & will be addressed in the 2014-17 MTFP
					-730	Income from the 16+ card in excess of costs	This additional income is expected to be ongoing & will be reflected in the 2014-17 MTFP
- Mainstream HTST	11,517.3	-20.0	11,497.3	-1,567	-1,567	Lower than budgeted numbers of pupils travelling and the full year impact of transport policy changes, (although this forecast remains an estimate until the pupil numbers for the new academic year are available)	This saving is expected to be ongoing & will be reflected in the 2014-17 MTFP
- SEN HTST	17,207.5	0.0	17,207.5	+1,322	+1,322	Higher than budgeted numbers of pupils travelling with overall costs also influenced by other factors	This pressure is expected to be ongoing & will be addressed in the 2014-17 MTFP
	31,899.0	-1,740.0	30,159.0	-745			
<u>Assessment Services</u>							
- Assessment & Support of Children with Special Education Needs	7,319.1	-4,932.4	2,386.7	0			
TOTAL NON DELEGATED	218,259.2	-164,828.9	53,430.3	+3,945			
- <i>Transfer to(+)/from(-) DSG reserve</i>				<i>-4,747</i>	<i>-4,747</i>	<i>drawdown from DSG reserve to offset +£4,727k of DSG variances explained above & other smaller DSG variances</i>	
TOTAL NON DELEGATED after tfr to/from DSG reserve	218,259.2	-164,828.9	53,430.3	-802			
Total ELS portfolio	929,297.3	-875,867.0	53,430.3	+702			

Budget Book Heading	Cash Limit			Variance	Explanation		Management Action/ Impact on MTFP
	G	I	N	N			
	£'000	£'000	£'000	£'000	£'000		
Assumed Mgmt Action							
- ELS portfolio				0			
Total Forecast <u>after</u> mgmt action	929,297.3	-875,867.0	53,430.3	+702			

2. KEY ACTIVITY INDICATORS AND BUDGET RISK ASSESSMENT MONITORING

2.1 Number of schools with deficit budgets compared with the total number of schools:

	2010-11	2011-12	2012-13	2013-14
	as at 31-3-11	as at 31-3-12	as at 31-3-13	projection
Total number of schools	538	497	463	442
Total value of school reserves	£55,190k	£59,088k	£48,124k	£46,620k
Number of deficit schools	17	7	8	3
Total value of deficits	£2,002k	£833k	£364k	£2,126k

Comments:

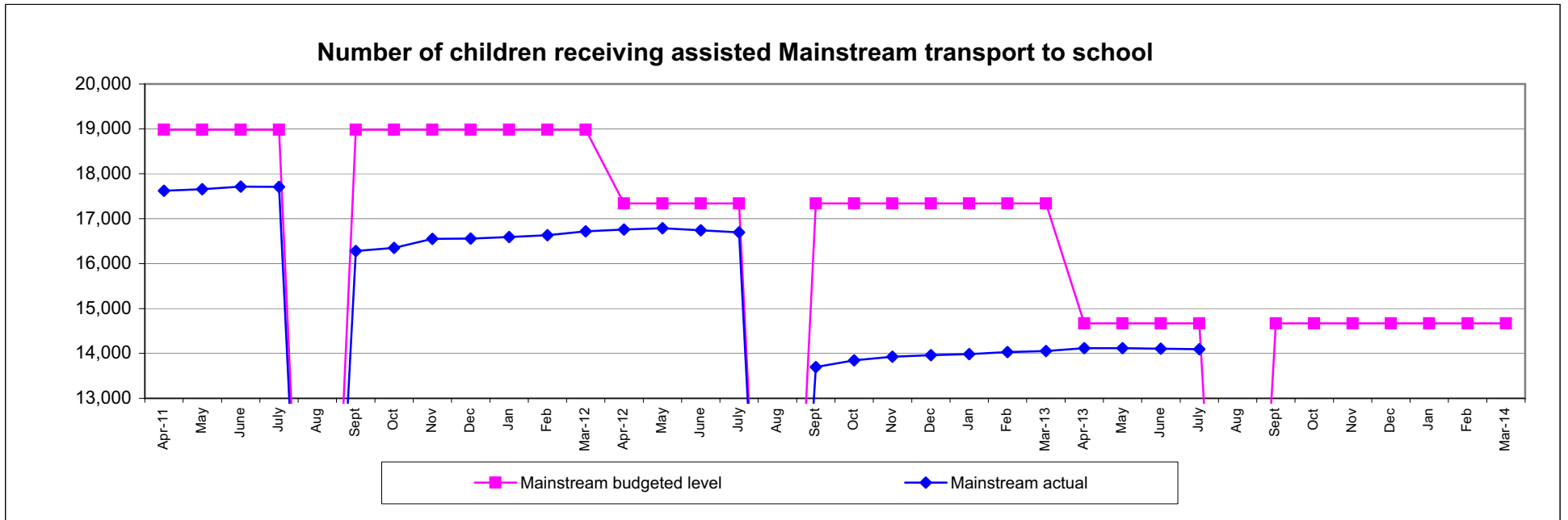
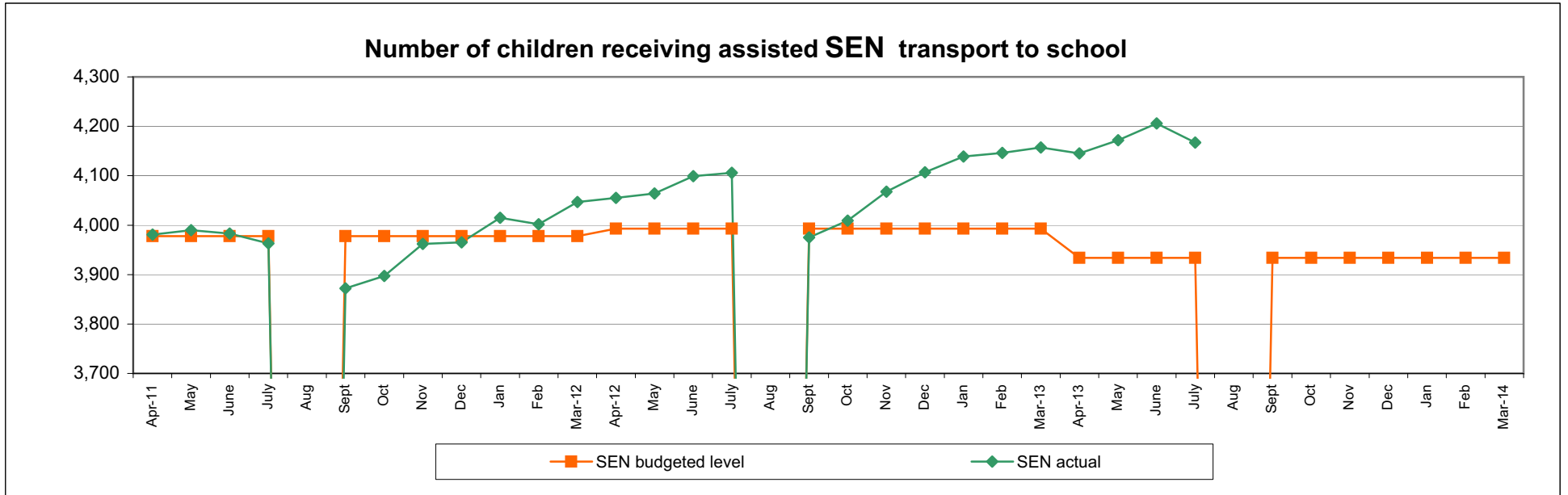
- The information on deficit schools for 2013-14 has been obtained from the schools 3 year plans completed in spring/early summer 2013 and show 3 schools predicting a deficit at the end of year 1. The Local Authority receives updates from schools through budget monitoring returns from all schools after 6 months, and 9 months as well as an outturn report at year end but these only include information relating to the current year. School's Financial Services have been working with these 3 schools to reduce the risk of a deficit in 2013-14 and with the aim of returning the schools to a balanced budget position as soon as possible. This involves agreeing a management action plan with each school.
- KCC has a "no deficit" policy for schools, which means that schools cannot plan for a deficit budget at the start of the year. Unplanned deficits will need to be addressed in the following year's budget plan, and schools that incur unplanned deficits in successive years will be subject to intervention by the Local Authority.
- The number of schools is based on the assumption that 20 schools (including 3 secondary schools and 17 primary schools) will convert to academies before the 31st March 2014. In addition, 2 schools are closing and 1 new school is opening.
- The estimated drawdown from schools reserves of £1,504k assumes 20 schools convert to academy status and 2 schools close. The value of school reserves and deficits are very difficult to predict at this early stage in the year and further updates will be provided in future monitoring reports once we have collated the first monitoring returns from schools.

2.2 Number of children receiving assisted SEN and Mainstream transport to schools

	2011-12				2012-13				2013-14			
	SEN		Mainstream		SEN		Mainstream		SEN		Mainstream	
	Budget level	actual	Budget level	actual	Budget level	actual	Budget level	actual	Budget level	actual	Budget level	actual
Apr	3,978	3,981	18,982	17,620	3,993	4,055	17,342	16,757	3,934	4,145	14,667	14,119
May	3,978	3,990	18,982	17,658	3,993	4,064	17,342	16,788	3,934	4,172	14,667	14,119
Jun	3,978	3,983	18,982	17,715	3,993	4,099	17,342	16,741	3,934	4,206	14,667	14,106
Jul	3,978	3,963	18,982	17,708	3,993	4,106	17,342	16,695	3,934	4,167	14,667	14,093
Aug	0	0	0	0	0	0	0	0	0	0	0	0
Sep	3,978	3,872	18,982	16,282	3,993	3,975	17,342	13,698	3,934	0	14,667	0
Oct	3,978	3,897	18,982	16,348	3,993	4,009	17,342	13,844	3,934	0	14,667	0
Nov	3,978	3,962	18,982	16,553	3,993	4,068	17,342	13,925	3,934	0	14,667	0
Dec	3,978	3,965	18,982	16,556	3,993	4,107	17,342	13,960	3,934	0	14,667	0
Jan	3,978	4,015	18,982	16,593	3,993	4,139	17,342	13,985	3,934	0	14,667	0
Feb	3,978	4,002	18,982	16,632	3,993	4,146	17,342	14,029	3,934	0	14,667	0
Mar	3,978	4,047	18,982	16,720	3,993	4,157	17,342	14,051	3,934	0	14,667	0

Comments:

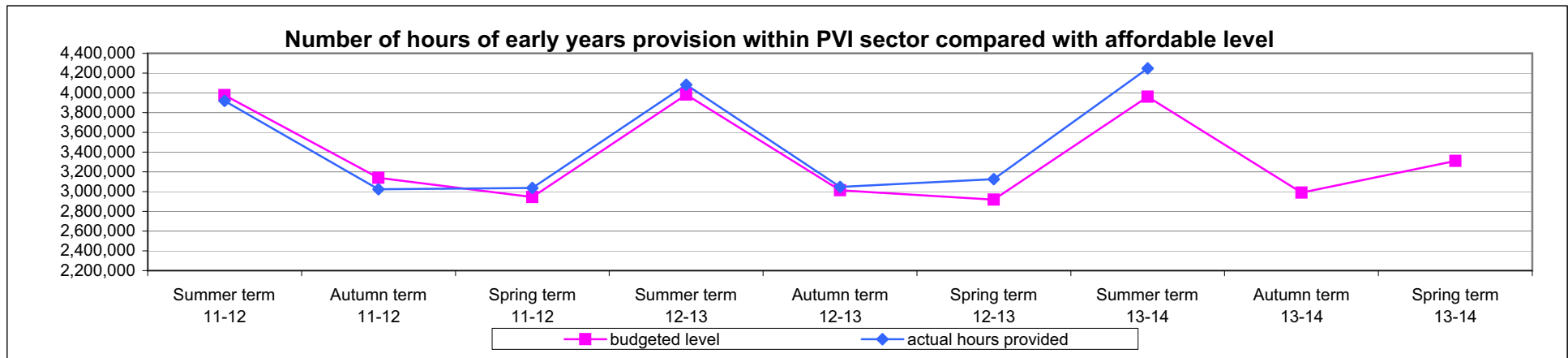
- **SEN HTST** – The number of children travelling is higher than the budgeted level and there are also a number of other factors which contribute to the overall cost of the provision of transport such as distance travelled and type of travel. A gross pressure of +£1,322k is therefore reported in table 1.
- **Mainstream HTST** – The number of children receiving transport is lower than the budgeted level, therefore a gross underspend of £1,567k is reported in table 1, but as the numbers requiring transport for the 2013-14 academic year are still to be confirmed, this position could change.



2.3 Number of hours of early years provision provided to 3 & 4 year olds within the Private, Voluntary & Independent Sector compared with the affordable level:

	2011-12		2012-13		2013-14	
	Budgeted number of hours	Actual hours provided	Budgeted number of hours	Actual hours provided	Budgeted number of hours	Actual hours provided *
Summer term	3,976,344	3,917,710	3,982,605	4,082,870	3,961,155	4,247,445
Autumn term	3,138,583	3,022,381	3,012,602	3,048,035	2,990,107	
Spring term	2,943,439	3,037,408	2,917,560	3,125,343	3,310,417	
TOTAL	10,058,366	9,977,499	9,912,767	10,256,248	10,261,679	4,247,445

* The figures for actual hours provided are constantly reviewed and updated, so will always be subject to change



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Comments:

- The budgeted number of hours per term is based on an assumed level of take-up and the assumed number of weeks the providers are open. The variation between the terms is due to two reasons: firstly, the movement of 4 year olds at the start of the Autumn term into reception year in mainstream schools; and secondly, the terms do not have the same number of weeks.
- The current activity suggests a pressure of £2.978m, which is due to an additional week of provision for 3 and 4 years olds falling in the 2013-14 financial year which has not been funded within the DfE DSG settlement and additional hours as a result of increased parental demand. As this budget is entirely funded from DSG, any surplus or deficit at the year end must be carried forward to the next financial year in accordance with the regulations and cannot be used to offset over or underspending elsewhere within the directorate budget, therefore this pressure will be transferred to the schools unallocated DSG reserve at year end, as reflected in table 1 of this annex.
- It should be noted that not all parents currently take up their full entitlement and this can change during the year.

3. CAPITAL

3.1 The Education, Learning & Skills Directorate has a working budget (excluding schools) for 2013-14 of £149,868k. The forecast outturn against the 2013-14 budget is £147,163k giving a variance of - £2,705k.

3.2 **Table 2** below details the ELS Capital Position by Budget Book line.

Budget Book Heading	Three year cash limit (£000)	2013-14 Working Budget (£000)	2013-14 Variance (£000)	Variance Break-down (£000)	Rephasing / Real Variance and Funding Stream	Explanation of In-Year Variance	Project Status ¹	Explanation of Project Status	Actions
Rolling Programmes									
Annual Planned Enhancement Programme	24,255	12,718					Green		
Devolved Formula Capital Grants for Pupil Referral Units	537	442					Green		
Individual Projects									
Basic Need Schemes - to provide additional pupil places:									
Future Basic Need Schemes	43,506	36,801					Green		
Dunton Green	800	800					Green		
Goat Lees Primary School, Ashford	2,194	2,951					Green		
Repton Park Primary School, Ashford	19	210					Green		
Ryarsh Primary School, Ryarsh	169	169					Green		
Modernisation Programme - Improving and upgrading school buildings including removal of temporary classrooms:									
Modernisation Programme - Wrotham	8	4					Green		

Budget Book Heading	Three year cash limit (£000)	2013-14 Working Budget (£000)	2013-14 Variance (£000)	Variance Break-down (£000)	Rephasing / Real Variance and Funding Stream	Explanation of In-Year Variance	Project Status ¹	Explanation of Project Status	Actions
Modernisation Programme - Future Years	5,992	2,087	-1,875	-1,875	Real - DfE grant	Halfway House to be funded from Priority Schools Building Programme	Green		
St Johns / Kingsmead Primary School, Canterbury	1,544	2,405					Green		
Special Schools Review - major projects supporting the special schools review									
Special Schools Review phase 1	24	663					Green		
Special Schools Review phase 2	40,330	9,362					Green		
The Wyvern School, Ashford (Buxford Site)	1	1					Green		
Primary Improvement Programme	85	237					Green		
Academy Projects:									
Academies Unit Costs	778	1,183					Green		
Maidstone New Build, New Line Learning	0	31					Green		
Longfield New Build	0	358					Green		
Maidstone New Build, Cornwallis	0	67					Green		
Spires New Build	0	2					Green		
Marsh Academy, New Romney	888	887					Green		
The John Wallis C of E Academy	7,615	7,387					Green		
The Knowle Academy	13,557	14,735					Green		
Dover Christ Church	10,119	7,791					Green		
Astor of Hever	9,236	11,199					Green		
Duke of York	21,816	16,968					Green		

Budget Book Heading	Three year cash limit (£000)	2013-14 Working Budget (£000)	2013-14 Variance (£000)	Variance Break-down (£000)	Rephasing / Real Variance and Funding Stream	Explanation of In-Year Variance	Project Status ¹	Explanation of Project Status	Actions
Wilmington Enterprise College	7,387	7,289					Green		
Isle of Sheppey Academy	6,108	3,610					Green		
Skidders Kent Academy, Tunbridge Wells	489	1,611					Green		
Building Schools for the Future Projects:									
BSF Wave 3 Build Costs	2,104	905					Green		
BSF Unit Costs (including SecTT)	0	669					Green		
Other Projects:									
Nursery Provision for Two Year Olds	2,468	2,468					Green		
Schools Self Funded projects - Quarryfield / Aldington Eco Centre	0	32					Green		
Specialist Schools	0	325					Green		
Platt CEPS	0	91					Green		
One-off Schools Revenue to Capital	1,881	1,999					Green		
Unit Review	1,108	1,263	-830	-825	Real - Prudential -5 Rephasing	Good design and cost management reduced overall project costs	Green		
Vocational Education Centre Programme	0	148					Green		
Sevenoaks Grammar Schools annexe	5,000	0					Green		
Total	210,018	149,868	-2,705	-2,705					

¹ Project Status: Green = on time and within budget, Amber = either delayed completion date or over budget, Red = both delayed and over budget

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From: Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 27 September 2013

Subject: Education, Learning and Skills Performance Scorecard

Classification: Unrestricted

Electoral Division: All

Summary:

The Education, Learning and Skills performance management framework is the monitoring tool for the targets and the milestones for each year up to 2016, set out in Bold Steps for Education. The scorecard is in constant development and is intended to provide the Directorate and Members with progress against all the targets set out in the business plans for key performance indicators.

Recommendations:

The Cabinet Committee is asked to review and comment on the development of the Education, Learning and Skills performance management framework and to note and comment on current performance.

1. Introduction

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

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

2.1 The performance management framework is the monitoring tool for the targets and milestones set out in Bold Steps for Education. Much development of the scorecard has taken place since June 2012, and there are now very few indicators awaiting baseline data. Attached to this report is the August version of the ELS scorecard, reporting on data as at the end of July 2013.

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 floor standards set in business plans (typically these are the Kent outturn for 2010-11), amber indicates it is between the floor standard and the target for 2013 and green indicates it has been reached or the target has been exceeded.
- 2.6 Direction of travel is also shown. This indicates whether figures have gone up, down or remained the same since the previous reported figure and whether this movement is rated as red, amber or green.
- 2.7 A data definitions section has been included to ensure that all users of the ELS scorecard are clear about what the indicators report on. Given the complex nature of education reporting timescales, a data sources section provides detail as to the latest data source for each indicator i.e. whether it is provisional or final, the latest month or last term etc.
- 2.8 The scorecard has now been amended to reflect the updated Bold Steps for ELS. This has involved adding new indicators, sourcing data for those indicators, collecting targets from 2013 to 2016, and ensuring data is available at both LA and district level. The Kent, national and statistical neighbour outturn figures have also been updated to 2011-12 now that most figures are available following publication by the DfE.

3. District Scorecards

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

4. Current Performance

- 4.1 The scorecard highlights some notable progress and some areas for improvement.
- 4.2 This scorecard contains provisional 2013 results for the Early Years Foundation Stage Profile (EYFSP) Key Stage One (KS1) and Key Stage Two (KS2). EYFSP is reporting against a new framework so is not comparable to previous years, but early data indicates Kent is performing above the national average. KS1 results have improved in reading, writing and maths this year.

At Key Stage 2, an overall English level is no longer calculated, and from 2013 onwards the combined performance measure is level 4 and above achievement in Reading, Writing and Maths. The new measure is a higher

standard. The 2013 result of 74% is provisional and compares to an equivalent result for 2012 of 72%. National and statistical neighbour figures will not be available until later in September at which time Kent's targets will be revised to reflect the new indicator definition. Until new targets have been set performance cannot be RAG-rated, but the direction of travel is green.

Provisional results are not complete at the secondary phase and will be available in the next scorecard release.

Following the change in the inspection framework in January 2012 Kent has seen a small increase in the number of schools going into an Ofsted category. However, there has been a steady improvement in the percentage of primary schools with Good or Outstanding Ofsted Judgements for Overall Effectiveness, with the percentages for secondary and special school similar to last month.

- 4.3 Turning to special educational needs (SEN), the number of pupils with a statement of SEN has risen from 7048 in June to 7104 in July. The number of pupils being placed in independent or out-of-county special schools has also increased since last year.

Positively, the percentage of statements of SEN issued within timescale has improved significantly in recent months and is now green. The Council continues to engage with the NHS and other agencies to encourage them to provide advice in a timely manner so this performance can further improve.

- 4.4 The percentage of unemployment among 18-24 year olds in Kent has stayed at 5.4% this month, and the number of young people starting the Kent Success apprenticeship scheme has risen. The percentage of 16-18 year olds not in education, employment or training (NEET) has risen slightly but has still achieved the target level. Kent has very low levels of 16-18 year olds whose destination is 'not known' compared to other local authorities, so Members can have confidence in the figures produced.
- 4.5 The number of permanent exclusions continues to reduce and is now down to 144, thanks to a key focus on this area by the development of an Inclusion Strategy and the Review of the PRUs in Kent. Reasonable progress is being made across a range of priority areas, and many amber indicators are green for their direction of travel.
- 4.6 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). 2012 saw a significant reduction in the FSM gap at KS2, but only a slight reduction in the FSM gap at KS4.
- 4.7 Updated figures for Level 2 and Level 3 attainment by age 19 are now available and show improvement for young people.

- 4.8 Work has taken place to review 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 the targets to narrow achievement gaps.

5. Recommendations

- 5.1 The Education Cabinet Committee is asked to:
- (i) review and comment on the development of the Education, Learning and Skills performance scorecard and;
 - (ii) note aspects of current performance.


Background Documents

ELS Performance Scorecard: Appendix 1

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Education, Learning & Skills Performance Management Scorecards August 2013 Release (July 2013 Data)

Produced by: Management Information, ELS, KCC

Publication Date: 04 September 2013

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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

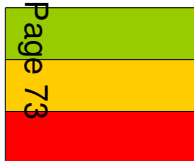


A red rating indicates that the current performance is below the 2010/11 outturn.

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

COMPARATIVE DATA

National and Statistical Neighbour Averages shown in italics are for the previous outturn year as 2011/12 data is not yet available.

Guidance Notes

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Education, Learning & Skills Performance Management

Scorecard - Indicator Definitions

Indicators		Polarity	Data Period	Frequency	Definition
PROVISION					
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	The total number of pupils that have been permanently excluded from a Kent maintained school or an academy during the last 12 months.
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	The total number of LAC, both Kent and OLA, that have been permanently excluded from a Kent maintained school or an academy during the last 12 months. This figure will also be included in the All Pupils indicator above.
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	The percentage of pupils that have been persistently absent from a Kent maintained primary school or a primary academy for 15% or more of their expected sessions over the reported time period.
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	The percentage of pupils that have been persistently absent from a Kent maintained secondary school or a secondary academy for 15% or more of their expected sessions over the reported time period.
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	The percentage of LAC, both Kent and OLA, that have been persistently absent from a Kent maintained secondary school or a secondary academy for 15% or more of their expected sessions over the reported time period.
P6	Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	The percentage of sessions missed by pupils due to authorised or unauthorised absence, as a proportion of their expected sessions over the reported time period.
P7	Number of pupils in PRUs not also on a school roll	L	Snapshot	T	The number of pupils at PRUs that are not dually registered at mainstream schools or academies.
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued during the last 12 months.
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	The number of pupils in Kent maintained schools or academies, both mainstream and special, that have a statement of Special Educational Needs.
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	The number of pupils with statements of special educational needs that are placed in independent special schools or out-of-county special schools.
P11	Percentage of admissions applications for school places made online	H	Snapshot	A	The percentage of applications for admission to primary or secondary school that parents made online, rather than submitting paper application forms. National and Statistical Neighbours comparative data is for Secondary schools only.
P12	Percentage of parents getting first preference of school	H	Snapshot	A	The percentage of parents who got their first preference of primary or secondary school (out of their three ordered preferences) for their child. National and Statistical Neighbours comparative data is for Secondary schools only.
P13	Percentage of parents getting first or second preference of school	H	Snapshot	A	The percentage of parents who got their first or second preference of primary or secondary school (out of their three ordered preferences) for their child. National and Statistical Neighbours comparative data is for Secondary schools only.
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	tbc	tbc	Definition to be confirmed
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	The percentage of spare school places: current school rolls calculated as a proportion of schools' capacities.
P16	The number of districts with at least 5% surplus Year R places	H	Snapshot	A	The number of Kent LA Districts (out of 12) where the percentage of schools' surplus places in Reception year is at least 5%. This is calculated as the current Year R school rolls as a proportion of the Admission Numbers.
QUALITY AND STANDARDS					
QS1	Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	Number of Kent maintained schools judged inadequate for overall effectiveness by Ofsted in their latest inspection. Excludes academies.
QS2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	The percentage of Kent maintained primary schools and primary academies judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.

Education, Learning & Skills Performance Management

Scorecard - Indicator Definitions

Indicators		Polarity	Data Period	Frequency	Definition
QUALITY AND STANDARDS <i>continued</i>					
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	The percentage of Kent maintained secondary schools and secondary academies judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	The percentage of Kent maintained special schools and special academies judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
QS5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	The percentage of Kent maintained primary schools and primary academies judged good or outstanding for quality of teaching in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
QS6	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	The percentage of Kent maintained secondary schools and secondary academies judged good or outstanding for quality of teaching in their latest inspection, as a proportion of all Kent maintained primary schools and primary academies.
QS7	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	The percentage of private, voluntary and independent early years settings judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent Early Years settings.
QS8	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the new Early Years Foundation Stage framework.
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	The percentage of pupils at the end of Key Stage 1 who are teacher assessed as achieving a level 2B or above in reading.
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	The percentage of pupils at the end of Key Stage 1 who are teacher assessed as achieving a level 2B or above in writing.
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 1 who are teacher assessed as achieving a level 2B or above in maths.
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 2 who achieve a level 4 or above in all of Reading, Writing & maths. This is a new indicator for the 2012-13 academic year and is not comparable with the old indicator of L4+ in English & maths. L4+ R,W,M outcomes have been calculated at LA level for 2011-12 to allow a comparison with last year's KS2 attainment.
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 2 who achieve a level 5 or above in all of Reading, Writing & maths. This is a new indicator for the 2012-13 academic year and is not comparable with the old indicator of L5+ in English & maths. L5+ R,W,M outcomes have been calculated at LA level for 2011-12 to allow a comparison with last year's KS2 attainment.
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	The percentage of mainstream primary and junior schools or academies whose percentage achieving level 4 or above in all of Reading, Writing & maths at KS2 exceeds 60%.
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in Reading.
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in Writing.
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in mathematics.
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	The difference between the achievement of non-FSM ever pupils and FSM ever pupils in terms of percentage achieving level 4 or above in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A	The difference between the achievement of LAC pupils and all pupils in terms of percentage achieving level 4 or above in all of Reading, Writing & maths at KS2. The LAC included in the calculation are Kent LAC looked after for at least 12 months as at 31st March in the academic year in which they finish KS2. Includes Kent maintained schools and academies.
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	The difference between the achievement of non-SEN pupils and SEN pupils in terms of percentage achieving level 4 or above in all of Reading, Writing & maths at KS2. School Action, School Action Plus and Statemented pupils are all included in the SEN group. Includes Kent maintained schools and academies.
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	The percentage of pupils with a statement of special educational needs who have achieved level 4 or above in all of Reading, Writing & maths, at both mainstream and special schools and academies.

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Scorecard - Indicator Definitions

Indicators		Polarity	Data Period	Frequency	Definition
QUALITY AND STANDARDS <i>continued</i>					
QS21	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 4 who achieve at least 5 or more GCSEs or equivalents including a GCSE in both English & maths. Includes Kent maintained schools and academies.
QS22	Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	The percentage of mainstream secondary schools or academies whose percentage achieving 5+ A*-C including English & maths exceeds 40%.
QS23	Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	The percentage of pupils achieving three or more levels of progress between Key Stage 2 and Key Stage 4 in English, based on National Curriculum levels and GCSE equivalent grade outcomes.
QS24	Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	The percentage of pupils achieving three or more levels of progress between Key Stage 2 and Key Stage 4 in mathematics based on National Curriculum levels and GCSE equivalent grade outcomes.
QS25	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	The difference between the achievement of non-FSM pupils and FSM pupils in terms of percentage achieving 5+ A*-C including English & maths at KS4. Includes Kent maintained schools and academies.
QS26	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A	The difference between the achievement of LAC pupils and all pupils in terms of percentage achieving 5+ A*-C including English & maths at KS4. The LAC included in the calculation are Kent LAC looked after for at least 12 months as at 31st March in the academic year in which they finish KS2. Includes Kent maintained schools and academies.
QS27	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	The difference between the achievement of non-SEN pupils and SEN pupils in terms of percentage achieving 5+ A*-C including English & maths at KS4. School Action, School Action Plus and Statemented pupils are all included in the SEN group. Includes Kent maintained schools and academies.
QS28	Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	The percentage of pupils with a statement of special educational needs who have achieved 5+ A*-C including English & maths, at both mainstream and special schools and academies.
EMPLOYABILITY					
E1	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	The percentage of young people who have left compulsory education, up until their eighteenth birthday, who have not achieved a positive education, employment or training destination. Data collected under contract by CXK (Connexions).
E2	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	The percentage of young people achieving the level 2 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 2 threshold by the end of the academic year in which they turn 19.
E3	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	This indicator reports the gap in attainment of level 2 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
E4	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	The percentage of young people achieving the level 3 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 3 threshold by the end of the academic year in which they turn 19.
E5	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	This indicator reports the gap in attainment of level 3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
E6	Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	The percentage of learners by age 19 who have not attained any further qualifications than those achieved at age 16.
E7	Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	The number of maintained schools and academies in Kent who have employed a young person, aged 16-24, as an apprentice, expressed as a percentage of all maintained schools and academies in Kent. Collected from Skills and Employability database.
E8	Number of Level 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	The number of starts by Kent resident young people on an advanced or higher level apprenticeship, by Kent resident young people aged 16-24, within the Kent sectors of construction, creative and media, health and social care, hospitality and tourism, process and manufacturing and science, technology and manufacturing and land based industries. Collected from national Apprenticeship Service data.
E9	Number of Level 2 & 3 vocational training places offered in skills shortage areas	H	Snapshot	A	The number of starts by Kent resident young people (16 - 24) on an intermediate or advanced level apprenticeship, by Kent resident young people aged 16-24, within the Kent sectors of construction, creative and media, health and social care, hospitality and tourism, process and manufacturing and science, technology and manufacturing and land based industries. Collected from National Apprenticeship Service data.
E10	Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	The number of starts by Kent resident young people (16-24) on the KCC apprenticeship scheme - that is employed by KCC departments. Source: Skills and Employability database.

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Scorecard - Indicator Definitions

Indicators		Polarity	Data Period	Frequency	Definition
EMPLOYABILITY <i>continued</i>					
E11	Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	The number of young people completing the KCC Apprenticeship scheme, as a percentage of starts. Source: Skills and Employability Service database.
E12	Percentage of unemployment among 18-24 year olds	L	Annual	A	The number of 18-24 year old Kent residents who are claiming unemployment benefits, as a proportion of the total population of 18-24 year olds. Source: KCC Research Team unemployment report.
E13	Percentage of Learners with LLDD able to participate aged 16-19	H	Cumulative	T	Percentage of LLDD Learners aged 16-19 participating in education and training, increasing the number of vulnerable learners supported into work based learning.
E14	Number of vulnerable learners supported into work-based learning	H	Rolling 12 Months	M	The number of care leavers, LLDD students, young offenders and young parents (vulnerable learners) who are participating in the KCC vulnerable learners project.
E15	Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Snapshot	A	The number of assisted employment opportunities for learners with learning difficulties and disabilities across Kent. Source: Skills and Employability Service database and Kent Supported Employment.
E16	Number of apprenticeships 16-24 year olds	H	Snapshot	A	The number of young people aged 16-24 starting an apprenticeship. Source: National Apprenticeships Service.
E17	Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	The number of young people aged 16-24 completing an apprenticeship, as a percentage of starts. Source: National Apprenticeships service.
E18	Post-16 APS per Entry (All L3)	H	Snapshot	A	The total number of points achieved by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level or equivalent qualifications.
E19	Post-16 APS per Student (All L3)	H	Snapshot	A	The total number of points achieved by pupils at the end of Key Stage 5 divided by the total number of pupils taking A-Level or equivalent qualifications.
E20	Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	The percentage of pupils at the end of Key Stage 5 achieving 2 or more A*-E grades at A-Level or equivalent.
E21	Post-16 % AAB or above (A Level only)	H	Snapshot	A	The percentage of A level students achieving 3 A levels at AAB or above in facilitating subjects. The facilitating subjects include biology, chemistry, physics, mathematics, geography, history, English literature, modern and classical languages. A full list of facilitating subjects can be found in the Technical Guides and Documents of the 2012 DfE Performance Tables.
E22	Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A	The percentage of A level students achieving 3 or more A levels at grade A*-A.
CONTEXTUAL DATA					
C1	Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	The percentage of pupils known to be eligible for Free School Meals due to the fact they have successfully applied for FSM and met the criteria and been recorded as such on their school's management information system. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
C2	Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	The percentage of pupils with a statement of SEN, as recorded on their school's management information system. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
C3	Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	The percentage of pupils with a SEN level of School Action or School Action Plus, as recorded on their school's management information system. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
C4	Percentage of pupils from an Ethnic Minority		Snapshot	A	The percentage of pupils whose ethnicity is non-White British, as recorded on their school's management information system. Based on parental declaration. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
C5	Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	The percentage of pupils whose home language is not English, as recorded on their school's management information system. Based on parental declaration. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
C6	Number of Kent Children in Care		Snapshot	M	The number of children currently looked after by Kent Specialist Children's Services. Kent Outturn, National and Statistical Neighbours averages show rates per 10,000 population.
C7	Number of children with a Child Protection plan		Snapshot	M	The number of children subject to a Child Protection order from Kent Specialist Children's Services. Kent Outturn, National and Statistical Neighbours averages show rates per 10,000 population.

Education, Learning & Skills Performance Management

Scorecard - Data Sources for Current Report

Indicators		Data used in current report		
		Source Description	Latest data description	Latest data release date
PROVISION				
P1	Number of permanent exclusions from schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to July 2013	As at August 2013
P2	Number of permanent exclusions from schools - LAC	Impulse database - monthly reported data	Rolling 12 months up to July 2013	As at August 2013
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	DfE Published Absence Data by LA / School Census termly data aggregated for whole academic year	2011-12 DfE Published (Kent) / MI Calcs (District)	As at March 2013
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	DfE Published Absence Data by LA / School Census termly data aggregated for whole academic year	2011-12 DfE Published (Kent) / MI Calcs (District)	As at March 2013
P5	Percentage of pupils who are persistently absent - LAC	DfE Published Absence Data by LA / School Census - attendance data reported one term in arrears	2011-12 DfE Published (Kent) / MI Calcs (District)	As at December 2012
P6	Percentage total absence from Pupil Referral Units (PRUs)	PRU Census for Annual data in Spring Term, B2B reporting for Autumn & Summer Terms	Terms 3&4 - B2B report	As at June 2013
P7	Number of pupils in PRUs not also on a school roll	PRU Census for Annual data in Spring Term, B2B reporting for Autumn & Summer Terms	Terms 3&4 - B2B report	As at June 2013
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	Impulse database - monthly reported data	Snapshot as at July 2013	As at August 2013
P9	Number of pupils with a statement of Special Educational Needs	Impulse database - monthly reported data	Snapshot as at July 2013	As at August 2013
P10	Number of pupils being placed in independent or out-of-county special schools	Impulse data - monthly reported data	Snapshot as at July 2013	As at August 2013
P11	Percentage of admissions applications for school places made online	Admissions school places offered for start of academic year	Offers outturn data for 2011-12	As at January 2013
P12	Percentage of parents getting first preference of school	Admissions school places offered for start of academic year	Offers outturn data for 2011-12	As at January 2013
P13	Percentage of parents getting first or second preference of school	Admissions school places offered for start of academic year	Offers outturn data for 2011-12	As at January 2013
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	Outturn data for Bold Steps submitted by Head of Service	CME outturn data for 2011-12	As at January 2013
P15	Percentage of surplus school places in Kent Primary schools	Outturn data for Bold Steps	Surplus Places outturn data for 2011-12	As at January 2013
P16	The number of districts with at least 5% surplus Year R places	Outturn data for Bold Steps	Surplus Places outturn data for 2011-12	As at January 2013
QUALITY AND STANDARDS				
Q51	Number of schools in Ofsted Category (special measures or with notice to improve)	MI Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month	Inspections up to end of July 2013	As at August 2013
Q52	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month	Inspections up to end of July 2013	As at August 2013
Q53	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month	Inspections up to end of July 2013	As at August 2013
Q54	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month	Inspections up to end of July 2013	As at August 2013
Q55	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	MI Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month	Inspections up to end of July 2013	As at August 2013
Q56	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	MI Ofsted Database - monthly reported data - latest school inspection outcomes up to end of current month	Inspections up to end of July 2013	As at August 2013
Q57	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Latest Early Years settings inspection outcomes up to end of current month	Inspections up to end of July 2013	As at August 2013
Q58	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on new EYFSP framework	2012-13 data from Keypas online dataset	August 2013
Q59	Percentage of pupils at KS1 achieving L2B+ in Reading	Teacher assessed results for end academic year	2012-13 results from Keypas online dataset	August 2013
Q510	Percentage of pupils at KS1 achieving L2B+ in Writing	Teacher assessed results for end academic year	2012-13 results from Keypas online dataset	August 2013
Q511	Percentage of pupils at KS1 achieving L2B+ in mathematics	Teacher assessed results for end academic year	2012-13 results from Keypas online dataset	August 2013
Q512	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics	Test/TA results for end of academic year	2012-13 results from Keypas online dataset	August 2013
Q513	Percentage of pupils at KS2 achieving L5+ in Reading, Writing & mathematics	Test/TA results for end of academic year	2012-13 results from Keypas online dataset	August 2013
Q514	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	Test/TA results for end of academic year	2012-13 results from Keypas online dataset	August 2013
Q515a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	Test/TA results for end of academic year matched to previous KS1 attainment	2012-13 MI Calcs based on Keypas dataset	August 2013
Q515b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	Test/TA results for end of academic year matched to previous KS1 attainment	2012-13 MI Calcs based on Keypas dataset	August 2013
Q516	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	Test/TA results for end of academic year matched to previous KS1 attainment	2012-13 MI Calcs based on Keypas dataset	August 2013
Q517	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	Test/TA results for end of academic year	2012-13 MI Calcs based on Keypas dataset	August 2013
Q518	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	Test/TA results for end of academic year	2012-13 MI Calcs based on Keypas dataset	August 2013
Q519	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	Test/TA results for end of academic year	2012-13 MI Calcs based on Keypas dataset	August 2013
Q520	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	Test/TA results for end of academic year	2012-13 MI Calcs based on Keypas dataset	August 2013

Education, Learning & Skills Performance Management

Scorecard - Data Sources for Current Report

Indicators		Data used in current report		
		Source Description	Latest data description	Latest data release date
QUALITY AND STANDARDS <i>continued</i>				
QS21	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	Test results for end of academic year	2011-12 DfE Published (Kent) / EPAS Final (District)	January / February 2013
QS22	Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	Test results for end of academic year	2011-12 DfE Published (Kent) / EPAS Final (District)	January / February 2013
QS23	Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	Test results for end of academic year matched to previous KS2 attainment	2011-12 DfE Published (Kent) / EPAS Final (District)	January / February 2013
QS24	Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	Test results for end of academic year matched to previous KS2 attainment	2011-12 DfE Published (Kent) / EPAS Final (District)	January / February 2013
QS25	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	Test results for end of academic year	2011-12 DfE Published (Kent) / EPAS Final (District)	January / February 2013
QS26	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	Test results for end of academic year	2011-12 DfE Published	January / February 2013
QS27	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	Test results for end of academic year	2011-12 DfE Published (Kent) / EPAS Final (District)	January / February 2013
QS28	Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	Test results for end of academic year	2011-12 DfE Published (Kent) / EPAS Final (District)	January / February 2013
EMPLOYABILITY				
E1	Percentage of 16-18 year olds not in education, employment or training (NEET)	Connexions monthly bulletin	July 2013 data	As at August 2013
E2	Percentage of young people with Level 2 attainment by age 19	14-19 year olds annual reporting (EPAS online 14-19 dataset)	2011-12 results	December 2012
E3	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	14-19 year olds annual reporting (EPAS online 14-19 dataset)	2011-12 results	December 2012
E4	Percentage of young people with Level 3 attainment by age 19	14-19 year olds annual reporting (EPAS online 14-19 dataset)	2011-12 results	December 2012
E5	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	14-19 year olds annual reporting (EPAS online 14-19 dataset)	2011-12 results	December 2012
E6	Percentage of pupils achieving no improvement in qualifications between 16 and 19	14-19 year olds annual reporting (EPAS online 14-19 dataset)	2011-12 results	December 2012
E7	Percentage of secondary schools offering L2/3/4 apprenticeships	Skills and Employability database	Autumn 2012 data	March 2013
E8	Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	Provider Gateway	2010-11 outturn	September 2012
E9	Number of Level 2 & 3 vocational training places offered in skills shortage areas	Provider Gateway	2010-11 outturn	September 2012
E10	Number of starts on the Kent Apprenticeship scheme	Skills and Employability database	Cumulative data up to July 2013	As at August 2013
E11	Percentage successfully completing the Kent Apprenticeship scheme	Skills and Employability database	2011-12 Results	April 2013
E12	Percentage of unemployment among 18-24 year olds	NOMIS / ONS Monthly employment statistics presented by KCC Business Intelligence Research & Evaluation	July 2013 data	As at August 2013
E13	Percentage of Learners with LLDD able to participate aged 16-19	Skills and Employability database	August 2012 data	September 2012
E14	Number of vulnerable learners supported into work-based learning	Skills and Employability database	Cumulative data up to July 2013	As at August 2013
E15	Number of assisted employment opportunities for learners with learning difficulties and disabilities	Skills and Employability database / Kent Supported Employment	2011-12 outturn	March 2013
E16	Number of apprenticeships 16-24 year olds	National Apprenticeships Service	2011-12 outturn	March (Kent) / July (Distr) 2013
E17	Percentage successful completion of apprenticeships 16-24 year olds	National Apprenticeships Service	2011-12 outturn	February 2013
E18	Post-16 APS per Entry (All L3)	Test results for end of academic year	2011-12 DfE Published (Kent) / NCER (District)	February 2013
E19	Post-16 APS per Student (All L3)	Test results for end of academic year	2011-12 DfE Published (Kent) / NCER (District)	February 2013
E20	Post-16 % 2+ A*-E (All L3)	Test results for end of academic year	2011-12 DfE Published (Kent) / NCER (District)	February 2013
E21	Post-16 % AAB or above (All L3)	Test results for end of academic year	2011-12 DfE Published (Kent) / NCER (District)	February 2013
E22	Post-16 % 3+ A*-A grades (A level only)	Test results for end of academic year	2011-12 DfE Published (Kent) / NCER (District)	February 2013
CONTEXTUAL DATA				
C1	Percentage of pupils eligible for Free School Meals (FSM)	School census - termly snapshot of pupils eligible for FSM	Summer Term 2013 snapshot data	As at July 2013
C2	Percentage of pupils with a Statement of Special Educational Needs (SSEN)	School census - termly snapshot of pupils with SEN statement	Summer Term 2013 snapshot data	As at July 2013
C3	Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)	School census - termly snapshot of pupils with SEN A or P	Summer Term 2013 snapshot data	As at July 2013
C4	Percentage of pupils from an Ethnic Minority	School census - termly snapshot of pupil ethnicity	Spring Term 2013 snapshot data	March 2013
C5	Percentage of pupils with English as an Additional Language (EAL)	School census - termly snapshot of pupils eligible for FSM	Summer Term 2013 snapshot data	As at July 2013
C6	Number of Kent Children in Care	Management Information SCS Monthly Scorecard	Snapshot as at July 2013	As at August 2013
C7	Number of children with a Child Protection plan	Management Information SCS Monthly Scorecard	Snapshot as at July 2013	As at August 2013

Scorecard - District Comparison Grid

(July 2013 Data)

Indicators	Polarity	Kent		Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone		Sevenoaks		Shepway		Swale		Thanet		Tonbridge and Malling		Tonbridge Wells			
		Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel
PROVISION																													
P1	L	G	↓	G	→	A	↓	G	↑	G	↑	G	→	G	↓	G	→	G	↓	A	↓	A	↑	G	↓	G	↑		
P2	L	G	→	G	→	A	→	G	→	G	→	G	→	G	→	G	→	A	→	A	→	A	→	G	→	G	→		
P3	L	A	↓	G	↓	A	↓	R	↓	R	↓	R	↓	G	↓	R	↓	R	↓	R	↓	R	↓	G	↓	G	↓		
P4	L	A	↓	R	↑	R	↓	G	↑	R	↓	G	→	R	↓	R	↑	R	↓	R	↓	R	↓	R	↑	G	↓		
P5	L	G	↑	R	↑	G	↓	R	↓	G	↓	G	↓	G	↑	G	↓	R	↓	G	↓	G	↓	G	↑	G	↑		
P6	L		↓		↑		↑								↑				↓		↑		↑		↑		↓		
P7	L		↑		↑		→								↑				↑		↑		↑		↑		↓		
P8	H	G	↑	A	↑	G	→	A	↓	A	↑	G	↑	A	↑	G	↑	A	↓	G	↓	G	↓	A	↑	R	↑		
P9	L	R	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↑	A	↓	A	↑	A	↑	A	↑	A	↑	A	↓		
P10	L	R	↓	A	↓	A	↑	A	↓	A	↓	A	↓	A	↓	A	↓	A	↑	A	↓	A	↓	A	↓	A	↑		
P11	H	A	↑																										
P12	H	G	↓																										
P13	H	A	↓																										
P14	H	A																											
P15	T	G		R		G		R		G		R		G		G		G		G		R		G		G			
P16	H	R																											
QUALITY AND STANDARDS																													
QS1	L	R	↓		↓		→		→		↓		→		→		↑		→		↓		→		→		↑		
QS2	H	G	↑	G	→	A	↑	R	↓	G	↑	G	→	R	↑	G	↓	G	→	G	↑	A	→	G	↑	G	→		
QS3	H	A	↓	R	→	R	→	G	→	R	→	A	→	G	→	R	→	G	→	A	→	G	↓	G	→	G	→		
QS4	H	A	→	G	→	R	→	R	→	G	→	G	→	G	→	R	→	R	→	G	→	G	→	G	→	R	→		
QS5	H	A	↑	G	→	A	↑	R	↓	G	↑	A	→	R	→	G	↓	A	→	A	↑	G	→	A	↑	G	→		
QS6	H	A	↓	R	→	R	→	G	→	G	→	A	→	G	→	R	→	A	→	A	→	R	↓	G	→	G	→		
QS7	H		→		↑		↑		→		→		→		→		↓		→		→		→		↑		↑		
QS8	H																												
QS9	H	G	↑	G	↑	G	↑	G	↑	G	↑	R	↑	G	↑	G	↑	A	↑	A	↑	R	↑	G	↑	G	↑		
QS10	H	A	↑	A	↑	A	↑	G	↑	A	↑	R	↓	A	↑	G	↑	A	↑	A	↑	A	↑	A	↑	G	↑		
QS11	H	G	↑	A	↑	G	↑	G	↑	G	↑	R	↓	G	↑	G	↑	A	↑	G	↑	R	↑	G	↑	G	↑		
QS12	H		↑																										
QS13	H		↑																										
QS14	H		↓																										
QS15a	H																												
QS15b	H																												
QS16	H	A	↑	R	↓	A	↑	G	↑	G	↑	R	↓	R	↑	G	↑	A	↑	R	↓	A	↑	G	↓	G	↑		
QS17	L																												
QS18	L																												
QS19	L																												
QS20	H																												

Scorecard - District Comparison Grid

(July 2013 Data)

Indicators		Polarity	Kent		Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone		Sevenoaks		Shepway		Swale		Thanet		Tonbridge and Malling		Tunbridge Wells			
			Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel	Current RAG Status	Direction of Travel
QUALITY AND STANDARDS <i>continued</i>																														
QS21	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A	↑	R	↓	R	↑	G	↑	R	↑	R	↑	G	↑	R	↑	R	↑	R	↑	R	↓	A	↑	G	↓		
QS22	Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	G	↑	G	↑	R	↑	G	↑	R	↑	G	↑	R	→	R	→	G	→	G	→	R	↑	G	↑	G	→		
QS23	Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	G	↓	R	↓	R	↓	G	↓	R	↓	R	↓	G	↓	R	↓	G	↓	G	↑	R	↓	G	→	G	↓		
QS24	Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	G	↑	R	↑	R	↑	G	↑	R	↑	G	↑	G	↑	R	↑	R	↑	G	↑	R	↑	G	↑	G	↓		
QS25	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A	↓	R	↓	G	↓	R	↑	G	↑	R	↑	R	↓	G	↓	G	↓	A	↑	G	↓	R	↑	R	↑		
QS26	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	A	↑																										
QS27	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	A	↑	R	↑	R	↑	R	↑	G	↓	R	↑	A	↑	R	↑	A	↑	R	↑	G	↓	G	↑	G	↓		
QS28	Percentage of pupils with SEN at KS4 5+ A*-C including GCSE English & mathematics	H	A	↑	R	↓	R	↓	A	↑	R	↑	R	↓	A	↑	R	↑	R	↑	R	↑	R	↓	G	↑	A	↑		
EMPLOYABILITY																														
E1	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	G	↑	G	↑	G	↓	G	↑	G	↑	G	↑	G	↑	G	↑	R	↑	R	↑	R	↑	G	↑	G	↑		
E2	Percentage of young people with Level 2 attainment by age 19	H	G	↑	R	↓	G	↑	G	↑	G	↑	G	↑	G	↑	R	↓	G	↑	R	↑	R	↑	G	↑	G	↑		
E3	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	A	↑	G	↓	A	↑	R	↑	G	↓	R	↑	R	↑	R	↓	G	↓	A	↑	G	↓	R	↑	R	↓		
E4	Percentage of young people with Level 3 attainment by age 19	H	G	↑	R	↓	G	↑	G	↑	R	→	R	↑	G	↑	R	↑	R	↑	R	↑	R	↑	G	↑	G	→		
E5	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	A	↑	A	↑	A	↑	A	↓	G	↓	R	↑	R	↓	G	↑	G	↑	A	↑	A	↑	R	↑	R	↑		
E6	Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	A	↓	R	↑	G	↓	G	↓	G	↓	R	↓	A	↓	R	↓	A	↓	G	↓	R	↑	R	↓	G	↓		
E7	Percentage of secondary schools offering L2/3/4 apprenticeships	H																												
E8	Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H																												
E9	Number of Level 2 & 3 vocational training places offered in skills shortage areas	H																												
E10	Number of starts on the Kent Apprenticeship scheme	H	G																											
E11	Percentage successfully completing the Kent Apprenticeship scheme	H		↓																										
E12	Percentage of unemployment among 18-24 year olds	L	G	→	G	↑	G	↓	G	↑	A	↓	A	↓	G	↓	G	↓	A	↓	R	↑	R	→	G	→	G	↑		
E13	Percentage of Learners with LLDD able to participate aged 16-19	H	A	↑																										
E14	Number of vulnerable learners supported into work-based learning	H																												
E15	Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	A	↑																										
E16	Number of apprenticeships 16-24 year olds	H	G																											
E17	Percentage successful completion of apprenticeships 16-24 year olds	H	A																											
E18	Post-16 APS per Entry (All L3)	H	A	↓	R	↓	R	↑	G	↑	R	→	R	↓	G	↓	R	↓	G	↓	G	↓	R	↓	G	↓	G	↑		
E19	Post-16 APS per Student (All L3)	H	G	↓	G	↑	G	↑	G	↑	G	↑	G	↑	G	↓	R	↓	R	↑	G	↑	G	↓	G	↑	G	↓		
E20	Post-16 % 2+ A*-E (All L3)	H	G	↑	G	↑	G	↑	G	↑	G	↑	G	↑	G	↑	R	↓	G	↑	G	↑	G	↑	G	↓	G	↑		
E21	Post-16 % AAB or above (All L3)	H	A																											
E22	Post-16 % 3+ A*-A grades (A level only)	H	A																											

Indicators		Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data				
					Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2012/13		Target 2015/16	Kent Outturn	National Average	Statistical Neighbour Average	
															2011-12
PROVISION															
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	144	G	↓	148	200	40	Louise Simpson	210			
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	7	G	→	7	11	0	Tony Doran	14			
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	3.1	A	↓	3.8	3.0	1.4	Louise Simpson	3.1	3.1	3.0	
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	8.4	A	↓	9.2	8.0	4.8	Louise Simpson	8.4	7.4	7.3	
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	7.9	G	↑	7.2	10.5	10.0	Tony Doran	7.9	6.1	5.5	
P6	Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	46.2		↓	47.4	Awaiting Targets		Louise Simpson				
P7	Number of pupils in PRUs not also on a school roll	L	Snapshot	T	480		↑	381	Awaiting Targets		Louise Simpson				
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	88.2	G	↑	87.2	87	95	Julie Ely	78.8	95	98	
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	7,104	R	↑	7,048	6,500	5,800	Julie Ely	6,766			
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	549	R	↓	554	460	300	Julie Ely	472			
P11	Percentage of admissions applications for school places made online	H	Snapshot	A	92.0	A	↑	88.3	93.0	95.0	Scott Bagshaw	92.0	67.3	74.0	
P12	Percentage of parents getting first preference of school	H	Snapshot	A	85.0	G	↓	85.9	84.6	85.0	Scott Bagshaw	85.0	85.3	90.9	
P13	Percentage of parents getting first or second preference of school	H	Snapshot	A	92.8	A	↓	92.9	93.0	95.0	Scott Bagshaw	92.8	93.1	96.4	
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A	49.2	A		No previous data		55.0	65.0	Louise Simpson	49.2		
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	7.0	G	↓	8.2	8.0	6.0	David Adams	8.2	10.5	10.8	
P16	The number of districts with at least 5% surplus Year R places	H	Snapshot	A	5	R	↓	8	6	12	David Adams	8			
QUALITY AND STANDARDS															
QS1	Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	22	R	↓	23	10	0	Sue Rogers	19			
QS2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	66.1	G	↑	65.0	64	85	Sue Rogers	56	69	68	
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	75.0	A	↓	76.0	77	90	Sue Rogers	71	66	61	
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	75.0	A	→	75.0	85	100	Sue Rogers	71	81	90	
QS5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	67.4	A	↑	66.7	68	90	Sue Rogers	59	70	69	
QS6	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	74.0	A	↓	75.0	77	90	Sue Rogers	71	67	62	
QS7	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	86.9	A	→	86.9	87.0	89.5	Sue Rogers	86	83	85	
QS8	Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	63.5			No previous data		74	80	Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	79.3	G	↑	75.7	77	82	Sue Rogers	75.7	76	77	
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	66.7	A	↑	62.3	67	82	Sue Rogers	62.3	64	66	
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	79.3	G	↑	76.6	78	82	Sue Rogers	76.6	76	78	
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	73.7		↑	72.0	Awaiting Targets		Sue Rogers	72.0			
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	22.2		↑	20.0	Awaiting Targets		Sue Rogers	20.0			
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	85.9		↓	86.7	Awaiting Targets		Sue Rogers	86.7			
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	86.2			No previous data		Awaiting Targets		Sue Rogers			
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	91.0			No previous data		Awaiting Targets		Sue Rogers			
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	85.9	A	↑	85	87	92	Sue Rogers	85	87	86	
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	22.4			No previous data		22	17	Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A	30.4			No previous data		37	31	Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	49.6			No previous data		47	43	Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	10			No previous data		Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Kent Outturn		National Average	Statistical Neighbour Average			
									2011-12		2011-12	2011-12			
QUALITY AND STANDARDS <i>continued</i>															
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	61.2	A	↑	59.4	64	70	Sue Rogers	61.2	59.4	58.7
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	84.0	G	↑	75.8	83	95	Sue Rogers	84.0	93.4	94.3
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	68.7	G	↓	71.2	68	72	Sue Rogers	68.7	68.0	68.1
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	70.8	G	↑	67.2	68	72	Sue Rogers	70.8	68.7	70.3
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	33.4	A	↓	33.7	31.7	25.7	Sue Rogers	33.4	26.4	31.5
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A	49.3	A	↑	49.0	46.0	41.0	Sue Rogers	49.3	44.3	43.4
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	47.2	A	↑	47.0	44.0	39.0	Sue Rogers	47.2	47.1	48.3
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	8.4	A	↑	8.2	14	23	Sue Rogers	8.4	8.4	7.8
EMPLOYABILITY															
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.49	G	↑	5.13	6.5	1.0	Sue Dunn	6.2	6.1	5.4
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	82.4	G	↑	80.9	80	87	Sue Dunn	82.4	85.1	82.2
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	26	A	↑	24	21	15	Sue Dunn	26	17	24
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	53.9	G	↑	52.7	53	60	Sue Dunn	53.9	57.9	54.8
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	34	A	↑	33	30	20	Sue Dunn	34	24	30
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	11.8	A	↓	13.6	11	5	Sue Dunn	11.8	11.1	
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	25			No previous data	25	50	Sue Dunn			
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	1,465			No previous data	1,524	1,662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	23,140			No previous data	23,725	25,675	Sue Dunn	23,140		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	321	G	↑	309	250	400	Sue Dunn	113		
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	86	G	↓	89	77		Sue Dunn	86	76	
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	5.4	G	→	5.4	6.4	4.4	Sue Dunn	7.6	8.1	7.6
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	96.2	A	↑	91.0	100.0	100.0	Sue Dunn	96.0		
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	28			↓	39	60	Sue Dunn			
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	105	A	↑	102	107	116	Sue Dunn	105		
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	6,081	G	↑	5,315	6,000	9,000	Sue Dunn	6,081		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	74	A		No previous data	76	85	Sue Dunn	74		
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	210.7	A	↓	214.2	211	214	Sue Rogers	210.7	212.8	207.8
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	737.3	G	↓	741.1	731	740	Sue Rogers	737.3	733.0	698.0
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	92.1	G	↑	91	92	95	Sue Rogers	92.1	93.6	91.9
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A	8.6	A		No previous data	9	12	Sue Rogers	8.6	9.5	6.5
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A	11.8	A		No previous data	12	15	Sue Rogers	11.8	12.8	8.8
CONTEXTUAL DATA															
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	14.4			14.1				13.5	16.9	12.8
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.7			2.6				2.8	2.8	3.0
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	18.7			18.3				20.2	17.0	16.2
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	15.3			14.5				14.7	25.4	12.7
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	8.3			8.1				7.4	15.2	6.6
C6		Number of Kent Children in Care		Snapshot	M	1,832			1,802				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	1,082			1,054				29.5	37.8	34.9

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16		Outturn	National Average	Statistical Neighbour Average		
										2011-12	2011-12	2011-12		
PROVISION														
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	1	G	→	1	17	3	Louise Simpson	210		
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0	0	Tony Doran	14		
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	3.0	G	↓	3.4	3.0	1.4	Louise Simpson	3.1	3.1	3.0
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	9.3	R	↑	8.5	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	16.1	R	↑	12.5	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6	Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	56.4		↑	53.2	Awaiting Targets		Louise Simpson			
P7	Number of pupils in PRUs not also on a school roll	L	Snapshot	T	113		↑	108	Awaiting Targets		Louise Simpson			
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	85.7	A	↑	82.0	87	95	Julie Ely	78.8	95	98
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	510	A	↑	501	466	413	Julie Ely	6,766		
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	31	A	↓	33	28	17	Julie Ely	472		
P11	Percentage of admissions applications for school places made online	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.0	67.3	74.0
P12	Percentage of parents getting first preference of school	H	Snapshot	A					84.6	85.0	Scott Bagshaw	85.0	85.3	90.9
P13	Percentage of parents getting first or second preference of school	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.8	93.1	96.4
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A	Awaiting Data				55.0	65.0	Louise Simpson	49.2		
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	3.9	R	No previous data				David Adams	3.7	10.5	10.8
P16	Percentage of Year R surplus places (Green= above 5% Amber= 4.5 to 4.9% Red= below 4.5%)	T	Snapshot	A	3.3		No previous data				David Adams	1.9		
QUALITY AND STANDARDS														
QS1	Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	1		↓	2	0	0	Sue Rogers	19		
QS2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	77.5	G	→	77.5	64	85	Sue Rogers	56	69	68
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	33.3	R	→	33.3	77	90	Sue Rogers	71	66	61
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	85	100	Sue Rogers	71	81	90
QS5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	77.5	G	→	77.5	68	90	Sue Rogers	59	70	69
QS6	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	33.3	R	→	33.3	77	90	Sue Rogers	71	67	62
QS7	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	88.1	G	↑	87.9	87.0	89.5	Sue Rogers	86	83	85
QS8	Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	63.5	No previous data			74	80	Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	77.4	G	↑	75.6	77	82	Sue Rogers	75.7	76	77
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.4	A	↑	60.3	67	82	Sue Rogers	62.3	64	66
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	77.4	A	↑	74.8	78	82	Sue Rogers	76.6	76	78
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	71.6	No previous data			Awaiting Targets		Sue Rogers	72.0		
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	19.5	No previous data			Awaiting Targets		Sue Rogers	20.0		
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	81.6	No previous data			Awaiting Targets		Sue Rogers	86.7		
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	87.2	No previous data			Awaiting Targets		Sue Rogers			
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	90.2	No previous data			Awaiting Targets		Sue Rogers			
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	82.8	R	↓	83.3	87	92	Sue Rogers	85	87	86
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	22.3	No previous data			22	17	Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A		No previous data			37	31	Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	54.8	No previous data			47	43	Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	12.1	No previous data			Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data					
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16		Outturn	National Average	Statistical Neighbour Average			
										2011-12	2011-12	2011-12			
QUALITY AND STANDARDS continued															
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	51.8	R	↓	54.9	64	70	Sue Rogers	61.2	59.4	58.7
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	83.3	G	↑	66.7	83	95	Sue Rogers	84.0	93.4	94.3
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	56.1	R	↓	68.9	68	72	Sue Rogers	68.7	68.0	68.1
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	67.4	R	↑	63.4	68	72	Sue Rogers	70.8	68.7	70.3
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	34.4	R	↓	35.1	31.7	25.7	Sue Rogers	33.4	26.4	31.5
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					46.0	41.0	Sue Rogers	49.3	44.3	43.4
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	52.6	R	↑	48.5	44.0	39.0	Sue Rogers	47.2	47.1	48.3
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	8.2	R	↓	8.9	14	23	Sue Rogers	8.4	8.4	7.8
EMPLOYABILITY															
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.75	G	↑	4.52	6.5	1.0	Sue Dunn	6.2	6.1	5.4
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	75.3	R	↓	76.4	80	87	Sue Dunn	82.4	85.1	82.2
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	19	G	↓	27	21	15	Sue Dunn	26	17	24
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	47.4	R	↓	47.6	53	60	Sue Dunn	53.9	57.9	54.8
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	31	A	↑	27	30	20	Sue Dunn	34	24	30
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	17.7	R	↑	15.7	11	5	Sue Dunn	11.8	11.1	
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	Data and targets being finalised				25	50	Sue Dunn			
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	Data and targets being finalised				1,524	1,662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23,725	25,675	Sue Dunn	11,159		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	Data and targets being finalised				250	400	Sue Dunn	113		
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	Data and targets being finalised						Sue Dunn	86	76	
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	5.1	G	↑	4.9	6.4	4.4	Sue Dunn	7.6	8.1	7.6
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Data and targets being finalised				100.0	100.0	Sue Dunn	96.0		
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	Data and targets being finalised						Sue Dunn			
E15		Number of assisted employment opportunities for learners GC with learning difficulties and disabilities	H	Annual	A	Data and targets being finalised				107	116	Sue Dunn	105		
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	660	No previous data			580	950	Sue Dunn	660		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	Data and targets being finalised				76	85	Sue Dunn	74		
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	207.4	R	↓	215.4	211	214	Sue Rogers	210.7	212.8	207.8
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	738.4	G	↑	731.3	731	740	Sue Rogers	737.3	733.0	698.0
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	92.4	G	↑	91.3	92	95	Sue Rogers	92.1	93.6	91.9
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A					9	12	Sue Rogers	8.6	9.5	6.5
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A					12	15	Sue Rogers	11.8	12.8	8.8
CONTEXTUAL DATA															
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	14.4				13.9			13.5	16.9	12.8
C2		Percentage of pupils with a Statement of Special Educational Needs (SEN)		Snapshot	T	2.2				2.1			2.8	2.8	3.0
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	19.3				18.2			20.2	17.0	16.2
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	16.1				15.2			14.7	25.4	12.7
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	9.5				9.1			7.4	15.2	6.6
C6		Number of Kent Children in Care		Snapshot	M	86				89			50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	104				94			29.5	37.8	34.9

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Outturn		National Average	Statistical Neighbour Average		
													2011-12	2011-12
PROVISION														
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	23	A	↓	25	18	4	Louise Simpson	210		
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	2	A	→	2	0	0	Tony Doran	14		
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	3.1	A	↓	3.8	3.0	1.4	Louise Simpson	3.1	3.1	3.0
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	10.9	R	↓	11.5	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	5.2	G	↓	5.8	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6	Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	59.5		↑	55.4	Awaiting Targets		Louise Simpson			
P7	Number of pupils in PRUs not also on a school roll	L	Snapshot	T	97		→	97	Awaiting Targets		Louise Simpson			
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	91.3	G	→	91.3	87	95	Julie Ely	78.8	95	98
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	674	A	↑	666	615	545	Julie Ely	6,766		
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	47	A	↑	46	39	25	Julie Ely	472		
P11	Percentage of admissions applications for school places made online	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.0	67.3	74.0
P12	Percentage of parents getting first preference of school	H	Snapshot	A					84.6	85.0	Scott Bagshaw	85.0	85.3	90.9
P13	Percentage of parents getting first or second preference of school	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.8	93.1	96.4
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A	Awaiting Data				55.0	65.0	Louise Simpson	49.2		
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	10.7	G	No previous data				David Adams	12.5	10.5	10.8
P16	Percentage of Year R surplus places (Green= above 5% Amber= 4.5 to 4.9% Red= below 4.5%)	T	Snapshot	A	6.3		No previous data				David Adams	9.9		
QUALITY AND STANDARDS														
QS1	Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	4		→	4	0	0	Sue Rogers	19		
QS2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	61.1	A	↑	58.3	64	85	Sue Rogers	56	69	68
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	60.0	R	→	60.0	77	90	Sue Rogers	71	66	61
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	0.0	R	→	0.0	85	100	Sue Rogers	71	81	90
QS5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	61.1	A	↑	58.3	68	90	Sue Rogers	59	70	69
QS6	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	60.0	R	→	60.0	77	90	Sue Rogers	71	67	62
QS7	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	93.5	G	↑	93.4	87.0	89.5	Sue Rogers	86	83	85
QS8	Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	68.0	No previous data			74	80	Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	79.1	G	↑	76.2	77	82	Sue Rogers	75.7	76	77
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	66.6	A	↑	62.8	67	82	Sue Rogers	62.3	64	66
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	81.0	G	↑	79.1	78	82	Sue Rogers	76.6	76	78
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	74.7	No previous data			Awaiting Targets		Sue Rogers	72.0		
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	24.6	No previous data			Awaiting Targets		Sue Rogers	20.0		
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	87.1	No previous data			Awaiting Targets		Sue Rogers	86.7		
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	85.9	No previous data			Awaiting Targets		Sue Rogers			
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	92.2	No previous data			Awaiting Targets		Sue Rogers			
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	86.6	A	↑	80.4	87	92	Sue Rogers	85	87	86
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	25.0	No previous data			22	17	Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A		No previous data			37	31	Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	45.8	No previous data			47	43	Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	10.9	No previous data			Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data					
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Outturn		National Average	Statistical Neighbour Average				
													2011-12	2011-12	2011-12	
QUALITY AND STANDARDS <i>continued</i>																
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	55.2	R	↑	53.8	64	70	Sue Rogers	61.2	59.4	58.7	
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	70.0	R	↑	50.0	83	95	Sue Rogers	84.0	93.4	94.3	
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	63.3	R	↓	67.6	68	72	Sue Rogers	68.7	68.0	68.1	
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	64.7	R	↑	61.5	68	72	Sue Rogers	70.8	68.7	70.3	
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	25.4	G	↓	32.2	31.7	25.7	Sue Rogers	33.4	26.4	31.5	
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					46.0	41.0	Sue Rogers	49.3	44.3	43.4	
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	47.6	R	↑	40.7	44.0	39.0	Sue Rogers	47.2	47.1	48.3	
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	6.3	R	↓	14.0	14	23	Sue Rogers	8.4	8.4	7.8	
EMPLOYABILITY																
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.63	G	↓	4.65	6.5	1.0	Sue Dunn	6.2	6.1	5.4	
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	83.8	G	↑	79.8	80	87	Sue Dunn	82.4	85.1	82.2	
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	23	A	↑	22	21	15	Sue Dunn	26	17	24	
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	56.0	G	↑	53.0	53	60	Sue Dunn	53.9	57.9	54.8	
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	34	A	↑	32	30	20	Sue Dunn	34	24	30	
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	8.2	G	↓	11.2	11	5	Sue Dunn	11.8	11.1		
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	Data and targets being finalised				25	50	Sue Dunn				
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	Data and targets being finalised				1,524	1,662	Sue Dunn				
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23,725	25,675	Sue Dunn	11,159			
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	Data and targets being finalised				250	400	Sue Dunn	113			
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	Data and targets being finalised						Sue Dunn	86	76		
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	2.6	G	↓	2.8	6.4	4.4	Sue Dunn	7.6	8.1	7.6	
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Data and targets being finalised				100.0	100.0	Sue Dunn	96.0			
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	Data and targets being finalised						Sue Dunn				
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	Data and targets being finalised				107	116	Sue Dunn	105			
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	310	No previous data				310	450	Sue Dunn	310		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	Data and targets being finalised				76	85	Sue Dunn	74			
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	204.2	R	↑	200.5	211	214	Sue Rogers	210.7	212.8	207.8	
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	776.3	G	↑	766.6	731	740	Sue Rogers	737.3	733.0	698.0	
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	94.2	G	↑	92.6	92	95	Sue Rogers	92.1	93.6	91.9	
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A					9	12	Sue Rogers	8.6	9.5	6.5	
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A					12	15	Sue Rogers	11.8	12.8	8.8	
CONTEXTUAL DATA																
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	13.9			13.5				13.5	16.9	12.8	
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	3.0			2.8				2.8	2.8	3.0	
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	18.0			17.1				20.2	17.0	16.2	
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	12.3			11.6				14.7	25.4	12.7	
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	7.1			7.0				7.4	15.2	6.6	
C6		Number of Kent Children in Care		Snapshot	M	129			130				50	57	48.7	
C7		Number of children with a Child Protection plan		Snapshot	M	103			97				29.5	37.8	34.9	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data					
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16		Outturn	National Average	Statistical Neighbour Average			
													2011-12	2011-12	2011-12
PROVISION															
P1		Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	7	G	↑	5	16	3	Louise Simpson	210		
P2		Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0	0	Tony Doran	14		
P3		Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	3.9	R	↓	5.0	3.0	1.4	Louise Simpson	3.1	3.1	3.0
P4		Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.4	G	↑	6.1	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5		Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	12.5	R	↓	15.8	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6		Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	21.7	No previous data		Awaiting Targets			Louise Simpson			
P7		Number of pupils in PRUs not also on a school roll	L	Snapshot	T	88	No previous data		Awaiting Targets			Louise Simpson			
P8		Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	82.4	A	↓	88.9	87	95	Julie Ely	78.8	95	98
P9		Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	398	A	↑	397	383	339	Julie Ely	6,766		
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	36	A	↓	37	29	19	Julie Ely	472		
P11		Percentage of admissions applications for school places made online	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.0	67.3	74.0
P12		Percentage of parents getting first preference of school	H	Snapshot	A					84.6	85.0	Scott Bagshaw	85.0	85.3	90.9
P13		Percentage of parents getting first or second preference of school	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.8	93.1	96.4
P14		Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A		Awaiting Data			55.0	65.0	Louise Simpson	49.2		
P15		Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	4.4	R		No previous data			David Adams	6.8	10.5	10.8
P16		Percentage of Year R surplus places (Green= above 5% Amber= 4.5 to 4.9% Red= below 4.5%)	T	Snapshot	A	1.5			No previous data			David Adams	5.1		
QUALITY AND STANDARDS															
QS1		Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	0		→	0	0	0	Sue Rogers	19		
QS2		Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	51.9	R	↓	55.6	64	85	Sue Rogers	56	69	68
QS3		Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	88.9	G	→	88.9	77	90	Sue Rogers	71	66	61
QS4		Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	0.0	R	→	0.0	85	100	Sue Rogers	71	81	90
QS5		Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	51.9	R	↓	55.6	68	90	Sue Rogers	59	70	69
QS6		Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	88.9	G	→	88.9	77	90	Sue Rogers	71	67	62
QS7		Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	86.3	A	→	86.3	87.0	89.5	Sue Rogers	86	83	85
QS8		Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	62.4	No previous data			74	80	Sue Rogers			
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	81.9	G	↑	77.1	77	82	Sue Rogers	75.7	76	77
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	68.6	G	↑	63.1	67	82	Sue Rogers	62.3	64	66
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	79.9	G	↑	76.7	78	82	Sue Rogers	76.6	76	78
QS12		Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	75.2	No previous data			Awaiting Targets		Sue Rogers	72.0		
QS13		Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	23.1	No previous data			Awaiting Targets		Sue Rogers	20.0		
QS14		Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	88.0	No previous data			Awaiting Targets		Sue Rogers	86.7		
QS15a		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	86.2	No previous data			Awaiting Targets		Sue Rogers			
QS15b		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	90.5	No previous data			Awaiting Targets		Sue Rogers			
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	89.6	G	↑	86.3	87	92	Sue Rogers	85	87	86
QS17		Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	18.1	No previous data			22	17	Sue Rogers	22.8	17	21
QS18		Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A		No previous data			37	31	Sue Rogers	41.7	29	28.3
QS19		Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	57.8	No previous data			47	43	Sue Rogers	48.5	49	53
QS20		Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	12.1	No previous data			Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data					
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Outturn		National Average	Statistical Neighbour Average				
													2011-12	2011-12	2011-12	
QUALITY AND STANDARDS <i>continued</i>																
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	70.8	G	↑	67.4	64	70	Sue Rogers	61.2	59.4	58.7	
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	88.9	G	↑	77.8	83	95	Sue Rogers	84.0	93.4	94.3	
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	76.1	G	↓	76.4	68	72	Sue Rogers	68.7	68.0	68.1	
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	80.1	G	↑	72.3	68	72	Sue Rogers	70.8	68.7	70.3	
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	43.4	R	↑	40.1	31.7	25.7	Sue Rogers	33.4	26.4	31.5	
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					46.0	41.0	Sue Rogers	49.3	44.3	43.4	
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	48.8	R	↑	44.2	44.0	39.0	Sue Rogers	47.2	47.1	48.3	
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	11.4	A	↑	10.8	14	23	Sue Rogers	8.4	8.4	7.8	
EMPLOYABILITY																
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.22	G	↑	5.16	6.5	1.0	Sue Dunn	6.2	6.1	5.4	
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	87.2	G	↑	83.2	80	87	Sue Dunn	82.4	85.1	82.2	
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	32	R	↑	28	21	15	Sue Dunn	26	17	24	
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	59.9	G	↑	57.2	53	60	Sue Dunn	53.9	57.9	54.8	
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	31	A	↓	39	30	20	Sue Dunn	34	24	30	
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	10.4	G	↓	13.1	11	5	Sue Dunn	11.8	11.1		
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	Data and targets being finalised				25	50	Sue Dunn				
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	Data and targets being finalised				1,524	1,662	Sue Dunn				
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23,725	25,675	Sue Dunn	11,159			
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	Data and targets being finalised				250	400	Sue Dunn	113			
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	Data and targets being finalised						Sue Dunn	86	76		
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	5.1	G	↑	4.9	6.4	4.4	Sue Dunn	7.6	8.1	7.6	
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Data and targets being finalised				100.0	100.0	Sue Dunn	96.0			
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	Data and targets being finalised						Sue Dunn				
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	Data and targets being finalised				107	116	Sue Dunn	105			
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	460	No previous data				420	680	Sue Dunn	460		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	Data and targets being finalised				76	85	Sue Dunn	74			
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	211.5	G	↑	205.1	211	214	Sue Rogers	210.7	212.8	207.8	
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	907.4	G	↑	872.6	731	740	Sue Rogers	737.3	733.0	698.0	
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	98.5	G	↑	96.3	92	95	Sue Rogers	92.1	93.6	91.9	
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A					9	12	Sue Rogers	8.6	9.5	6.5	
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A					12	15	Sue Rogers	11.8	12.8	8.8	
CONTEXTUAL DATA																
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	11.9			11.6				13.5	16.9	12.8	
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	1.9			1.8				2.8	2.8	3.0	
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	14.3			14.2				20.2	17.0	16.2	
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	25.5			23.1				14.7	25.4	12.7	
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	12.0			11.2				7.4	15.2	6.6	
C6		Number of Kent Children in Care		Snapshot	M	58			58				50	57	48.7	
C7		Number of children with a Child Protection plan		Snapshot	M	48			48				29.5	37.8	34.9	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16		Outturn	National Average	Statistical Neighbour Average		
													2011-12	2011-12
PROVISION														
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	13	G	↑	12	15	3	Louise Simpson	210		
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0	0	Tony Doran	14		
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	3.3	R	↓	3.6	3.0	1.4	Louise Simpson	3.1	3.1	3.0
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	9.0	R	↓	11.2	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	2.0	G	↓	6.0	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6	Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	No data			Awaiting Targets		Louise Simpson				
P7	Number of pupils in PRUs not also on a school roll	L	Snapshot	T	No data			Awaiting Targets		Louise Simpson				
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	85.7	A	↑	81.8	87	95	Julie Ely	78.8	95	98
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	542	A	↑	535	491	434	Julie Ely	6,766		
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	32	A	↓	33	28	17	Julie Ely	472		
P11	Percentage of admissions applications for school places made online	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.0	67.3	74.0
P12	Percentage of parents getting first preference of school	H	Snapshot	A					84.6	85.0	Scott Bagshaw	85.0	85.3	90.9
P13	Percentage of parents getting first or second preference of school	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.8	93.1	96.4
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A	Awaiting Data				55.0	65.0	Louise Simpson	49.2		
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	13.8	G		No previous data			David Adams	16.1	10.5	10.8
P16	Percentage of Year R surplus places (Green= above 5% Amber= 4.5 to 4.9% Red= below 4.5%)	T	Snapshot	A	9.5			No previous data			David Adams	8.2		
QUALITY AND STANDARDS														
QS1	Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	1		↓	2	0	0	Sue Rogers	19		
QS2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	85.4	G	↑	80.5	64	85	Sue Rogers	56	69	68
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	70.0	R	→	70.0	77	90	Sue Rogers	71	66	61
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	85	100	Sue Rogers	71	81	90
QS5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	87.8	G	↑	82.9	68	90	Sue Rogers	59	70	69
QS6	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	88.9	G	→	88.9	77	90	Sue Rogers	71	67	62
QS7	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	92.2	G	→	92.2	87.0	89.5	Sue Rogers	86	83	85
QS8	Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	69.0	No previous data			74	80	Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	79.2	G	↑	73.2	77	82	Sue Rogers	75.7	76	77
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	66.1	A	↑	61.0	67	82	Sue Rogers	62.3	64	66
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	79.2	G	↑	76.7	78	82	Sue Rogers	76.6	76	78
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	76.4	No previous data			Awaiting Targets		Sue Rogers	72.0		
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	21.4	No previous data			Awaiting Targets		Sue Rogers	20.0		
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	94.9	No previous data			Awaiting Targets		Sue Rogers	86.7		
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	90.2	No previous data			Awaiting Targets		Sue Rogers			
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	93.1	No previous data			Awaiting Targets		Sue Rogers			
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	90.9	G	↑	88.5	87	92	Sue Rogers	85	87	86
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	14.7	No previous data			22	17	Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A		No previous data			37	31	Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	44.2	No previous data			47	43	Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	15.4	No previous data			Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Ottturn		National Average	Statistical Neighbour Average			
													2011-12	2011-12	2011-12
QUALITY AND STANDARDS <i>continued</i>															
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	56.6	R	↑	52.1	64	70	Sue Rogers	61.2	59.4	58.7
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	70.0	R	↑	55.6	83	95	Sue Rogers	84.0	93.4	94.3
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	63.6	R	↓	66.9	68	72	Sue Rogers	68.7	68.0	68.1
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	65.6	R	↑	59.3	68	72	Sue Rogers	70.8	68.7	70.3
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	29.9	G	↑	26.2	31.7	25.7	Sue Rogers	33.4	26.4	31.5
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					46.0	41.0	Sue Rogers	49.3	44.3	43.4
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	43.0	G	↓	46.8	44.0	39.0	Sue Rogers	47.2	47.1	48.3
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	6.8	R	↑	6.7	14	23	Sue Rogers	8.4	8.4	7.8
EMPLOYABILITY															
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.16	G	↑	5.97	6.5	1.0	Sue Dunn	6.2	6.1	5.4
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	83.4	G	↑	78.4	80	87	Sue Dunn	82.4	85.1	82.2
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	20	G	↓	23	21	15	Sue Dunn	26	17	24
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	48.1	R	→	48.1	53	60	Sue Dunn	53.9	57.9	54.8
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	27	G	↓	28	30	20	Sue Dunn	34	24	30
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	10.7	G	↓	11.7	11	5	Sue Dunn	11.8	11.1	
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	Data and targets being finalised				25	50	Sue Dunn			
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	Data and targets being finalised				1,524	1,662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23,725	25,675	Sue Dunn	11,159		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	Data and targets being finalised				250	400	Sue Dunn	113		
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	Data and targets being finalised						Sue Dunn	86	76	
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	7.1	A	↓	7.4	6.4	4.4	Sue Dunn	7.6	8.1	7.6
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Data and targets being finalised				100.0	100.0	Sue Dunn	96.0		
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	Data and targets being finalised						Sue Dunn			
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	Data and targets being finalised				107	116	Sue Dunn	105		
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	430	No previous data			430	635	Sue Dunn	430		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	Data and targets being finalised				76	85	Sue Dunn	74		
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	201.4	R	→	201.4	211	214	Sue Rogers	210.7	212.8	207.8
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	797.1	G	↑	769.4	731	740	Sue Rogers	737.3	733.0	698.0
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	93.2	G	↑	89.8	92	95	Sue Rogers	92.1	93.6	91.9
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A					9	12	Sue Rogers	8.6	9.5	6.5
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A					12	15	Sue Rogers	11.8	12.8	8.8
CONTEXTUAL DATA															
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	16.6			16.5				13.5	16.9	12.8
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.4			2.4				2.8	2.8	3.0
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	19.1			18.6				20.2	17.0	16.2
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	11.4			10.8				14.7	25.4	12.7
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	6.8			6.7				7.4	15.2	6.6
C6		Number of Kent Children in Care		Snapshot	M	106			107				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	78			80				29.5	37.8	34.9

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Outturn		National Average	Statistical Neighbour Average		
													2011-12	2011-12
PROVISION														
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	5	G	→	5	15	3	Louise Simpson	210		
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0	0	Tony Doran	14		
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	4.6	R	↓	4.9	3.0	1.4	Louise Simpson	3.1	3.1	3.0
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	7.9	G	→	7.9	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	4.9	G	↓	8.3	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6	Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	No data			Awaiting Targets		Louise Simpson				
P7	Number of pupils in PRUs not also on a school roll	L	Snapshot	T	No data			Awaiting Targets		Louise Simpson				
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	93.3	G	↑	92.9	87	95	Julie Ely	78.8	95	98
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	370	A	↑	369	345	305	Julie Ely	6,766		
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	34	A	↓	35	27	17	Julie Ely	472		
P11	Percentage of admissions applications for school places made online	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.0	67.3	74.0
P12	Percentage of parents getting first preference of school	H	Snapshot	A					84.6	85.0	Scott Bagshaw	85.0	85.3	90.9
P13	Percentage of parents getting first or second preference of school	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.8	93.1	96.4
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A	Awaiting Data				55.0	65.0	Louise Simpson	49.2		
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	3.5	R	No previous data				David Adams	4.7	10.5	10.8
P16	Percentage of Year R surplus places (Green= above 5% Amber= 4.5 to 4.9% Red= below 4.5%)	T	Snapshot	A	4.1		No previous data				David Adams	4.8		
QUALITY AND STANDARDS														
QS1	Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	4		→	4	0	0	Sue Rogers	19		
QS2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	64	85	Sue Rogers	56	69	68
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	75.0	A	→	75.0	77	90	Sue Rogers	71	66	61
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	85	100	Sue Rogers	71	81	90
QS5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	63.0	A	→	63.0	68	90	Sue Rogers	59	70	69
QS6	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	75.0	A	→	75.0	77	90	Sue Rogers	71	67	62
QS7	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	96.7	G	→	96.7	87.0	89.5	Sue Rogers	86	83	85
QS8	Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	59.3	No previous data			74	80	Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	74.2	R	↑	72.0	77	82	Sue Rogers	75.7	76	77
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.5	R	↓	58.6	67	82	Sue Rogers	62.3	64	66
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	71.8	R	↓	73.8	78	82	Sue Rogers	76.6	76	78
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	71.5	No previous data			Awaiting Targets		Sue Rogers	72.0		
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	18.4	No previous data			Awaiting Targets		Sue Rogers	20.0		
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	72.0	No previous data			Awaiting Targets		Sue Rogers	86.7		
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	84.7	No previous data			Awaiting Targets		Sue Rogers			
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	89.8	No previous data			Awaiting Targets		Sue Rogers			
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	82.6	R	↓	84.2	87	92	Sue Rogers	85	87	86
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	21.4	No previous data			22	17	Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A		No previous data			37	31	Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	46.2	No previous data			47	43	Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	4.8	No previous data			Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Outturn		National Average	Statistical Neighbour Average			
													2011-12	2011-12	2011-12
QUALITY AND STANDARDS <i>continued</i>															
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	58.1	R	↑	56.9	64	70	Sue Rogers	61.2	59.4	58.7
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	87.5	G	↑	75.0	83	95	Sue Rogers	84.0	93.4	94.3
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	67.8	R	↓	71.2	68	72	Sue Rogers	68.7	68.0	68.1
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	69.8	G	↑	66.0	68	72	Sue Rogers	70.8	68.7	70.3
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	34.6	R	↑	27.8	31.7	25.7	Sue Rogers	33.4	26.4	31.5
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					46.0	41.0	Sue Rogers	49.3	44.3	43.4
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	47.3	R	↑	39.1	44.0	39.0	Sue Rogers	47.2	47.1	48.3
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	2.9	R	↓	9.8	14	23	Sue Rogers	8.4	8.4	7.8
EMPLOYABILITY															
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.19	G	↑	4.63	6.5	1.0	Sue Dunn	6.2	6.1	5.4
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	81.5	G	↑	78.0	80	87	Sue Dunn	82.4	85.1	82.2
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	29	R	↑	26	21	15	Sue Dunn	26	17	24
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	51.8	R	↑	49.7	53	60	Sue Dunn	53.9	57.9	54.8
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	35	R	↑	28	30	20	Sue Dunn	34	24	30
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	12.0	R	↓	14.0	11	5	Sue Dunn	11.8	11.1	
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	Data and targets being finalised				25	50	Sue Dunn			
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	Data and targets being finalised				1,524	1,662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23,725	25,675	Sue Dunn	11,159		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	Data and targets being finalised				250	400	Sue Dunn	113		
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	Data and targets being finalised						Sue Dunn	86	76	
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	6.8	A	↓	7.1	6.4	4.4	Sue Dunn	7.6	8.1	7.6
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Data and targets being finalised				100.0	100.0	Sue Dunn	96.0		
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	Data and targets being finalised						Sue Dunn			
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	Data and targets being finalised				107	116	Sue Dunn	105		
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	390	No previous data			400	580	Sue Dunn	390		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	Data and targets being finalised				76	85	Sue Dunn	74		
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	207.3	R	↓	210.5	211	214	Sue Rogers	210.7	212.8	207.8
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	756.8	G	↑	746.0	731	740	Sue Rogers	737.3	733.0	698.0
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	97.7	G	↑	94.1	92	95	Sue Rogers	92.1	93.6	91.9
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A					9	12	Sue Rogers	8.6	9.5	6.5
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A					12	15	Sue Rogers	11.8	12.8	8.8
CONTEXTUAL DATA															
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	15.4			14.8				13.5	16.9	12.8
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.0			1.9				2.8	2.8	3.0
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	18.7			18.3				20.2	17.0	16.2
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	31.9			29.9				14.7	25.4	12.7
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	19.9			19.8				7.4	15.2	6.6
C6		Number of Kent Children in Care		Snapshot	M	86			92				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	84			93				29.5	37.8	34.9

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data					
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16		Outturn	National Average	Statistical Neighbour Average			
													2011-12	2011-12	2011-12
PROVISION															
P1		Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	9	G	↓	11	21	4	Louise Simpson	210		
P2		Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0	0	Tony Doran	14		
P3		Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	3.0	G	↓	3.4	3.0	1.4	Louise Simpson	3.1	3.1	3.0
P4		Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	9.4	R	↓	9.6	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5		Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	4.2	G	↑	0.0	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6		Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	40.0		↑	38.2	Awaiting Targets		Louise Simpson			
P7		Number of pupils in PRUs not also on a school roll	L	Snapshot	T	35		↑	34	Awaiting Targets		Louise Simpson			
P8		Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	85.7	A	↑	84.7	87	95	Julie Ely	78.8	95	98
P9		Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	671	A	↑	664	608	538	Julie Ely	6,766		
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	47	A	↑	45	38	24	Julie Ely	472		
P11		Percentage of admissions applications for school places made online	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.0	67.3	74.0
P12		Percentage of parents getting first preference of school	H	Snapshot	A					84.6	85.0	Scott Bagshaw	85.0	85.3	90.9
P13		Percentage of parents getting first or second preference of school	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.8	93.1	96.4
P14		Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A	Awaiting Data				55.0	65.0	Louise Simpson	49.2		
P15		Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	7.3	G		No previous data			David Adams	8.8	10.5	10.8
P16		Percentage of Year R surplus places (Green= above 5% Amber= 4.5 to 4.9% Red= below 4.5%)	T	Snapshot	A	5.3			No previous data			David Adams	5.7		
QUALITY AND STANDARDS															
QS1		Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	2		→	2	0	0	Sue Rogers	19		
QS2		Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	45.8	R	↑	43.8	64	85	Sue Rogers	56	69	68
QS3		Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	81.8	G	→	81.8	77	90	Sue Rogers	71	66	61
QS4		Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	85	100	Sue Rogers	71	81	90
QS5		Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	50.0	R	→	50.0	68	90	Sue Rogers	59	70	69
QS6		Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	81.8	G	→	81.8	77	90	Sue Rogers	71	67	62
QS7		Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	83.9	R	→	83.9	87.0	89.5	Sue Rogers	86	83	85
QS8		Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	64.3	No previous data			74	80	Sue Rogers			
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	78.9	G	↑	77.6	77	82	Sue Rogers	75.7	76	77
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	66.6	A	↑	63.5	67	82	Sue Rogers	62.3	64	66
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	78.1	G	↑	76.6	78	82	Sue Rogers	76.6	76	78
QS12		Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	71.3	No previous data			Awaiting Targets		Sue Rogers	72.0		
QS13		Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	21.3	No previous data			Awaiting Targets		Sue Rogers	20.0		
QS14		Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	83.3	No previous data			Awaiting Targets		Sue Rogers	86.7		
QS15a		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	82.8	No previous data			Awaiting Targets		Sue Rogers			
QS15b		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	89.1	No previous data			Awaiting Targets		Sue Rogers			
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	82.7	R	↑	82.3	87	92	Sue Rogers	85	87	86
QS17		Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	26.2	No previous data			22	17	Sue Rogers	22.8	17	21
QS18		Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A		No previous data			37	31	Sue Rogers	41.7	29	28.3
QS19		Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	58.7	No previous data			47	43	Sue Rogers	48.5	49	53
QS20		Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	7.1	No previous data			Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Ottturn		National Average	Statistical Neighbour Average			
													2011-12	2011-12	2011-12
QUALITY AND STANDARDS <i>continued</i>															
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	68.2	G	↑	66.8	64	70	Sue Rogers	61.2	59.4	58.7
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	81.8	R	→	81.8	83	95	Sue Rogers	84.0	93.4	94.3
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	74.8	G	↓	76.0	68	72	Sue Rogers	68.7	68.0	68.1
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	75.5	G	↑	71.6	68	72	Sue Rogers	70.8	68.7	70.3
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	36.1	R	↓	37.7	31.7	25.7	Sue Rogers	33.4	26.4	31.5
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					46.0	41.0	Sue Rogers	49.3	44.3	43.4
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	46.5	A	↑	42.7	44.0	39.0	Sue Rogers	47.2	47.1	48.3
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	10.2	A	↑	6.7	14	23	Sue Rogers	8.4	8.4	7.8
EMPLOYABILITY															
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.53	G	↑	4.41	6.5	1.0	Sue Dunn	6.2	6.1	5.4
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	85.3	G	↑	81.4	80	87	Sue Dunn	82.4	85.1	82.2
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	33	R	↑	31	21	15	Sue Dunn	26	17	24
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	59.3	G	↑	58.7	53	60	Sue Dunn	53.9	57.9	54.8
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	35	R	↓	40	30	20	Sue Dunn	34	24	30
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	11.4	A	↓	13.4	11	5	Sue Dunn	11.8	11.1	
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	Data and targets being finalised				25	50	Sue Dunn			
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	Data and targets being finalised				1,524	1,662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23,725	25,675	Sue Dunn	11,159		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	Data and targets being finalised				250	400	Sue Dunn	113		
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	Data and targets being finalised						Sue Dunn	86	76	
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	4.9	G	↓	5.0	6.4	4.4	Sue Dunn	7.6	8.1	7.6
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Data and targets being finalised				100.0	100.0	Sue Dunn	96.0		
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	Data and targets being finalised						Sue Dunn			
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	Data and targets being finalised				107	116	Sue Dunn	105		
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	390	No previous data			400	580	Sue Dunn	390		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	Data and targets being finalised				76	85	Sue Dunn	74		
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	219.2	G	↓	221.9	211	214	Sue Rogers	210.7	212.8	207.8
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	825.1	G	↓	831.5	731	740	Sue Rogers	737.3	733.0	698.0
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	98.2	G	↑	98.0	92	95	Sue Rogers	92.1	93.6	91.9
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A					9	12	Sue Rogers	8.6	9.5	6.5
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A					12	15	Sue Rogers	11.8	12.8	8.8
CONTEXTUAL DATA															
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	11.2			11.0				13.5	16.9	12.8
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.8			2.7				2.8	2.8	3.0
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	17.1			16.1				20.2	17.0	16.2
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	14.1			13.2				14.7	25.4	12.7
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	7.7			7.4				7.4	15.2	6.6
C6		Number of Kent Children in Care		Snapshot	M	127			128				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	78			72				29.5	37.8	34.9

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Outturn		National Average	Statistical Neighbour Average		
													2011-12	2011-12
PROVISION														
P1		L	Rolling 12 Months	M	4	G	→	4	11	2	Louise Simpson	210		
P2		L	Rolling 12 Months	M	0	G	→	0	0	0	Tony Doran	14		
P3		L	Snapshot	A	3.2	R	↓	3.4	3.0	1.4	Louise Simpson	3.1	3.1	3.0
P4		L	Snapshot	A	11.7	R	↑	10.9	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5		L	Snapshot	A	4.8	G	↓	5.3	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6		L	Snapshot	T	No data			Awaiting Targets		Louise Simpson				
P7		L	Snapshot	T	No data			Awaiting Targets		Louise Simpson				
P8		H	Rolling 12 Months	M	94.7	G	↑	93.3	87	95	Julie Ely	78.8	95	98
P9		L	Snapshot	M	533	A	↓	536	515	455	Julie Ely	6,766		
P10		L	Snapshot	M	62	A	→	62	48	31	Julie Ely	472		
P11		H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.0	67.3	74.0
P12		H	Snapshot	A					84.6	85.0	Scott Bagshaw	85.0	85.3	90.9
P13		H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.8	93.1	96.4
P14		H	Snapshot	A	Awaiting Data				55.0	65.0	Louise Simpson	49.2		
P15		T	Snapshot	A	8.4	G	No previous data				David Adams	15.0	10.5	10.8
P16		T	Snapshot	A	6.6		No previous data				David Adams	7.2		
QUALITY AND STANDARDS														
QS1		L	Most recent	M	3		↑	2	0	0	Sue Rogers	19		
QS2		H	Most recent	M	71.4	G	↓	73.8	64	85	Sue Rogers	56	69	68
QS3		H	Most recent	M	66.7	R	→	66.7	77	90	Sue Rogers	71	66	61
QS4		H	Most recent	M	66.7	R	→	66.7	85	100	Sue Rogers	71	81	90
QS5		H	Most recent	M	76.2	G	↓	78.6	68	90	Sue Rogers	59	70	69
QS6		H	Most recent	M	66.7	R	→	66.7	77	90	Sue Rogers	71	67	62
QS7		H	Most recent	M	84.1	R	↓	86.4	87.0	89.5	Sue Rogers	86	83	85
QS8		H	Snapshot	A	65.3	No previous data			74	80	Sue Rogers			
QS9		H	Snapshot	A	85.5	G	↑	83.2	77	82	Sue Rogers	75.7	76	77
QS10		H	Snapshot	A	74.2	G	↑	72.1	67	82	Sue Rogers	62.3	64	66
QS11		H	Snapshot	A	84.8	G	↑	81.5	78	82	Sue Rogers	76.6	76	78
QS12		H	Snapshot	A	77.6	No previous data			Awaiting Targets		Sue Rogers	72.0		
QS13		H	Snapshot	A	27.0	No previous data			Awaiting Targets		Sue Rogers	20.0		
QS14		H	Snapshot	A	90.2	No previous data			Awaiting Targets		Sue Rogers	86.7		
QS15a		H	Snapshot	A	87.5	No previous data			Awaiting Targets		Sue Rogers			
QS15b		H	Snapshot	A	89.3	No previous data			Awaiting Targets		Sue Rogers			
QS16		H	Snapshot	A	88.8	G	↑	88.2	87	92	Sue Rogers	85	87	86
QS17		L	Snapshot	A	26.0	No previous data			22	17	Sue Rogers	22.8	17	21
QS18		L	Snapshot	A		No previous data			37	31	Sue Rogers	41.7	29	28.3
QS19		L	Snapshot	A	45.6	No previous data			47	43	Sue Rogers	48.5	49	53
QS20		H	Snapshot	A	0.0	No previous data			Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data					
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Outturn		National Average	Statistical Neighbour Average				
													2011-12	2011-12	2011-12	
QUALITY AND STANDARDS <i>continued</i>																
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	43.1	R	↑	42.4	64	70	Sue Rogers	61.2	59.4	58.7	
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	66.7	R	→	66.7	83	95	Sue Rogers	84.0	93.4	94.3	
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	55.1	R	↓	62.9	68	72	Sue Rogers	68.7	68.0	68.1	
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	52.6	R	↑	51.0	68	72	Sue Rogers	70.8	68.7	70.3	
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	19.1	G	↓	20.9	31.7	25.7	Sue Rogers	33.4	26.4	31.5	
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					46.0	41.0	Sue Rogers	49.3	44.3	43.4	
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	55.5	R	↑	52.6	44.0	39.0	Sue Rogers	47.2	47.1	48.3	
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	2.2	R	↑	0.0	14	23	Sue Rogers	8.4	8.4	7.8	
EMPLOYABILITY																
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	3.29	G	↑	2.95	6.5	1.0	Sue Dunn	6.2	6.1	5.4	
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	65.5	R	↑	61.5	80	87	Sue Dunn	82.4	85.1	82.2	
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	39	R	↓	44	21	15	Sue Dunn	26	17	24	
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	29.1	R	↑	23.1	53	60	Sue Dunn	53.9	57.9	54.8	
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	20	G	↑	16	30	20	Sue Dunn	34	24	30	
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	25.6	R	↓	29.2	11	5	Sue Dunn	11.8	11.1		
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	Data and targets being finalised				25	50	Sue Dunn				
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	Data and targets being finalised				1,524	1,662	Sue Dunn				
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23,725	25,675	Sue Dunn	11,159			
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	Data and targets being finalised				250	400	Sue Dunn	113			
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	Data and targets being finalised						Sue Dunn	86	76		
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	3.1	G	↓	3.2	6.4	4.4	Sue Dunn	7.6	8.1	7.6	
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Data and targets being finalised				100.0	100.0	Sue Dunn	96.0			
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	Data and targets being finalised						Sue Dunn				
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	Data and targets being finalised				107	116	Sue Dunn	105			
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	300	No previous data				300	440	Sue Dunn	300		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	Data and targets being finalised				76	85	Sue Dunn	74			
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	173.3	R	↓	192.9	211	214	Sue Rogers	210.7	212.8	207.8	
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	502.1	R	↓	513.3	731	740	Sue Rogers	737.3	733.0	698.0	
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	84.4	R	↓	84.9	92	95	Sue Rogers	92.1	93.6	91.9	
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A					9	12	Sue Rogers	8.6	9.5	6.5	
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A					12	15	Sue Rogers	11.8	12.8	8.8	
CONTEXTUAL DATA																
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	12.4			12.0				13.5	16.9	12.8	
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	4.3			4.2				2.8	2.8	3.0	
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	16.2			16.5				20.2	17.0	16.2	
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	14.9			15.3				14.7	25.4	12.7	
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	5.3			5.1				7.4	15.2	6.6	
C6		Number of Kent Children in Care		Snapshot	M	63			62				50	57	48.7	
C7		Number of children with a Child Protection plan		Snapshot	M	51			51				29.5	37.8	34.9	

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16		Outturn	National Average	Statistical Neighbour Average		
													2011-12	2011-12
PROVISION														
P1		L	Rolling 12 Months	M	12	G	↓	15	14	3	Louise Simpson	210		
P2		L	Rolling 12 Months	M	1	A	→	1	0	0	Tony Doran	14		
P3		L	Snapshot	A	3.5	R	↓	4.3	3.0	1.4	Louise Simpson	3.1	3.1	3.0
P4		L	Snapshot	A	11.0	R	↓	11.2	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5		L	Snapshot	A	14.5	R	↓	16.7	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6		L	Snapshot	T	22.6		↓	23.9	Awaiting Targets		Louise Simpson			
P7		L	Snapshot	T	15		↑	14	Awaiting Targets		Louise Simpson			
P8		H	Rolling 12 Months	M	86.5	A	↓	87.5	87	95	Julie Ely	78.8	95	98
P9		L	Snapshot	M	485	A	↑	483	421	373	Julie Ely	6,766		
P10		L	Snapshot	M	31	A	↑	29	24	15	Julie Ely	472		
P11		H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.0	67.3	74.0
P12		H	Snapshot	A					84.6	85.0	Scott Bagshaw	85.0	85.3	90.9
P13		H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.8	93.1	96.4
P14		H	Snapshot	A	Awaiting Data				55.0	65.0	Louise Simpson	49.2		
P15		T	Snapshot	A	7.8	G		No previous data			David Adams	11.6	10.5	10.8
P16		T	Snapshot	A	4.4			No previous data			David Adams	6.1		
QUALITY AND STANDARDS														
QS1		L	Most recent	M	0		→	0	0	0	Sue Rogers	19		
QS2		H	Most recent	M	67.6	G	→	67.6	64	85	Sue Rogers	56	69	68
QS3		H	Most recent	M	83.3	G	→	83.3	77	90	Sue Rogers	71	66	61
QS4		H	Most recent	M	50.0	R	→	50.0	85	100	Sue Rogers	71	81	90
QS5		H	Most recent	M	67.6	A	→	67.6	68	90	Sue Rogers	59	70	69
QS6		H	Most recent	M	83.3	G	→	83.3	77	90	Sue Rogers	71	67	62
QS7		H	Most recent	M	87.0	G	→	87.0	87.0	89.5	Sue Rogers	86	83	85
QS8		H	Snapshot	A	58.2	No previous data			74	80	Sue Rogers			
QS9		H	Snapshot	A	75.9	A	↑	74.0	77	82	Sue Rogers	75.7	76	77
QS10		H	Snapshot	A	62.3	A	↑	58.8	67	82	Sue Rogers	62.3	64	66
QS11		H	Snapshot	A	76.6	A	↑	75.2	78	82	Sue Rogers	76.6	76	78
QS12		H	Snapshot	A	74.7	No previous data			Awaiting Targets		Sue Rogers	72.0		
QS13		H	Snapshot	A	22.8	No previous data			Awaiting Targets		Sue Rogers	20.0		
QS14		H	Snapshot	A	88.6	No previous data			Awaiting Targets		Sue Rogers	86.7		
QS15a		H	Snapshot	A	87.2	No previous data			Awaiting Targets		Sue Rogers			
QS15b		H	Snapshot	A	91.4	No previous data			Awaiting Targets		Sue Rogers			
QS16		H	Snapshot	A	86.4	A	↑	84.5	87	92	Sue Rogers	85	87	86
QS17		L	Snapshot	A	25.6	No previous data			22	17	Sue Rogers	22.8	17	21
QS18		L	Snapshot	A		No previous data			37	31	Sue Rogers	41.7	29	28.3
QS19		L	Snapshot	A	53.3	No previous data			47	43	Sue Rogers	48.5	49	53
QS20		H	Snapshot	A	6.5	No previous data			Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Outturn		National Average	Statistical Neighbour Average			
													2011-12	2011-12	2011-12
QUALITY AND STANDARDS continued															
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	60.2	R	↑	57.3	64	70	Sue Rogers	61.2	59.4	58.7
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	100.0	G	→	100.0	83	95	Sue Rogers	84.0	93.4	94.3
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	71.9	G	↓	73.9	68	72	Sue Rogers	68.7	68.0	68.1
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	64.1	R	↑	63.5	68	72	Sue Rogers	70.8	68.7	70.3
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	25.0	G	↓	25.3	31.7	25.7	Sue Rogers	33.4	26.4	31.5
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					46.0	41.0	Sue Rogers	49.3	44.3	43.4
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	46.6	A	↑	43.9	44.0	39.0	Sue Rogers	47.2	47.1	48.3
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	6.9	R	↑	5.4	14	23	Sue Rogers	8.4	8.4	7.8
EMPLOYABILITY															
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.56	R	↑	5.99	6.5	1.0	Sue Dunn	6.2	6.1	5.4
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	81.3	G	↑	78.5	80	87	Sue Dunn	82.4	85.1	82.2
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	18	G	↓	21	21	15	Sue Dunn	26	17	24
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	46.2	R	↑	42.3	53	60	Sue Dunn	53.9	57.9	54.8
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	25	G	↑	21	30	20	Sue Dunn	34	24	30
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	11.2	A	↓	15.0	11	5	Sue Dunn	11.8	11.1	
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	Data and targets being finalised				25	50	Sue Dunn			
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	Data and targets being finalised				1,524	1,662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23,725	25,675	Sue Dunn	11,159		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	Data and targets being finalised				250	400	Sue Dunn	113		
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	Data and targets being finalised						Sue Dunn	86	76	
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	6.5	A	↓	6.8	6.4	4.4	Sue Dunn	7.6	8.1	7.6
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Data and targets being finalised				100.0	100.0	Sue Dunn	96.0		
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	Data and targets being finalised						Sue Dunn			
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	Data and targets being finalised				107	116	Sue Dunn	105		
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	560	No previous data			560	830	Sue Dunn	560		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	Data and targets being finalised				76	85	Sue Dunn	74		
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	212.7	G	↓	222.1	211	214	Sue Rogers	210.7	212.8	207.8
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	723.4	R	↑	702.7	731	740	Sue Rogers	737.3	733.0	698.0
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	92.3	G	↑	87.5	92	95	Sue Rogers	92.1	93.6	91.9
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A					9	12	Sue Rogers	8.6	9.5	6.5
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A					12	15	Sue Rogers	11.8	12.8	8.8
CONTEXTUAL DATA															
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	19.0			18.4				13.5	16.9	12.8
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	3.1			2.9				2.8	2.8	3.0
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	22.7			23.7				20.2	17.0	16.2
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	13.9			13.8				14.7	25.4	12.7
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	9.1			9.1				7.4	15.2	6.6
C6		Number of Kent Children in Care		Snapshot	M	120			122				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	79			79				29.5	37.8	34.9

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Outturn		National Average	Statistical Neighbour Average		
													2011-12	2011-12
PROVISION														
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	32	A	↓	33	20	4	Louise Simpson	210		
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	1	A	→	1	0	0	Tony Doran	14		
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	3.6	R	↓	5.0	3.0	1.4	Louise Simpson	3.1	3.1	3.0
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	8.6	R	↓	11.6	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	9.9	G	↓	11.0	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6	Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	23.7		↑	18.5	Awaiting Targets		Louise Simpson			
P7	Number of pupils in PRUs not also on a school roll	L	Snapshot	T	13		↑	11	Awaiting Targets		Louise Simpson			
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	89.1	G	↓	89.3	87	95	Julie Ely	78.8	95	98
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	628	A	↑	616	565	500	Julie Ely	6,766		
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	59	A	↓	60	42	27	Julie Ely	472		
P11	Percentage of admissions applications for school places made online	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.0	67.3	74.0
P12	Percentage of parents getting first preference of school	H	Snapshot	A					84.6	85.0	Scott Bagshaw	85.0	85.3	90.9
P13	Percentage of parents getting first or second preference of school	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.8	93.1	96.4
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A	Awaiting Data				55.0	65.0	Louise Simpson	49.2		
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	5.0	G	No previous data				David Adams	6.8	10.5	10.8
P16	Percentage of Year R surplus places (Green= above 5% Amber= 4.5 to 4.9% Red= below 4.5%)	T	Snapshot	A	1.9	R	No previous data				David Adams	2.1		
QUALITY AND STANDARDS														
QS1	Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	3		↓	4	0	0	Sue Rogers	19		
QS2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	67.3	G	↑	65.3	64	85	Sue Rogers	56	69	68
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	75.0	A	→	75.0	77	90	Sue Rogers	71	66	61
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	85	100	Sue Rogers	71	81	90
QS5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	67.3	A	↑	65.3	68	90	Sue Rogers	59	70	69
QS6	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	75.0	A	→	75.0	77	90	Sue Rogers	71	67	62
QS7	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	79.7	R	→	79.7	87.0	89.5	Sue Rogers	86	83	85
QS8	Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	64.6	No previous data			74	80	Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	76.3	A	↑	70.7	77	82	Sue Rogers	75.7	76	77
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	66.6	A	↑	58.4	67	82	Sue Rogers	62.3	64	66
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	78.6	G	↑	73.2	78	82	Sue Rogers	76.6	76	78
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	70.7	No previous data			Awaiting Targets		Sue Rogers	72.0		
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	17.6	No previous data			Awaiting Targets		Sue Rogers	20.0		
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	80.4	No previous data			Awaiting Targets		Sue Rogers	86.7		
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	83.9	No previous data			Awaiting Targets		Sue Rogers			
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	91.3	No previous data			Awaiting Targets		Sue Rogers			
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	81.5	R	↓	82.9	87	92	Sue Rogers	85	87	86
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	21.4	No previous data			22	17	Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A		No previous data			37	31	Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	47.7	No previous data			47	43	Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	18.2	No previous data			Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Ottturn		National Average	Statistical Neighbour Average			
													2011-12	2011-12	2011-12
QUALITY AND STANDARDS continued															
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	60.9	R	↑	57.0	64	70	Sue Rogers	61.2	59.4	58.7
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	87.5	G	→	87.5	83	95	Sue Rogers	84.0	93.4	94.3
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	70.7	G	↑	70.4	68	72	Sue Rogers	68.7	68.0	68.1
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	70.0	G	↑	67.5	68	72	Sue Rogers	70.8	68.7	70.3
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	32.6	A	↑	31.5	31.7	25.7	Sue Rogers	33.4	26.4	31.5
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					46.0	41.0	Sue Rogers	49.3	44.3	43.4
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	48.2	R	↑	45.7	44.0	39.0	Sue Rogers	47.2	47.1	48.3
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	7.1	R	↑	5.7	14	23	Sue Rogers	8.4	8.4	7.8
EMPLOYABILITY															
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	7.92	R	↑	6.91	6.5	1.0	Sue Dunn	6.2	6.1	5.4
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	79.3	R	↑	75.5	80	87	Sue Dunn	82.4	85.1	82.2
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	25	A	↑	22	21	15	Sue Dunn	26	17	24
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	48.9	R	↑	46.2	53	60	Sue Dunn	53.9	57.9	54.8
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	33	A	↑	32	30	20	Sue Dunn	34	24	30
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	11.0	G	↓	15.2	11	5	Sue Dunn	11.8	11.1	
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	Data and targets being finalised				25	50	Sue Dunn			
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	Data and targets being finalised				1,524	1,662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23,725	25,675	Sue Dunn	11,159		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	Data and targets being finalised				250	400	Sue Dunn	113		
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	Data and targets being finalised						Sue Dunn	86	76	
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	8.3	R	↑	8.0	6.4	4.4	Sue Dunn	7.6	8.1	7.6
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Data and targets being finalised				100.0	100.0	Sue Dunn	96.0		
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	Data and targets being finalised						Sue Dunn			
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	Data and targets being finalised				107	116	Sue Dunn	105		
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	1,020	No previous data			1,020	1,520	Sue Dunn	1,020		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	Data and targets being finalised				76	85	Sue Dunn	74		
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	213.2	G	↓	214.5	211	214	Sue Rogers	210.7	212.8	207.8
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	810.0	G	↑	786.8	731	740	Sue Rogers	737.3	733.0	698.0
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	98.0	G	↑	97.8	92	95	Sue Rogers	92.1	93.6	91.9
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A					9	12	Sue Rogers	8.6	9.5	6.5
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A					12	15	Sue Rogers	11.8	12.8	8.8
CONTEXTUAL DATA															
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	18.3			17.9				13.5	16.9	12.8
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.5			2.4				2.8	2.8	3.0
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	24.0			24.1				20.2	17.0	16.2
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	9.7			10.2				14.7	25.4	12.7
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	3.6			3.5				7.4	15.2	6.6
C6		Number of Kent Children in Care		Snapshot	M	132			129				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	110			123				29.5	37.8	34.9

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Outturn		National Average	Statistical Neighbour Average		
													2011-12	2011-12
PROVISION														
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	20	A	↑	18	19	4	Louise Simpson	210		
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	2	A	→	2	0	0	Tony Doran	14		
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	4.5	R	↓	5.8	3.0	1.4	Louise Simpson	3.1	3.1	3.0
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	10.0	R	↓	12.3	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	8.8	G	↓	13.2	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6	Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	43.6		↑	41.3	Awaiting Targets		Louise Simpson			
P7	Number of pupils in PRUs not also on a school roll	L	Snapshot	T	60		↑	57	Awaiting Targets		Louise Simpson			
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	98.0	G	↓	100.0	87	95	Julie Ely	78.8	95	98
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	852	A	↑	851	806	713	Julie Ely	6,766		
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	52	A	↓	55	47	29	Julie Ely	472		
P11	Percentage of admissions applications for school places made online	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.0	67.3	74.0
P12	Percentage of parents getting first preference of school	H	Snapshot	A					84.6	85.0	Scott Bagshaw	85.0	85.3	90.9
P13	Percentage of parents getting first or second preference of school	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.8	93.1	96.4
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A	Awaiting Data				55.0	65.0	Louise Simpson	49.2		
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	3.7	R	No previous data				David Adams	5.7	10.5	10.8
P16	Percentage of Year R surplus places (Green= above 5% Amber= 4.5 to 4.9% Red= below 4.5%)	T	Snapshot	A	1.4		No previous data				David Adams	2.3		
QUALITY AND STANDARDS														
QS1	Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	1		→	1	0	0	Sue Rogers	19		
QS2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	56.7	A	→	56.7	64	85	Sue Rogers	56	69	68
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	80.0	G	↓	90.0	77	90	Sue Rogers	71	66	61
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	85	100	Sue Rogers	71	81	90
QS5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	56.7	R	→	56.7	68	90	Sue Rogers	59	70	69
QS6	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	70.0	R	↓	80.0	77	90	Sue Rogers	71	67	62
QS7	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	83.7	R	→	83.7	87.0	89.5	Sue Rogers	86	83	85
QS8	Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	55.2	No previous data			74	80	Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	74.9	R	↑	70.7	77	82	Sue Rogers	75.7	76	77
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.8	A	↑	58.5	67	82	Sue Rogers	62.3	64	66
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	74.9	R	↑	71.7	78	82	Sue Rogers	76.6	76	78
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	71.4	No previous data			Awaiting Targets		Sue Rogers	72.0		
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	18.6	No previous data			Awaiting Targets		Sue Rogers	20.0		
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	88.0	No previous data			Awaiting Targets		Sue Rogers	86.7		
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	85.3	No previous data			Awaiting Targets		Sue Rogers			
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	90.1	No previous data			Awaiting Targets		Sue Rogers			
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	86.9	A	↑	84.7	87	92	Sue Rogers	85	87	86
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	22.8	No previous data			22	17	Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A		No previous data			37	31	Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	46.7	No previous data			47	43	Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	5.0	No previous data			Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data					
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16		Outturn	National Average	Statistical Neighbour Average			
													2011-12	2011-12	2011-12
QUALITY AND STANDARDS continued															
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	50.5	R	↓	51.3	64	70	Sue Rogers	61.2	59.4	58.7
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	80.0	R	↑	70.0	83	95	Sue Rogers	84.0	93.4	94.3
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	58.9	R	↓	61.3	68	72	Sue Rogers	68.7	68.0	68.1
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	63.1	R	↑	60.9	68	72	Sue Rogers	70.8	68.7	70.3
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	24.9	G	↓	27.3	31.7	25.7	Sue Rogers	33.4	26.4	31.5
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					46.0	41.0	Sue Rogers	49.3	44.3	43.4
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	42.8	G	↓	44.3	44.0	39.0	Sue Rogers	47.2	47.1	48.3
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	8.0	R	↓	9.0	14	23	Sue Rogers	8.4	8.4	7.8
EMPLOYABILITY															
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	8.13	R	↑	7.88	6.5	1.0	Sue Dunn	6.2	6.1	5.4
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	79.3	R	↑	75.9	80	87	Sue Dunn	82.4	85.1	82.2
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	18	G	↓	23	21	15	Sue Dunn	26	17	24
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	49.9	R	↑	49.3	53	60	Sue Dunn	53.9	57.9	54.8
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	32	A	↑	29	30	20	Sue Dunn	34	24	30
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	14.2	R	↑	13.3	11	5	Sue Dunn	11.8	11.1	
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	Data and targets being finalised				25	50	Sue Dunn			
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	Data and targets being finalised				1,524	1,662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23,725	25,675	Sue Dunn	11,159		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	Data and targets being finalised				250	400	Sue Dunn	113		
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	Data and targets being finalised						Sue Dunn	86	76	
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	11.7	R	→	11.7	6.4	4.4	Sue Dunn	7.6	8.1	7.6
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Data and targets being finalised				100.0	100.0	Sue Dunn	96.0		
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	Data and targets being finalised						Sue Dunn			
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	Data and targets being finalised				107	116	Sue Dunn	105		
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	1,030	No previous data			1,030	1,530	Sue Dunn	1,030		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	Data and targets being finalised				76	85	Sue Dunn	74		
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	208.2	R	↓	208.4	211	214	Sue Rogers	210.7	212.8	207.8
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	797.2	G	↓	799.9	731	740	Sue Rogers	737.3	733.0	698.0
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	95.9	G	↓	96.2	92	95	Sue Rogers	92.1	93.6	91.9
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A					9	12	Sue Rogers	8.6	9.5	6.5
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A					12	15	Sue Rogers	11.8	12.8	8.8
CONTEXTUAL DATA															
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	21.9			21.5				13.5	16.9	12.8
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	3.7			3.6				2.8	2.8	3.0
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	23.0			23.1				20.2	17.0	16.2
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	14.0			13.3				14.7	25.4	12.7
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	9.3			9.0				7.4	15.2	6.6
C6		Number of Kent Children in Care		Snapshot	M	238			235				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	200			188				29.5	37.8	34.9

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data			
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Outturn		National Average	Statistical Neighbour Average		
													2011-12	2011-12
PROVISION														
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	12	G	↓	14	19	4	Louise Simpson	210		
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0	0	Tony Doran	14		
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.4	G	↓	2.7	3.0	1.4	Louise Simpson	3.1	3.1	3.0
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	9.5	R	↑	8.9	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	7.4	G	↑	5.6	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6	Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	55.7		↑	54.6	Awaiting Targets		Louise Simpson			
P7	Number of pupils in PRUs not also on a school roll	L	Snapshot	T	9		↑	7	Awaiting Targets		Louise Simpson			
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	83.7	A	↑	83.3	87	95	Julie Ely	78.8	95	98
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	535	A	↑	531	479	424	Julie Ely	6,766		
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	42	A	↓	43	38	24	Julie Ely	472		
P11	Percentage of admissions applications for school places made online	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.0	67.3	74.0
P12	Percentage of parents getting first preference of school	H	Snapshot	A					84.6	85.0	Scott Bagshaw	85.0	85.3	90.9
P13	Percentage of parents getting first or second preference of school	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.8	93.1	96.4
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A	Awaiting Data				55.0	65.0	Louise Simpson	49.2		
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	8.4	G	No previous data				David Adams	9.3	10.5	10.8
P16	Percentage of Year R surplus places (Green= above 5% Amber= 4.5 to 4.9% Red= below 4.5%)	T	Snapshot	A	5.0		No previous data				David Adams	5.3		
QUALITY AND STANDARDS														
QS1	Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	2		→	2	0	0	Sue Rogers	19		
QS2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	65.1	G	↑	62.8	64	85	Sue Rogers	56	69	68
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	80.0	G	→	80.0	77	90	Sue Rogers	71	66	61
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	100.0	G	→	100.0	85	100	Sue Rogers	71	81	90
QS5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	62.8	A	↑	60.5	68	90	Sue Rogers	59	70	69
QS6	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	80.0	G	→	80.0	77	90	Sue Rogers	71	67	62
QS7	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	86.3	A	↑	85.2	87.0	89.5	Sue Rogers	86	83	85
QS8	Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	67.5	No previous data			74	80	Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	84.2	G	↑	80.0	77	82	Sue Rogers	75.7	76	77
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	73.3	G	↑	68.5	67	82	Sue Rogers	62.3	64	66
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	85.0	G	↑	82.6	78	82	Sue Rogers	76.6	76	78
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	75.9	No previous data			Awaiting Targets		Sue Rogers	72.0		
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	26.7	No previous data			Awaiting Targets		Sue Rogers	20.0		
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	87.5	No previous data			Awaiting Targets		Sue Rogers	86.7		
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	88.5	No previous data			Awaiting Targets		Sue Rogers			
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	92.6	No previous data			Awaiting Targets		Sue Rogers			
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	87.8	G	↓	88.3	87	92	Sue Rogers	85	87	86
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	23.2	No previous data			22	17	Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A		No previous data			37	31	Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	45.5	No previous data			47	43	Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	12.2	No previous data			Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data					
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16		Ottturn	National Average	Statistical Neighbour Average			
													2011-12	2011-12	2011-12
QUALITY AND STANDARDS continued															
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	63.8	A	↑	63.1	64	70	Sue Rogers	61.2	59.4	58.7
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	90.0	G	↑	80.0	83	95	Sue Rogers	84.0	93.4	94.3
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	71.2	G	→	71.2	68	72	Sue Rogers	68.7	68.0	68.1
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	72.8	G	↑	71.6	68	72	Sue Rogers	70.8	68.7	70.3
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	38.4	R	↑	30.3	31.7	25.7	Sue Rogers	33.4	26.4	31.5
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					46.0	41.0	Sue Rogers	49.3	44.3	43.4
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	42.7	G	↑	42.0	44.0	39.0	Sue Rogers	47.2	47.1	48.3
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	14.9	G	↑	11.3	14	23	Sue Rogers	8.4	8.4	7.8
EMPLOYABILITY															
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.47	G	↑	4.08	6.5	1.0	Sue Dunn	6.2	6.1	5.4
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	86.4	G	↑	81.0	80	87	Sue Dunn	82.4	85.1	82.2
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	31	R	↑	18	21	15	Sue Dunn	26	17	24
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	59.1	G	↑	57.2	53	60	Sue Dunn	53.9	57.9	54.8
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	40	R	↑	34	30	20	Sue Dunn	34	24	30
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	12.0	R	↓	15.2	11	5	Sue Dunn	11.8	11.1	
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	Data and targets being finalised				25	50	Sue Dunn			
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	Data and targets being finalised				1,524	1,662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23,725	25,675	Sue Dunn	11,159		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	Data and targets being finalised				250	400	Sue Dunn	113		
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	Data and targets being finalised						Sue Dunn	86	76	
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	3.4	G	→	3.4	6.4	4.4	Sue Dunn	7.6	8.1	7.6
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Data and targets being finalised				100.0	100.0	Sue Dunn	96.0		
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	Data and targets being finalised						Sue Dunn			
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	Data and targets being finalised				107	116	Sue Dunn	105		
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	280	No previous data			300	410	Sue Dunn	280		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	Data and targets being finalised				76	85	Sue Dunn	74		
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	228.6	G	↓	230.8	211	214	Sue Rogers	210.7	212.8	207.8
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	871.9	G	↑	853.1	731	740	Sue Rogers	737.3	733.0	698.0
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	97.5	G	↓	97.7	92	95	Sue Rogers	92.1	93.6	91.9
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A					9	12	Sue Rogers	8.6	9.5	6.5
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A					12	15	Sue Rogers	11.8	12.8	8.8
CONTEXTUAL DATA															
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	10.0			10.1				13.5	16.9	12.8
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.5			2.4				2.8	2.8	3.0
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	16.0			15.4				20.2	17.0	16.2
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	9.8			9.0				14.7	25.4	12.7
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	3.8			3.8				7.4	15.2	6.6
C6		Number of Kent Children in Care		Snapshot	M	89			88				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	66			58				29.5	37.8	34.9

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16		Outturn	National Average	Statistical Neighbour Average		
													2011-12	2011-12
PROVISION														
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	5	G	↑	4	15	3	Louise Simpson	210		
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	→	0	0	0	Tony Doran	14		
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	3.0	G	↓	3.5	3.0	1.4	Louise Simpson	3.1	3.1	3.0
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.6	G	↓	6.9	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	7.7	G	↑	5.6	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6	Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	43.8		↓	47.8	Awaiting Targets		Louise Simpson			
P7	Number of pupils in PRUs not also on a school roll	L	Snapshot	T	50		↓	53	Awaiting Targets		Louise Simpson			
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	78.6	R	↑	71.4	87	95	Julie Ely	78.8	95	98
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	468	A	↓	472	407	361	Julie Ely	6,766		
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	51	A	↑	50	43	27	Julie Ely	472		
P11	Percentage of admissions applications for school places made online	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.0	67.3	74.0
P12	Percentage of parents getting first preference of school	H	Snapshot	A					84.6	85.0	Scott Bagshaw	85.0	85.3	90.9
P13	Percentage of parents getting first or second preference of school	H	Snapshot	A					93.0	95.0	Scott Bagshaw	92.8	93.1	96.4
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A	Awaiting Data				55.0	65.0	Louise Simpson	49.2		
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	7.7	G		No previous data			David Adams	8.3	10.5	10.8
P16	Percentage of Year R surplus places (Green= above 5% Amber= 4.5 to 4.9% Red= below 4.5%)	T	Snapshot	A	4.4			No previous data			David Adams	8.4		
QUALITY AND STANDARDS														
QS1	Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	1		↑	0	0	0	Sue Rogers	19		
QS2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	77.4	G	→	77.4	64	85	Sue Rogers	56	69	68
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	88.9	G	→	88.9	77	90	Sue Rogers	71	66	61
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	50.0	R	→	50.0	85	100	Sue Rogers	71	81	90
QS5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	83.9	G	→	83.9	68	90	Sue Rogers	59	70	69
QS6	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	H	Most recent	M	88.9	G	→	88.9	77	90	Sue Rogers	71	67	62
QS7	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	88.9	G	↑	87.3	87.0	89.5	Sue Rogers	86	83	85
QS8	Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	65.3	No previous data		74	80		Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	86.6	G	↑	79.7	77	82	Sue Rogers	75.7	76	77
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	72.9	G	↑	62.7	67	82	Sue Rogers	62.3	64	66
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	84.4	G	↑	77.6	78	82	Sue Rogers	76.6	76	78
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	76.7	No previous data		Awaiting Targets			Sue Rogers	72.0		
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	27.9	No previous data		Awaiting Targets			Sue Rogers	20.0		
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	86.7	No previous data		Awaiting Targets			Sue Rogers	86.7		
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	87.7	No previous data		Awaiting Targets			Sue Rogers			
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	93.6	No previous data		Awaiting Targets			Sue Rogers			
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	87.7	G	↑	87.3	87	92	Sue Rogers	85	87	86
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	21.1	No previous data		22	17		Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A		No previous data		37	31		Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	51.0	No previous data		47	43		Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	7.4	No previous data		Awaiting Targets			Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data					
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16		Outturn	National Average	Statistical Neighbour Average			
													2011-12	2011-12	2011-12
QUALITY AND STANDARDS <i>continued</i>															
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	73.6	G	↓	74.9	64	70	Sue Rogers	61.2	59.4	58.7
QS22		Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	H	Snapshot	A	88.9	G	→	88.9	83	95	Sue Rogers	84.0	93.4	94.3
QS23		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in English	H	Snapshot	A	76.8	G	↓	80.6	68	72	Sue Rogers	68.7	68.0	68.1
QS24		Percentage of pupils at KS4 achieving 3 Levels Progress KS2-4 in mathematics	H	Snapshot	A	79.8	G	↓	83.3	68	72	Sue Rogers	70.8	68.7	70.3
QS25		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	46.3	R	↑	44.1	31.7	25.7	Sue Rogers	33.4	26.4	31.5
QS26		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	L	Snapshot	A					46.0	41.0	Sue Rogers	49.3	44.3	43.4
QS27		Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	L	Snapshot	A	41.3	G	↓	46.9	44.0	39.0	Sue Rogers	47.2	47.1	48.3
QS28		Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	12.2	A	↑	8.9	14	23	Sue Rogers	8.4	8.4	7.8
EMPLOYABILITY															
E1		Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	3.92	G	↑	3.46	6.5	1.0	Sue Dunn	6.2	6.1	5.4
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	88.3	G	↑	87.9	80	87	Sue Dunn	82.4	85.1	82.2
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	27	R	↓	31	21	15	Sue Dunn	26	17	24
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	71.1	G	→	71.1	53	60	Sue Dunn	53.9	57.9	54.8
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	47	R	↑	42	30	20	Sue Dunn	34	24	30
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	8.7	G	↓	9.9	11	5	Sue Dunn	11.8	11.1	
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	Data and targets being finalised				25	50	Sue Dunn			
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	Data and targets being finalised				1,524	1,662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23,725	25,675	Sue Dunn	11,159		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	Data and targets being finalised				250	400	Sue Dunn	113		
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	Data and targets being finalised						Sue Dunn	86	76	
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	2.2	G	↑	1.9	6.4	4.4	Sue Dunn	7.6	8.1	7.6
E13		Percentage of Learners with LLDD able to participate aged 16-19	H	Snapshot	T	Data and targets being finalised				100.0	100.0	Sue Dunn	96.0		
E14		Number of vulnerable learners supported into work-based learning	H	Cumulative	M	Data and targets being finalised						Sue Dunn			
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	Data and targets being finalised				107	116	Sue Dunn	105		
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	270	No previous data			250	395	Sue Dunn	270		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	Data and targets being finalised				76	85	Sue Dunn	74		
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	226.8	G	↑	225.3	211	214	Sue Rogers	210.7	212.8	207.8
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	836.0	G	↓	850.1	731	740	Sue Rogers	737.3	733.0	698.0
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	99.3	G	↑	99.2	92	95	Sue Rogers	92.1	93.6	91.9
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A					9	12	Sue Rogers	8.6	9.5	6.5
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A					12	15	Sue Rogers	11.8	12.8	8.8
CONTEXTUAL DATA															
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	7.9			7.6				13.5	16.9	12.8
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.4			2.4				2.8	2.8	3.0
C3		Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	14.4			14.0				20.2	17.0	16.2
C4		Percentage of pupils from an Ethnic Minority		Snapshot	A	12.8			12.4				14.7	25.4	12.7
C5		Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	6.9			6.9				7.4	15.2	6.6
C6		Number of Kent Children in Care		Snapshot	M	72			68				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	59			53				29.5	37.8	34.9

From: **John Simmonds – Cabinet Member for Finance and Procurement**

Andy Wood – Corporate Director Finance & Procurement

To: **Education Cabinet Committee - 27th September 2013**

Subject: **Medium Term Financial Outlook**

Classification: **Unrestricted**

Electoral Division: **All**

Summary: This report is to keep members informed of the latest funding estimates for the next four years and the implications for KCC's financial planning. The report includes information on two key government consultations launched over the summer and the likely timetable for setting the 2014/15 Budget and Medium Term Financial Plan

Recommendation(s):

The Cabinet Committee is asked to note the potential implications on future funding settlements and the council's Budget/Medium Term Financial Plan and the likely timetable for setting the 2014/15 budget.

1. Introduction

- 1.1 The Government has recently launched 3 consultations which provide more information about the final settlement for 2014/15 and indicative settlement for 2015/16. The purpose of this report is to provide committee members with summary of the potential implications for KCC in advance of consideration of the forthcoming Budget and Medium Term Financial Plan (MTFP).
- 1.2 The estimated funding settlement figures included in this report are speculative at this stage. The figures will become more definitive following the outcome of Government's consultations and the publication of funding settlements. Members are reminded that the local government funding settlement from the Department for Communities and Local Government (DCLG) is only part (albeit a significant part) of the overall resource equation for the council. The total resources available to the council will also be influenced by grants from other government departments, Council Tax and Business Rates tax bases.

2. Financial Implications

- 2.1 The proposals in the government consultation will have a significantly detrimental impact on future funding settlements. Future budgets are likely to continue to require significant year on year savings of a similar magnitude to those that have been made in each of the last three year's budgets.

2.2 The council's proposed response will emerge when the draft Budget and MTFP are published for consultation later in the year. The final Budget and MTFP will be presented to County Council on 13th February 2014.

3. Bold Steps for Kent and Policy Framework

3.1 The financial outlook was included in Bold Steps for Kent. This predicted that we would be facing a reducing resource base over the period of the current Spending Round (2011/12 to 2014/15). As it has transpired this prediction has proved remarkably accurate although the requirement for savings due to reduced resource base is likely to carry on for longer than anyone could have foreseen at the time.

4. Background

4.1 Prior to the Spending Review 2010 (SR2010) we forecast that KCC would need to make savings of £340m in real terms over the forthcoming four year spending review period. We predicted this would arise from the combination of reduced government grants (in response to tackling the budget deficit), freezing/limitations on increasing Council Tax, and increasing spending demands (mainly due to inflation and population related demands). So far this forecast has proved to be remarkably prescient as over the last 3 years we have had to make savings of between £80m to £100m per annum.

4.2 These savings have come from a variety of efficiency and service transformations which have largely been achieved with minimal impact on front line services. We have also had to balance the budget by taking one-off savings such as utilising reserves and in-year under spends due to the late announcements on changes to the funding arrangements. These measures are only a short term solution and need to be replaced with long term sustainable savings.

4.3 SR2010 covered the four years from 2011/12 to 2014/15. The next spending review has been deferred until after the 2015 General Election. In the meantime the Government has announced its spending plans for 2015/16 in the June Spending Round 2013. This paper explores the indicative funding for the last year of the current SR2010 period, the implications of the 2015/16 announcement (including consultation on specific details) and speculation on potential funding settlements for 2016/17 and beyond.

5. 2014/15 Indicative Funding Allocations

5.1 The provisional indicative allocations for 2014/15 were included in section 3 of the MTFP. These were based on the provisional settlement announced in December and showed an overall reduction in KCC's Start-up Assessment Funding Assessment (SUFA) from £411.9m to £378.3m (£32.6m reduction). The indicative settlement was subsequently updated to £378.7m (£32.2m reduction) but this was not considered significant enough to change the final version of the published MTFP.

5.2 The Chancellor's Budget Statement in March announced a further 1% reduction in local authority funding for 2014/15 as part of revised spending plans. At the time we had no indicative figures but we estimated this would equate to a further £3.3m reduction on top of the £32.2m set out in final

indicative allocations. This estimate has subsequently been borne out in the illustrative funding allocations included in the technical consultation for 2014/15 and 21015/16 (see section 7 below) which show a revised Settlement Funding Assessment (SFA) for 2014/15 of £375.4m as a result of the additional 1% reduction and revised RPI forecast for Business Rate uplift.

- 5.3 The full impact of the 1% reduction is proposed to be taken from the Revenue Support Grant (RSG) component of the funding methodology, and within RSG the Council Tax Freeze element is to be protected. This means the remaining RSG would be reduced by an average of 1.78%. The impact of this protection on the Council Tax Freeze element is marginal but nonetheless welcome. The Business Rate element of the funding methodology has been updated for the latest Retail Price Index (RPI) forecast.
- 5.4 The technical consultation also includes a proposal to top-slice an additional £95m from the amount allocated to local authorities in order to fund the safety net protection for those authorities with reduced Business Rate yield. Originally it was intended that the safety net would be funded from the levy on authorities with large increases supported by a £25m top-slice as prudent provision should the two not balance. Business Rate forecasts submitted by billing authorities indicate that £25m will not be enough and the Government proposes to increase this to £120m for 2014/15. The consultation also considers whether this additional top-slice for the safety net should be partially offset by reducing the top-slice for capitalisation by £50m. If agreed these top-slice changes would equate to a further £0.7m reduction in KCC's baseline allocation.
- 5.5 The impact on the indicative allocations for 2014/15 of all the proposals in the consultation is set out in table 1 below. Overall this shows the reduction in funding for KCC has worsened from 7.8% to 8.8% as a consequence of the changes.

Table 1	Kent County Council				England				
	RSG		Business Rates	Total	RSG		Business Rates	Total	
	CT Freeze £m	Balance £m	£m	£m	CT Freeze £m	Balance £m	£m	£m	
Final 2013/14 settlement	8.613	238.120	164.145	410.878	356.308	14,819.093	10,898.554	26,073.956	
Final 2014/15 indicative settlement	8.437	201.081	169.179	378.697	349.038	12,275.003	11,232.825	23,856.866	
Impact of 1% Reduction		197.496		375.429		12,056.140		23,659.095	
Impact of RPI forecast			169.497				11,253.917		
Impact of Safety Net topslice		196.794				12,011.140			
Revised proposed SFA	8.437	196.794	169.497	374.727	349.038	12,011.140	11,253.917	23,614.095	
Original Reduction				-32.181				-2,217.090	-8.5%
Revised Reduction				-36.150				-2,459.861	-9.4%

- 5.6 The KCC total of £374.7m for 2014/15 represents the estimated SUFA. The actual funding available to the council will depend on the local share of the Business Rate yield as SUFA will not equate to actual funding beyond 2013/14. We will not know the local share of Business Rates until billing authorities calculate the tax base, this will be at the same time the Council Tax base is calculated.
- 5.7 We are developing a monitoring system with district councils so that we can more accurately forecast both the Business Rate and Council Tax bases

(including the impact of Council Tax Support Schemes and collection rates). We anticipate that variations between the Business Rate tax base and the assumptions in SUFA will be marginal for 2014/15 but will become more significant in future years. At this stage £374.4m is included in the updated MTFP i.e. £36.15m reduction on 2013/14.

6. 2015/16 Settlement

- 6.1 The Spending Round 2013 announced a 10% reduction in the overall funding for local government in real terms (8.2% in cash terms). This was demonstrated by the reduction in the departmental "Resource DEL" for local government from £25.6bn in 2014/15 to £23.5bn in 2015/16. Resource DEL is the approved Departmental Expenditure Limit and represents the amount of revenue spending delegated to individual Government Departments.
- 6.2 The technical consultation published on 25th July included a proposed SFA for local government in 2015/16 of £20.519bn, this compares to the revised SFA for 2014/15 of £23.614bn described in section 5, and represents a 13.1% reduction in cash terms. Table 2 shows the breakdown for KCC and nationally.

Table 2	Kent County Council			England		
	RSG	Business Rates	Total	RSG	Business Rates	Total
	£m	£m	£m	£m	£m	£m
2014/15 Revised Indicative Allocation	205.231	169.497	374.727	12,360.178	11,253.917	23,614.095
2015/16 Proposed Indicative	151.354	174.253	325.607	8,949.809	11,569.678	20,519.487
Year on Year Change	-26.3%	2.8%	-13.1%	-27.6%	2.8%	-13.1%

- 6.3 The consultation does not include an explanation of how an overall 10% reduction in real terms (8.2% in cash) has translated into a 13.1% reduction (in cash) to the main source of funding allocated to local authorities. To understand this we need to look more closely at the funding included within Resource DEL. This is not as straightforward as it may seem as the detail of what is included in Resource DEL is not published and we have had to make some assumptions. Table 3 shows these assumptions for 2013/14 and the provisional figures for 2014/15 and 2015/16.

Table 3	2013/14 £m	2014/15 £m	Change	2015/16 £m	Change
Local Government Settlement	26,074	23,614	-9.4%	20,519	-13.1%
Held Back					
NHB contribution	506	800		1,100	
Capitalisation	100	50			
Safety Net	25	120		50	
Other Grants	916	774		774	
New Grants					
Collaboration and Efficiency Fund				100	
Fire Transformation Fund				30	
Social Care New Burdens				335	
Independent Living Fund				118	
Troubled Families				200	
Sub Total	27,621	25,358		23,226	
Transfers	-3,884				
Rough Total	23,700	25,400		23,200	
Published Resource Del	23,900	25,600	7.1%	23,500	-8.2%

- 6.4 If our assumptions about the “Resource DEL” are correct it would appear that what has been presented as new funding for local authorities in 2015/16 has actually been funded at the expense of the main SFA for local authorities i.e. money local authorities would have otherwise received through RSG/Business Rates mechanism. The reduction in the main SFA funding is also greater due to increased holdbacks (this is the case for 2014/15 and 2015/16). These changes explain why the reduction in SFA is greater than the overall 10% reduction for local government in real terms. This means local authorities will have to make greater savings on existing spending than 10% implied by Spending Round announcement. This has taken most authorities by surprise and the 13.1% reduction has already attracted an adverse reaction within local government circles when it was announced.
- 6.5 The Government launched a separate consultation on 25th July regarding the funding for the new Local Growth Fund (LGF). The Government has already determined that the LGF should be created by redirecting existing funding from education and skills, transport, and housing. This consultation deals with the proposal that £400m would be pooled from New Homes Bonus (NHB) between authorities within each Local Enterprise Partnership. In essence legislation would be passed requiring local authorities to pass on a fixed % of NHB to the LEP. The consultation considers two options:

- A standard % for all authorities (35.09% based on forecast value of NHB in 2015/16)
 - An alternative in two tier areas with the upper tier transferring 100% of its NHB and lower tier councils a lower % (estimated around 18%) to deliver the same overall amount for the whole authority area as option 1.
- 6.6 The estimated impact on KCC would result in the loss of NHB of between £2.8m to £8.2m. The NHB in 2013/14 is worth £4.5m to the county council and £17.9m to district councils. Some of the transfer would in effect come from projected growth in NHB over the next two years which could be worth between £3m to £3.7m to KCC. District councils are predicted to lose between £5.7m to £11.1m under the proposals. NHB is a significant source of funding for district councils.
- 6.7 The Spending Round 2013 also included an announcement that the Education Services Grant (ESG) would be reduced by £200m as part of the spending changes for DfE. ESG was introduced in 2013/14 by transferring just over £1bn from the local government settlement to DfE. DfE allocates the grant to academies and local authorities as un-ring-fenced funding for central services on a per pupil basis. The amount allocated to academies is more per pupil than the amount allocated to local authorities. This arrangement replaced the previous Local Authority Central Share Equivalent Grant (LACSEG) adjustment which had been challenged.
- 6.8 We have previously recognised that it is not unreasonable that local authority funding for central services should reduce as more schools convert to academy status. The logic of this is incontrovertible. However, we have challenged both the LACSEG and the ESG methodologies for taking too much from local authorities and creating a two tier funding between academies and local authority maintained schools. We have no detail on how the latest reduction in ESG will be applied but the impact for KCC could equate to a loss of between £4m to £5m in addition to any reductions as a consequence of further academy conversions.
- 6.9 Overall we are estimating that we could lose between £56m to £64m of funding in 2015/16 as a result of the Spending Round 2013. This is significantly more than we have faced in the last two years, and similar to the reduction in 2011/12 when local government bore the brunt of the first round of funding reductions following SR2010. These predicted funding reductions together with the inevitable additional spending demands arising from inflation and population growth means we are likely to need to find savings in excess of £100m in 2015/16. This would be the fifth consecutive year of making savings of this magnitude.
- 6.10 Some of this reduction will be offset by the new funding streams. The government stated that these would significantly reduce the impact and the total package equates to a 2.3% reduction in overall local authority spending. We remain sceptical of this calculation, particularly if the new funding streams bring with them additional spending obligations. The new streams (with national funding amounts) include the following
- £3.8bn pool for integrated health and social care

- £330m fund for transforming services (including an additional £200m for troubled families)
- £335m to invest in 2015/16 in advance of changes to social care in 2016/17
- Support for further Council tax freezes in 2014/15 and 2015/16
- A joint programme with Department for Education to review pressures on children's services
- Flexibility to use capital receipts to fund one-off revenue costs of service reform

6.11 At this stage we have very little information about how these funding streams will be allocated and what strings will be attached to them.

7. Technical Consultations

7.1 We have already referred to the technical consultations. Three consultations were published towards the end of July. Each has a different deadline for responses (shown in brackets):

- New Homes Bonus and the Local Growth Fund (19th September)
- Local Government Finance Settlement 2014/15 and 2015/16 (2nd October 2013)
- Proposals for the use of capital receipts from asset sales to invest in reforming services (24th September 2013)

7.2 As these are largely technical consultations the response will be agreed by the Cabinet Member for Finance and Procurement (Deputy Leader) following discussion with the Leader and relevant Cabinet Members. Where timing allows we will include the draft response/final response as background documents to this report.

7.3 The main issue in the NHB consultation is the differential arrangements proposed in two tier areas. Whilst we recognise the significance of NHB grant to district councils we should not underplay the role the county council plays in promoting housing growth or that NHB has been used to underpin the council's overall budget. The rest of the consultation deals with enforcement, accountability, arrangements for London, authorities which are part of more than one LEP and committed expenditure.

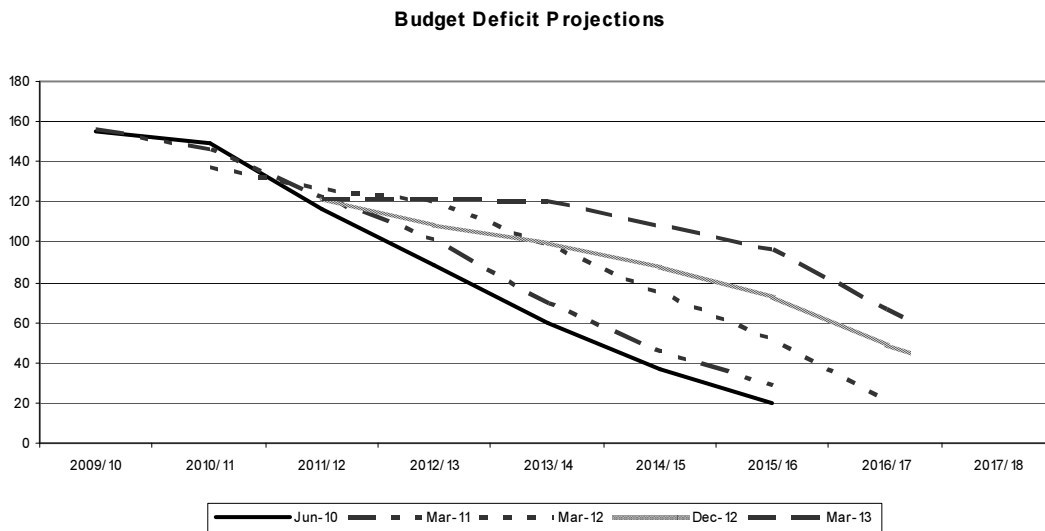
7.4 The main issue in the finance settlement consultation is the unexpected reductions for 2015/16 dealt with in section 6 of this report. The consultation itself seeks views on technical changes to the formula used to determine individual authority shares. The consultation also deals with integrating the existing Council Tax Freeze grants into the main funding arrangements and adjustments for Carbon Reduction scheme.

7.5 The consultation on use of capital receipts for asset sales is largely self explanatory. Currently receipts from asset sales can only be used to fund new infrastructure projects. Under the proposals in the consultation we would also be able to use receipts to fund one-off revenue purposes to stimulate organisational change. The consultation deals with the practical implementation and potential scope of alternative arrangements.

8. 2016/17 and Beyond

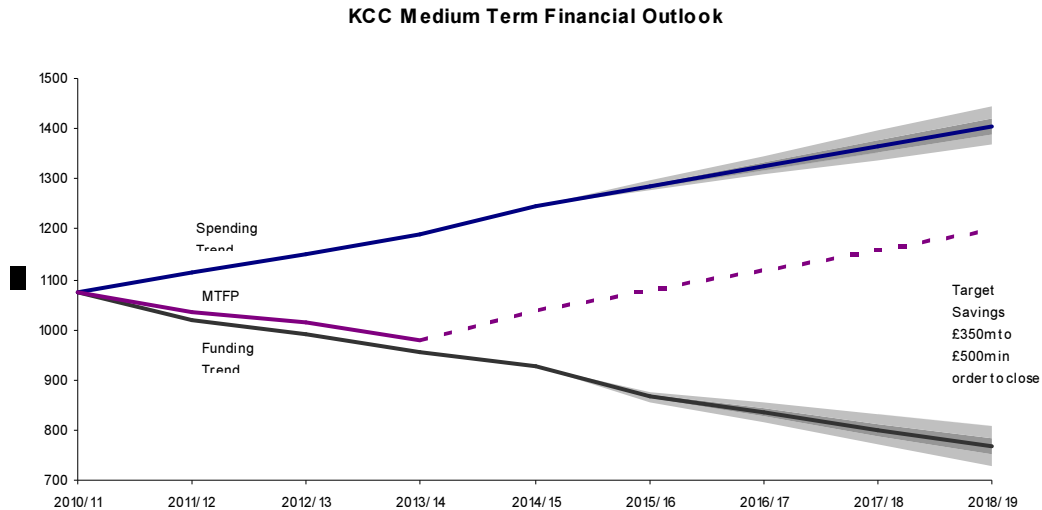
- 8.1 The Chancellor of the Exchequer has already indicated that there are likely to be further public spending reductions needed in 2016/17 and 2017/18 if the objective of eliminating the structural deficit is to be achieved. He has indicated that reductions will be of a similar magnitude to SR2010 and Spending Round 2013. We have no detail where these reductions might fall and whether the protected departments (schools, health and overseas development) will continue to be protected.
- 8.2 Some independent analysts are predicting that spending reductions may have to carry on until 2020 if current trends continue. Certainly it has been the case that in spite of spending reductions the projections for eliminating the budget deficit have progressively been extended. This is represented in graph 1 below which shows that each year projections in the Autumn Statement and annual Budget Statement have got worse.

Chart 1



- 8.3 We have plotted the funding and spending changes for KCC since 2010/11 on a like for like basis. This includes the impact of changes in grant mechanisms e.g. transfer from specific to un-ring-fenced grants; and the transfer of responsibilities e.g. learning disability, public health, Council Tax support, etc. We have then projected funding and spending on similar basis forward to 2018/19. This gives us the most plausible picture over the longer term, although inevitably as we look beyond more than 2 years the estimates become vague with greater likelihood of variation.
- 8.4 The graph also shows our progress to date in balancing the budget. This shows that each year we have nearly reached the underlying spend necessary for a balanced budget but each year there has been a small element of one-offs. Chart 2 shows the projections for KCC up to 2018/19 and progress to date.

Chart 2



8.5 Chart 2 exemplifies the challenge we face. This was referred to in the County Council paper on 18th July “Facing the Challenge” and officers have already embarked on a transformation programme for the council to meet this challenge. As previously indicated the scope of the savings and the long period of year on year reductions are unprecedented.

9. Timetable for 2014/15 Budget

9.1 As indicated in section 5 the reductions for 2014/15 are largely as we anticipated. We are developing plans how savings can be achieved without compromising the longer term objectives for the whole council transformation. We will be looking to issue a draft budget for consultation in November. Whilst we would have liked to carry out consultation earlier the uncertainty over the recent technical consultations and Business Rate/Council Tax base means this isn’t advisable without excessive caveats.

9.2 We aim to report feedback from consultation to Cabinet and Cabinet Committees in January. Whilst the timing for this is tight it will still enable us to publish a final draft budget and MTFP in time for County Council papers for the 13th February meeting when the budget will be discussed and resolved.

10. Conclusions and Recommendations

10.1 The purpose of this report is to provide members with more information about the latest funding projections for future years. As in previous years decisions on the level of Council Tax and how we cover unavoidable spending demands and local policy/service initiatives will also have to be factored into the budget. What is clear is that we will not be able to balance the budget without making further substantial savings over the next 4 to 5 years.

10.2 What is also clear is that announcements on grants for further Council Tax freezes are likely to be around 1%. Referendum levels for excessive increases are also likely to be around 2%. This leaves very little room for manoeuvre on Council Tax

10.3 Members are asked to NOTE the potential implications on future funding settlements and the council's Budget/Medium Term Financial Plan and the likely timetable for setting the 2014/15 budget.

11. Background Documents

- KCC Budget Book 2013/14 and Medium Term Financial Plan 2013/15
- New Homes Bonus and the Local Growth Fund – DCLG Technical Consultation Document
- Local Government Finance Settlement 2014-15 and 2015-16 – DCLG Technical Consultation Document
- Proposals for the use of capital receipts from asset sales to invest in reforming services – DCLG Technical Consultation Document

12. Contact details

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From: Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 27 September 2013

Subject: Schools Sixth Form Funding and Comparison with FE Colleges

Classification: Unrestricted

Electoral Division: All

Summary: The purpose of this report is to inform Members about new funding changes to post 16 education and their impact. Members are asked to note the contents of the report and to be aware that further work is needed to establish more detailed evaluation of the impact, at a time when there are significant changes to curriculum, the qualifications and examinations frameworks and to raising the participation age for all young people aged 16-18 years.

Recommendation(s):

The Education Cabinet Committee is asked to note the contents of this report.

1. Introduction

- 1.1 In 2002/03, the previous government effectively removed the role of local authorities over determining the funding of school sixth forms. It introduced a national school sixth form funding system that reflected the principles of the national funding system for 16-19 year-olds in FE colleges. Local authorities subsequently had to passport to each school sixth form exactly the amount determined by a Government agency, formerly the Young People's Learning Agency and now the Education Funding Agency (EFA) – which is an executive agency of the DfE.
- 1.2 The then government's policy aims were to:
- bring in a national, not local, post-16 funding system;
 - give 'parity' of funding between school sixth forms, FE colleges and training providers for their 16-19 year-olds; and
 - ensure that the funding reflected the different costs of the different programmes that individual students were following, not a fixed amount per student.
- 1.3 These policy aims continue to be driven by the coalition government.
- 1.4 There are key curriculum and student participation aims behind the reforms of the 16-19 funding formula:

- to support institutions in offering substantial and challenging academic and vocational qualifications – currently under review and development - and to remove perverse incentives which can lead to students piling up small qualifications and being placed on courses that may be too easy for them, and that do not help them progress into employment or higher education;
- to provide fair funding to support the participation of all young people in education and training and the introduction of the requirements of new Study Programmes for all institutions; and
- to provide a simple, efficient and transparent funding system to underpin Raising the Participation Age (RPA) to 18 years by 2015.

1.5 This report covers:

- the background to the funding system for school sixth forms and FE colleges
- how the post-16 funding system works
- what the funding should deliver
- funding High Needs Students
- the impact of the funding system on KCC
- the impact of the funding system on institutions
- and capital funding.

2. Background to the Funding System for School Sixth Forms and FE Colleges

2.1 The 'new' 16-19 funding system was introduced to implement the government's policy aims to deliver:

- Nationally determined funding levels
- A national formula for funding providers
- And a formula based on individual student activity.

2.2 The policy aim has been to secure the same funding for the same student activity, regardless of whether the provider is a school sixth form or FE college. Precise comparisons were difficult, as school sixth forms used to receive different funding levels in different local authorities, but it was generally accepted that, when the national school sixth form funding system was introduced, the average funding for a 16-19 year-old in a school sixth form was considerably more than 10% higher than in FE colleges. That gap has consistently narrowed over the years through the government's aim to increase college funding to school sixth form levels, not reduce sixth form funding. The key mechanism was by having a different national rate for school sixth forms, which was kept broadly static, than for FE colleges which increased annually towards the school sixth form level.

2.3 That approach changed in 2012/13 when the present government reduced the national rate for school sixth forms to the level of FE colleges. So broadly, FE colleges have seen their 16-19 year-old student funding increase slightly over the last few years, whilst school sixth forms have now seen it stay level or decrease.

2.4 The details of the formula used to calculate the funding have also been altered over the years. Some of those alterations have been perceived to be disadvantageous to some school sixth forms.

3. How the Post-16 Funding System Works

3.1 The funding system is based on a national rate (upwards of £4,000) which is multiplied by the number of students the provider has on roll. That result is then multiplied by a number of factors, reflected as percentage uplifts, to arrive at the final funding calculation.

3.2 The system allows for affordability, which means the government can stick within its overall funding envelope simply by adjusting the national rate.

3.3 A revised system, badged by the present government as “a new, simplified system,” is being introduced from 2013/14. The uplift factors have changed: for instance, there was a success factor which has been removed from 2013/14. The key policy change is that the national rate will be a ***national ‘student’ rate of £4,000***, whereas previously it was a ***national ‘qualification’ rate***.

3.4 That means each student will be funded on the basis of their whole programme, not just the provider’s aggregated number of qualifications taught. This was a Woolf Report recommendation. It allows the funding to influence the delivery of the whole curriculum for a student, not just through individual qualifications in isolation.

3.5 The new system works for a provider as follows. The **total number of full-time equivalent students** on roll is multiplied by the **national funding rate of £4,000**, regardless of school or college. That figure is then multiplied by a **retention factor**, which reduces the total by a proportion for each student who does not complete their programme. That result is then multiplied by a whole **programme weighting** factor which can add 20%, 30% or 60% to an individual student’s funding, depending on the relative costs of delivering the programme. That result then has a **disadvantage** block of funding added, calculated on the bases of economic deprivation and prior attainment.

3.6 Finally, the whole amount is multiplied by an **area cost factor**, which has limited geographical relevance in Kent.

3.7 There will be a three year transition period to cushion changes in providers’ funding levels caused by the introduction of the new system.

4. What the Funding Should Deliver

4.1 The ambition of the DfE is to sustain a simple, transparent and fair funding system for all 16-19 year-olds, and those up to age 24 if they have a Learning Difficulty Assessment, to support full participation and the implementation of 16-19 Study Programmes - whichever provider the student chooses.

- 4.2 Government funding policy is driven by key initiatives: curriculum and qualification change, raising participation in education, training or employment with training and simplification of the funding system and parity between providers.
- 4.3 Changing the funding formula to ensure all young people are funded for an appropriate Study Programme means a redistribution of resources as the DfE is bound by a fixed level of funding. Many institutions that currently offer very large programmes – many of them very successful - would lose significant amounts of funding if there was an immediate move to the new system.
- 4.4 All schools and colleges have been encouraged to use the period of funding protection, the new freedoms the funding reform offers and the introduction of Study Programmes to review their offer to young people across academic and vocational routes. This period will also allow the DfE to consider the early experience of A level reform, with the first new A levels expected to be available for teaching from September 2014.
- 4.5 A Ministerial Working Group (MWG) has been set up to engage in further debate with the sector about whether and how to reflect larger Study Programmes within the funding per student approach. An announcement is imminent.
- 4.6 The EFA will fund planned hours that:
- are directly relevant to the student's Study Programme;
 - are planned, explicit in the student's learning plan or timetable, supervised and/or organised by a member of staff; and
 - take place normally within the institution's normal working pattern - including twilight sessions provided they meet the other principles.
- 4.7 The EFA will fund qualification hours that are approved for teaching to 16-19 year olds under section 96 of the Learning and Skills Act 2000 (s96), (qualifications that are NOT approved under s96 CANNOT be taught in schools); and build a Study Programme which contains at least one substantial qualification and which offers a learning pathway to GCSE level 2 Maths and English, should the student not have attained A* - C grades in those subjects at age 16. From 2014 a study programme which does not offer level 2 Maths and English to students without those qualifications will not be funded at all.
- 4.8 The EFA will fund non-qualification hours that are delivered towards informal certificates or other non-qualification activity (including activity to give young people the skills they need to live more independently and be integrated within their community). For example, hours that are for tutorial purposes or are spent on work experience, other work-related activities, volunteering and/or community activities or enrichment activities organised and quality assured by or on behalf of the institution whether paid or not, and the Duke of Edinburgh Award.
- 4.9 It is worth noting that supporting learners to achieve level 2 Maths and English will attract additional funding of £480 for each of Maths and English. A student in

care with neither qualification at Grade C would attract £1,440. These sums are not ring-fenced for use on these students.

- 4.10 In addition to funding based on the EFA formulas, institutions will receive 16-19 Bursary Fund allocations for discretionary bursaries only. The funding for vulnerable student bursaries will be held centrally by the Learner Support Service. Institutions will draw down the funding on demand, whenever they need it, throughout the academic year. This was intended to enable institutions to plan their discretionary schemes for the 2013-2014 academic year with much greater confidence, because institutions' allocations will not come under pressure to pay unforeseen vulnerable student bursaries later in the year.
- 4.11 Kent is advising providers that this bursary funding may be used to reduce the cost of selected individuals' post 16 travel card, already subsidised by the Authority and costing £520.
- 4.12 The Authority has worked with providers to support development of their study programmes – advocating for example the 2-1-2 allocation of days in the week for the delivery of Maths and English, a substantial qualification at level 1, 2 or 3 and a work experience placement.
- 4.13 The funding levels, national formula funding rules and regulations apply equally to school sixth forms and to FE colleges. The two sectors have historically had different ways of delivering the curriculum to their students. For instance, very roughly school sixth forms assume a permanent attendance with more structured 'add-ons'; FE colleges focus more on attendance for specific classes, with voluntary 'add-ons' and unconstrained private study time.
- 4.14 As an interim measure, students that were categorised as full-time (450 guided learning hours, the old methodology definition of full-time) will be funded at the full-time rate for 2013–2014 and 2014–2015.
- 4.15 Schools and colleges need to be careful and claim all the hours which are relevant to the student's programme, planned, explicit in their timetable, supervised or organised, quality assured and within the student's normal working pattern. The EFA is funding 450+ hour students at a full-time rate for two years to allow time for institutions to adjust.
- 4.16 Allocations for 2013–2014 are not yet available for all schools and colleges in Kent but appendix 1 shows funding for 2012–2013. It is important to remember that this funding is based on the previous formula.
- 4.17 From September 2013 FE colleges will be able to recruit directly fulltime 14 and 15 year olds onto their rolls.
- 4.18 Colleges should offer a programme of study that delivers the mandatory requirements of Key Stage 4 alongside a technical vocational qualification to provide stretch and breadth.
- 4.19 FE colleges with an OFSTED rating of **good** or **outstanding** and those with **requires improvement** which have made significant improvement in the last 4

years, will be eligible to enrol full time 14–16 year olds and deliver KS4 education within their institution directly. They will no longer need to enter into an arrangement with schools or local authorities to transfer funding for these students.

- 4.20 The funding methodology replicates the model used for post 16 provision. This is the most transparent and simplest way in which to give colleges stability in funding for forecasting budgets by using a constant level of funding across both 14–16 and 16–19 year olds.
- 4.21 In addition to the total programme funding, those pupils who qualify for the Pupil Premium will attract the additional entitlement payment of a Pupil Premium to make the total funding amount. Pupils who qualify for this payment are those who qualify for Free School Meals and those who are in care.

5. Funding High Needs Students

- 5.1 Post-16 students with high needs are those requiring additional support over and above the standard 16-19 student funding rate. The funding is determined by the EFA on the basis of the local authority's submission of those eligible student numbers and their distribution between providers.
- 5.2 The funding system for 2013/14 introduces coherent High Needs funding from 0-24 years in order to complement the new special educational needs legislation, including the proposed new Education, Health and Care Plans.
- 5.3 The post-16 High Needs funding is designed to support student choice and is included within the local authority's DSG. The three elements that make up the funding are:
- element 1, which is the standard 16-19 student funding rate (please note that this amount varies between institutions);
 - element 2, which is a flat rate of £6,000; and
 - element 3, which is at a local authority's discretion and subject to negotiation between the provider and the authority over an individual student.
- 5.4 Elements 1 and 2 are paid direct by the EFA (from the local authority's total DSG spending power) to providers. The element 2 funding paid by the EFA is based on the agreed number of high needs student places which the LA plans for each year. The LA can pay additional element 2 funding to providers if student numbers increase beyond the agreed planned numbers.
- 5.5 Element 3 is paid to the authority as a High Needs Block. The EFA's High Needs Place funding arrangements determine the level of this block of funding, and the number of places it is designed to fund. The EFA requires authorities to make no funding discrimination between the school and the FE college sectors.

5.6 A full note on the new planning and funding arrangements for High Needs Students is at Annex 1.

6. Impact of the New Funding System on KCC

6.1 Government policies to implement national funding arrangements, and for providers to be as autonomous as possible, have inevitably meant a reduction in the activity of local authorities over post-16 funding. The local authority still has the overall responsibility for ensuring sufficient places for 16-19 year-olds, including transport and the RPA, and for ensuring the needs of high needs students are met.

6.2 Post-16 funding for FE colleges and for academies created prior to 1 April 2008 does not appear within the Authority's DSG allocation, and is paid direct to the institutions by the EFA. Post-16 funding for maintained school sixth forms and maintained special school sixth forms is determined by the EFA and must be passported by the authority to the schools. The only post-16 funding that the authority has discretion over is element 3 of the High Needs Block.

6.3 The role of local authorities over post-16 has shifted considerably over the last few years. Its focus is now a strategic one over the individual young people in its area rather than on the individual providers.

6.4 As much of the post-16 funding now by-passes the Authority, it does not have a consistent database with the funding information that enables analysis or comparisons to be made. The Authority must rely to a large extent only on what information is publicly available, and much of that is retrospective.

6.5 We are aware, however, that a combination of some factors is having a detrimental impact on school sixth form provision. Flat rate education spending on schools, national changes to school funding which are more than ever driven by pupil numbers, the loss of some flexibility in the local funding formula, the new post 16 funding arrangements and especially small sixth form numbers in some schools, means that many schools are challenged to continue to provide the range and quality of options for students. This requires a more collaborative approach between schools and colleges to ensure the local offer is available and appropriate to meet the needs of all students, and in some schools there is a need for a fundamental review of the cost effectiveness and appropriateness of the sixth form offer.

7. Impact of the funding system on institutions

7.1 The post-16 funding system is now almost entirely 'blind' to the provider and focused solely on the individual students and their study programmes. That has some obvious consequences for institutions in the school and FE sectors. For example, there may be parity over funding rules but not necessarily over other legislative provisions – the pay and conditions of teachers and lecturers being one. Nor does the funding take account of any economies of scale, or of any

different cultures and parental/student expectations between schools and colleges over how they deliver the curriculum.

- 7.2 In 2012/13, the Government speeded up its policy on funding parity between the school and college post-16 sectors by reducing the national rate for school sixth forms to the college level. Inevitably, that has had some impact on the funding of school sixth forms.
- 7.3 The impact appears to be more on schools with certain characteristics rather than universal.
- 7.4 Figures attached at appendix 2 show the variations in funding over three years for some schools. The list is restrictive, as the Local Authority only has comparable data for those schools it has been responsible for passing on the funds over those years.
- 7.5 Anecdotal evidence is that a number of school sixth forms have seen their budgets reduced; that the funding system tends to favour larger sixth forms over smaller ones; that selective schools have been hit hardest by various formula factors changing such as capping total qualification funding, the removal of the success rate, and a switch away from qualification to whole student study programme.
- 7.6 The figures attached seem to bear some of this out. For example the only grammar school to gain is Simon Langton; nine grammar schools are in the top 12 losers; grammar schools have lost in total £4,290,000, or 8.11%, of sixth form funding since 2010; and all other schools have lost £3,191,00, or 5.20%, of sixth form funding since 2010.
- 7.6 The transitional arrangements that have been in place to help cushion funding reductions may have delayed the impact of reductions to individual institutions caused by the funding system.

8. Impact on Standards

- 8.1 Early indications overall show that A level results for Kent in 2013 have been maintained but have not improved compared to 2012. There has been a welcome increase in the number of higher A and B grades and average point scores increased. However, there is a significant reduction in the number of entries overall, which needs further investigation. The overall outcomes mask significant variation between schools and this will be considered further in relation to individual school factors including funding.

9. Capital

- 9.1 This report is about revenue funding. Capital funding is also governed by the EFA, again with the aim of parity between school and college sectors. KCC has supported four successful capital bids over the last two years, under the EFA's Demographic Growth Capital Fund. Those bids were for East Kent College,

Canterbury College, Hartsdown Technology College and the Sittingbourne Skills Studio.

10. Conclusions

10.1 There are a number of conclusions which should be highlighted:

- The funding for 16-19 year-olds is nationally, not locally, determined.
- The Local Authority does not now have the funding information for providers other than for maintained schools.
- The funding for an individual 16-19 year-old is now exactly the same whether they enrol in a school sixth form or a FE college. Schools need to understand that their own unique characteristics may attract students but have no impact on their funding.
- Providers need to consider the cost-effectiveness of their curriculum delivery in the light of Government expectations over the offer for individual students which is supported by the new funding system.
- The EFA expects Schools and Colleges to take advantage of the transitional funding arrangements over the next three years to mitigate any reductions in funding.
- All providers need to work with the local authority over its strategic role of ensuring sufficient, suitable post-16 places.
- The Local Authority and providers need to work closely together over the planning and funding of places for high needs students.

11. Recommendations

11.1 Education Cabinet Committee is asked to note the contents of this report.

Background Documents

None

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FUNDING HIGH NEEDS STUDENTS

1. Post-16 students with high needs are those requiring additional support in excess of £6,000 (over and above the basic support all students require). The funding is determined by the EFA on the basis of a local authority's submission of those eligible student numbers – that is only 'home' students, so excludes those from other areas who are educated in Kent, but includes Kent students educated out of county - and their distribution between providers.
2. The new funding system is now introducing coherent High Needs funding from 0-24. That is designed to support the new special educational needs legislation including the 0-24 Education, Health and Care Plans.
3. The post-16 High Needs funding is designed to support student choice and is included within the local authority's DSG. The three elements that make up the funding are:
 - element 1, which is the 16-19 student funding rate (please note that this amount varies between institutions);
 - element 2, which is a flat rate of £6,000; and
 - element 3 which is at a local authority's discretion and subject to negotiation between the provider and the authority over an individual student.
4. Elements 1 and 2 are paid direct by the EFA (from the local authority's total DSG spending power) to providers. However where the number of agreed high needs students at an institution is greater than the number of commissioned places, the local authority is responsible for funding both elements 2 and 3.
5. The element 1 funding paid by the EFA is on a lagged basis – the provider will be paid in 2014/15 for the actual students recruited in 2013/14.
6. The element 2 funding paid by the EFA is based on the agreed number of high needs student places the LA commissions each year. The LA can pay additional element 2 funding to providers if student numbers increase beyond the agreed commissioned numbers.
7. Element 3 is paid to the authority as a High Needs Block. The EFA's High Needs Place funding arrangements determine the level of this block of funding, and the number of places it is designed to fund. There is some scope for negotiation, but the EFA expects the total number of places within an authority to be the same for 2014/15 as for 2013/14. The EFA is not concerned about any change in the distribution of those places to be funded among providers, provided the total does not increase.
8. The EFA also requires authorities to make no funding discrimination between the school and the FE college sectors.

Local impact

9. The EFA does not now engage in determining individual students' needs, or in the complexity of unpicking historical funding and provision issues locally. Whilst that relatively new flexibility and discretion are welcomed by local authorities, the EFA cannot ignore the transitional implications for the stability of local provision.
10. That stability for students does not mean maintaining the *status quo*. It does imply a sensitive transition to a new funding system which may impact on Kent including over previously established place-led funding of special schools and traditional FE take-up of HNS funding.
11. Special schools are used to place-led funding, although not used to different funding arrangements for their post-16 students as has happened with mainstream school funding since 2002. This raises issues of parity between schools and colleges – the planning and funding of post-16 HNS is expected to be done on an equal basis between the sectors. FE colleges are not used to place-led funding for LLDD. Kent has historically a relatively high number of post-16 students placed in the specialist college sector, with a higher than average proportion of post-19 year-olds, perhaps reflecting the relatively high number of 16-19 places in Kent's special schools. The average cost of a Kent student placed out-County in a specialist college was £75,000 a year, again rather higher than the regional average.
12. It is a new role for authorities to implement the funding arrangements in this way. The system expects authorities to ensure a stable specialist provider base, whilst also supporting student choice, the RPA, and equity of funding between schools and colleges.
13. The role for KCC involves a combination of:
 - **strategic place and provision planning**, ensuring that all vulnerable learners will have an appropriate pathway in an appropriate setting that meets their individual needs and fully involving health and social services;
 - **arranging the provision in individual statements of SEN and LDAs**, including appropriate advice and guidance to students and advance notice to providers as necessary, again involving health and social services; and
 - **ensuring that the EFA funding is accurately determined**, and that KCC gets its full share of the available resources.

EFA processes

14. The EFA has a two-stage approach to HNS funding. The first stage is the authority's own high needs place review and runs until 23 December 2013. The second stage runs from January to March 2014, and is the EFA's calculation and finalising of the DSG, by 31 March 2014, including the authority's High Needs Block and the number of HNS places.

LA review

15. KCC is expected to undertake and complete a review of its high needs places for 2014/15 before 23 December 2013. A 'high needs' place is one which would need element 3 funding, and post-16 covers places in all types of institutions. This can be a finance and number exercise, but theoretically it is designed to

allow authorities an opportunity for a more strategic review with providers to review the post-16 distribution of high needs places across the county, and to consider where there may be gaps and how to fill them. It also gives an opportunity for the authority to negotiate the element 3 funding for individual students. Data on students coming through the system, especially from Year 10 onwards, would be needed to make sense of this planning opportunity.

16. As part of the review, KCC will need by 30 November 2013 to produce a return with its distribution of post-16 HNS places in 2013/14, as well as the actual recruitment in 2012/13.

EFA place-led calculations

17. The EFA will in the New Year calculate the funding on the basis of the Authority's review. There are limited opportunities for institutions to make exceptional cases, but the process has not yet been provided by the EFA. The EFA will be considering population data as part of its determination.

EFA funding allocations 2012 - 2013 - all providers

Provider Name All providers	average funding per student ranked
HADLOW COLLEGE	6747.50
THE MARLOWE ACADEMY	5570.46
LONGFIELD ACADEMY	5557.87
ST GEORGE'S CHURCH OF ENGLAND FOUNDATION SCHOOL	5526.75
CASTLE COMMUNITY COLLEGE	5451.29
BARTON COURT GRAMMAR SCHOOL	5366.70
HARTSDOWN TECHNOLOGY COLLEGE	5348.45
NORTHFLEET TECHNOLOGY COLLEGE	5342.78
DARTFORD GRAMMAR SCHOOL	5254.85
WILMINGTON ACADEMY	5226.69
SITTINGBOURNE COMMUNITY COLLEGE	5205.80
HOMWOOD SCHOOL AND SIXTH FORM CENTRE	5178.32
SIMON LANGTON GRAMMAR SCHOOL FOR BOYS	5145.54
INVICTA GRAMMAR SCHOOL	5076.39
FOLKESTONE ACADEMY	5064.66
THE LEIGH TECHNOLOGY ACADEMY	5038.31
HERNE BAY HIGH SCHOOL	5014.85
DARTFORD TECHNOLOGY COLLEGE	5013.64
THE ISLE OF SHEPPEY ACADEMY	4990.21
ASTOR COLLEGE (A SPECIALIST COLLEGE FOR THE ARTS)	4968.71
DARTFORD GRAMMAR SCHOOL FOR GIRLS	4956.05
CHAUCER TECHNOLOGY SCHOOL	4951.25
EAST KENT COLLEGE	4946.68
WILMINGTON GRAMMAR SCHOOL FOR GIRLS	4927.06
HIGHSTED GRAMMAR SCHOOL	4921.85
THE NORTH SCHOOL	4910.81
DOVER GRAMMAR SCHOOL FOR GIRLS	4846.69
ST JOHN'S CATHOLIC COMPREHENSIVE	4840.60
THE COMMUNITY COLLEGE WHITSTABLE	4840.17
AYLESFORD SCHOOL - SPORTS COLLEGE	4822.19
PENT VALLEY TECHNOLOGY COLLEGE	4809.37
WILMINGTON GRAMMAR SCHOOL FOR BOYS	4807.77
BORDEN GRAMMAR SCHOOL	4797.94
TOWERS SCHOOL AND SIXTH FORM CENTRE	4755.24
ORCHARDS ACADEMY	4751.29
WALMER SCIENCE COLLEGE	4745.63
MEOPHAM SCHOOL	4731.49
DOVER CHRIST CHURCH ACADEMY	4718.74
CHATHAM HOUSE GRAMMAR SCHOOL	4713.98
HILLVIEW SCHOOL FOR GIRLS	4699.42
TONBRIDGE GRAMMAR SCHOOL	4677.29
SIR ROGER MANWOOD'S SCHOOL	4676.39
THE ABBEY SCHOOL	4669.48
THE WESTLANDS SCHOOL	4662.14
TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS	4661.59
MASCALLS SCHOOL	4652.99
SANDWICH TECHNOLOGY SCHOOL	4624.97
MAIDSTONE GRAMMAR SCHOOL	4621.75
MAYFIELD GRAMMAR SCHOOL, GRAVESEND	4617.96
NORTH WEST KENT COLLEGE OF TECHNOLOGY	4615.45

EFA funding allocations 2012 - 2013 - all providers

Provider Name All providers	average funding per student ranked
MAIDSTONE GRAMMAR SCHOOL FOR GIRLS	4607.37
THE JUDD SCHOOL	4599.26
THE NORTON KNATCHBULL SCHOOL	4598.32
THE MALLING SCHOOL	4588.00
ST ANSELM'S CATHOLIC SCHOOL	4538.72
WEALD OF KENT GRAMMAR SCHOOL	4522.65
THE HAYESBROOK SCHOOL	4519.65
SIMON LANGTON GIRLS' GRAMMAR SCHOOL	4503.87
BROCKHILL PARK PERFORMING ARTS COLLEGE	4500.01
VALLEY PARK SCHOOL	4491.22
CRANBROOK SCHOOL	4477.74
THE CANTERBURY ACADEMY	4469.76
OAKWOOD PARK GRAMMAR SCHOOL	4461.65
GRAVESEND GRAMMAR SCHOOL	4460.45
KNOLE ACADEMY	4457.29
THE ARCHBISHOP'S SCHOOL	4456.20
CLARENDON HOUSE GRAMMAR SCHOOL	4447.67
THE MAPLESDEN NOAKES SCHOOL	4439.19
QUEEN ELIZABETH'S GRAMMAR SCHOOL	4438.85
SWADELANDS SCHOOL	4434.43
HEXTABLE SCHOOL	4422.79
SAINT GEORGE'S CHURCH OF ENGLAND SCHOOL	4416.57
DUKE OF YORK'S ROYAL MILITARY SCHOOL	4400.29
ST SIMON STOCK CATHOLIC SCHOOL	4392.07
DOVER GRAMMAR SCHOOL FOR BOYS	4384.33
ST GREGORY'S CATHOLIC COMPREHENSIVE SCHOOL	4381.36
HIGH WEALD ACADEMY	4355.33
DANE COURT GRAMMAR SCHOOL	4355.06
ST EDMUND'S CATHOLIC SCHOOL	4347.78
THE HARVEY GRAMMAR SCHOOL	4327.97
THE FOLKESTONE SCHOOL FOR GIRLS	4327.09
ST AUGUSTINE ACADEMY	4326.59
TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL	4320.83
CORNWALLIS ACADEMY	4310.65
NORTHFLEET SCHOOL FOR GIRLS	4306.25
HIGHWORTH GRAMMAR SCHOOL FOR GIRLS	4285.33
THE JOHN WALLIS CHURCH OF ENGLAND ACADEMY	4274.18
FULSTON MANOR SCHOOL	4260.36
HUGH CHRISTIE TECHNOLOGY COLLEGE	4248.66
WROTHAM SCHOOL	4213.03
MARSH ACADEMY	4207.99
BENNETT MEMORIAL DIOCESAN SCHOOL	4197.17
THE SKINNERS' SCHOOL	4169.69
CANTERBURY COLLEGE	4169.61
HOLMESDALE TECHNOLOGY COLLEGE	4044.74
SKINNERS' KENT ACADEMY	4042.55
SOUTH AND WEST KENT COLLEGE	4017.74
URSULINE COLLEGE	3812.73
KENT COUNTY COUNCIL	2153.53

From: Roger Gough, Cabinet Member for Education and Health Reform
Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 27 September 2013

Subject: COMMISSIONING PLAN FOR EDUCATION PROVISION 2013-18

Classification: Unrestricted

Electoral Division: All

Summary:

This report provides the Committee with the opportunity to comment on the Commissioning Plan for Education Provision 2013-18 prior to final approval by Cabinet.

Recommendations:

The Education Cabinet Committee is asked to consider the Plan and give their views prior to the final version being considered and approved by Cabinet on 14 October 2013.

1. Introduction

- 1.1 The Commissioning Plan is a five year rolling plan which is updated annually. It sets out how Kent discharges its statutory responsibility, as the Strategic Commissioner of Education Provision, to provide sufficient school places in the right locations, to meet the demands of increased pupil numbers and parental preferences. It reflects the fact that the Local Authority role has changed to being the commissioner, as well as continuing to be a provider, of school places. It sets out the principles by which we will determine proposals, the forecast need for future provision, and the commissioning needs which arise in each district as a consequence.
- 1.2 There is a significant increase in the birth rate and other demographic changes, which mean there is a very substantial increase in provision needed in the coming years. The Plan includes clear proposals for increased provision in 2014 and 2015 and looks ahead to 2018 with forecast data about the additional places required.
- 1.3 This updated plan 2013-18 is a 'live' document which underpins our on-going dialogue and consultation with Schools, District Councils, Diocesan Authorities and

Elected Members, to inform the process of ensuring there are sufficient school places of good quality for Kent children in all localities.

2. Commissioning Achievements

- 2.1 In September 2012 Kent County Council published the Kent Commissioning Plan for Education 2012-17.
- 2.2 In 2012-13 we achieved our aim of creating an extra 22 forms of entry (FE) in Primary Schools and 4FE in Secondary Schools, plus 362 temporary places for meeting short term pressures for Reception age pupils
- 2.3 On 21 June 2013 Education Cabinet Committee received a mid year review of the progress being made in implementing the plan. The review demonstrated that:
 - The County Council successfully provided sufficient school places for all Kent children and young people for September 2013 by creating the additional provision set out in last year's Plan;
 - The accuracy of the forecasts of pupil numbers has been very good, thus providing confidence in future forecasts and proposals; and
 - High levels of parental preference for schools have been delivered in 2013 despite the pressure of an increasing population.

3 Commissioning Requirements

- 3.1 The proposed 2013-18 Plan builds upon the positive achievements of the past year and provides a clear and confident direction for education providers over the next five years and beyond.
- 3.2 The number of primary-aged pupils is expected to continue rising significantly from 111,193 in 2012-13, to 121,278 in 2017/18 – which is more than 10,000 extra Primary school pupils over the next five years. Beyond this date the number of Primary age children remains comparatively level, although increases in some Districts are off-set by reductions in others. There is a need to continue to make new provision available in some Districts on a permanent basis.
- 3.3 The Secondary age population, while reducing between now and 2016 will rise through the latter part of this decade. The number of 11 to 16 year olds in Kent secondary schools is 79,244 in 2012-13. This will fall to 76,060 pupils in 2015-16 and then it is forecast to rise to 85,883 by 2022-23. The falling numbers to 2015-16 mask significant growth in some districts that run counter to the overall trend, so that additional forms of entry in Year 7 in schools in some areas will still be needed.
- 3.4 This proposed Commissioning Plan, therefore, identifies the need for additional permanent and temporary school places as follows:
 - 15.3FE permanent and 250 temporary Year Reception places in Primary schools by September 2014

- 3FE permanent and 25 temporary Year 7 places in Secondary schools by September 2014
- 25.6FE permanent and 195 temporary Year R places in Primary schools by September 2015
- 9FE permanent Year 7 places in Secondary schools by September 2015

1.3 Most of the additional places will be achieved by expanding existing schools but the Plan also includes proposals for new schools. While in many cases the need for new and expanded schools – particularly after 2018 - is dependent upon future housing development, the increase in demand for education places is significant.

3. Next Steps

3.2 Following the Education Cabinet Committee's comments any final changes and amendments will be made prior to being presented to Cabinet for consideration and approval on 14 October 2013.

3.3 The final approved Plan will be published in October 2013.

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

4. Recommendations

4.1 The Education Cabinet Committee is asked to consider the Plan and give their views prior to the final version being considered and approved by Cabinet on 14 October 2013

5. Background Documents

Education Cabinet Committee report dated 9 May 2012

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=746&MId=4878&Ver=4>

Commissioning Plan for Education Provision 2012-17

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20\(Sept-2012\).pdf](https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20(Sept-2012).pdf)

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**Commissioning Plan
for Education Provision
in**

KENT

2013 – 2018

Draft



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Foreword

Welcome to the County Council's Commissioning Plan for education provision in Kent for 2013-2018. This is a five year rolling plan which we update annually. It sets out our future plans as strategic commissioner of education provision across all types and phases of education in Kent.

This plan builds upon the positive achievements of the past year and provides a clear and confident direction for education providers into the next few years. I am pleased to report that:

- The County Council has successfully provided sufficient school places for all Kent children and young people for September 2013 by creating the additional provision set out in last year's Plan;
- The accuracy of the forecasts of pupil numbers has been very good, thus providing confidence in future forecasts and proposals;
- High levels of parental preference for schools have been delivered in 2013 despite the pressure of an increasing population; and
- All of this has been achieved against a backdrop of steadily improving standards and achievements in Kent schools.

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I would like to thank all the schools which are part of the major expansion programme, particularly Headteachers and Governors for their leadership and management of consultation and building programmes while at the same time continuing to raise standards and improve children's achievements.

There remain a number of challenges for the future: the school age population continues to grow, requiring additional school places to be created, in the right places, throughout the next decade; access to sufficient capital funds for school building continues to be limited and uncertain; and there is increasing local concern about building development, particularly in established urban areas.

I am determined we will meet these challenges with robust commissioning plans for the future which have been secured through collaboration and consultation with schools and other partners. We must also deliver cost-effective procurement and construction options, including through innovative, good quality buildings.

I believe this Plan sets out a reliable and realistic vision for future education provision in Kent and provides the template for schools and other providers to work closely with the County Council to deliver a place in a good school for every Kent child.

Roger Gough
Cabinet Member for Education and Health Reform

Introduction

- 1.1 This Commissioning Plan for new educational provision in Kent is key to achieving our aim to be the most forward looking area in England for education and learning and one of the best places for children and young people to grow up, learn, develop and achieve.
- 1.2 Good and outstanding schools are the basis of strong communities and a strong local economy. All parents want their children to go to a good school and they want a choice of schools. And all children and young people should be able to achieve well at school, from the earliest years through Primary and Secondary education, no matter what their background. The goal of the education system in Kent is for all young people to have the best opportunities and to gain the right qualifications for rewarding employment and independence as they become young adults. Securing good quality school places in every community is essential for every young person to have the best chance in life.
- 1.3 In Kent we are seeing a continued and significant increase in pupil numbers and consequently a need for new provision. In 2012-13 we achieved our aim of creating an extra 22 forms of entry (FE) in Primary Schools and 4FE in Secondary Schools, plus 362 temporary places for meeting short term pressures for Reception aged pupils
- 1.4 The number of Primary age pupils is expected to continue rising significantly from 111,193 in 2012-13, to 121,278 in 2017-18, which is more than 10,000 extra Primary school pupils over the next five years. Beyond this date the number of Primary age children remains comparatively level, although increases in some Districts are off-set by reductions in others. There will be a need to continue to make new provision available in some Districts on a permanent basis.
- 1.5 The Secondary age population, while reducing between now and 2016 will rise through the latter part of this decade. The number of 11 to 16 year olds in Kent Secondary schools is 79,244 in 2012-13. This will fall to 76,060 pupils in 2015-16 and then it is forecast to rise to 85,883 by 2022-23. The falling numbers to 2015-16 mask significant growth in some Districts that run counter to the overall trend, so that additional forms of entry in Year 7 in Secondary schools in some areas will still be needed.

1.6 This Commissioning Plan, therefore, identifies the need for additional permanent and temporary school places as follows:

	<i>By 2014-15</i>	<i>By 2015-16</i>	<i>By 2016-17</i>	<i>2017-18 and after</i>
Totals	<i>Primary</i> 15.3FE permanent 250 temporary Year R places <i>Secondary</i> 3FE permanent 25 Year 7 places	<i>Primary</i> 25.6FE permanent 195 temporary Year R places <i>Secondary</i> 9FE permanent	<i>Primary</i> 22FE permanent 90 temporary Year R places <i>Secondary</i> 9FE permanent	<i>Primary</i> 55.5FE permanent <i>Secondary</i> 27FE permanent

1.7 Much of the additional provision will be achieved by expanding existing schools, although five new Primary Schools are already planned for 2015. While in many cases the need for new and expanded schools is dependent on future housing development, the increase in demand for education places is significant.

1.8 By clearly setting out the Local Authority's future commissioning needs and plans we hope parents and providers will be in a better position to make proposals and suggestions regarding how these needs can be met. This is a different approach to setting out predetermined solutions to perceived need, and should enable a greater range of options to be considered. We welcome the fact that new providers, such as free schools, are entering the market and believe that parents and communities should have a strong voice in proposals for future school development. The Local Authority also recognises that popular schools may wish to expand, or be under pressure from the local community to do so. Such expansions are welcome to help meet the need for extra places and to meet our objective of providing access to a good local school for every Kent child. We support this greater diversity in the range of education provision available to Kent children and young people. As the Strategic Commissioner of Education Provision, we welcome proposals from existing schools and new providers that address the needs set out in this Plan for new provision to meet increased demand and to improve the quality of education.

1.9 This Plan is a 'live' document which underpins the dynamic process of ensuring there are sufficient school places for Kent children. It is subject to regular discussion and consultation with schools, District Councils, Local Elected Members and others. The content of this Plan reflects those discussions and consultations.

Patrick Leeson
Corporate Director
Education, Learning and Skills

2. Executive Summary

2.1 Purpose

The County Council is the Strategic Commissioner of Education Provision in Kent. This Commissioning Plan sets out how we will carry out our responsibility for ensuring there are sufficient places of high quality, in the right places, for all learners, while at the same time fulfilling our other responsibilities to raise education standards and be the champion of children and their families in securing good quality education. The purpose of the Commissioning Plan is to set out in detail how we will meet the future need for education provision in Kent. It should enable parents and education providers to put forward proposals as to how these needs might best be met.

Review of Commissioning to 2013

2.2 The Kent Commissioning Plan published in September 2012 identified the need, by September 2013, for additional permanent school places to be created – equivalent to 22.1 forms of entry in Primary Schools and 4 form of entry in Secondary Schools. The 2012 plan also identified the need to provide 362 temporary school places to meet short –term pressures for Reception age pupils. These planned school places have all been successfully delivered for September 2013 together with an additional permanent 861 Year R places. This is equivalent to 28.7 additional forms of entry since September 2010. An additional 2128 Primary school places have been created in all year groups. There are 518 additional temporary Year R places and an additional 1334 temporary places (equivalent to 44.5 extra classes) in place across all Year groups.

Commissioned additional places

Year	Cumulative temporary places added	Cumulative permanent places added	Total
2011	843	70	913
2012	1646	405	2051
2013	1334	2128	3462
2014	1172	3477	4649
2015	1150	4492	5642
2016	1128	5507	6635
2017	1076	6307	7383

2.3 What are we seeking to achieve?

“Our aim is to be the most forward looking area in England for education and learning so that we are the best place for children and young people to grow up, learn, develop and achieve. We want Kent to be a place where families thrive and all children learn and develop well from the earliest years so that they are ready for school, have excellent foundations for learning and are equipped for success in life, no matter what their background. We want every child to go to a good or outstanding school. We have the same expectations for every child and young person to make good progress in their learning, to achieve well at school and to have the best opportunities for an independent economic and social life as they become young adults.” (Bold Steps for Kent).

Commissioning sufficient school places, in the right places and making changes in school organisation has a significant impact on securing our vision for a high performing education system where every child and young person can go to a good or outstanding school. To ensure all pupils meet their full potential we will by 2015 and beyond

- Commission and expand educational provision in early years, schools, 14-19 and for SEND pupils, so that we meet demand with good provision.
- Maintain at least 5% to 7% surplus capacity in school places and ensure we deliver additional school places in line with demand and parental preferences, each year as set out in the Education Commissioning Plan.

2.4 Principles and Guidelines

It is important that the Local Authority is transparent and clear about the principles and planning guidelines it will adhere to when making commissioning decisions or assessing the relative merits of any proposals it might receive. This Commissioning Plan sets these out.

2.5 Capital Funding

The Local Authority has a key role in securing funding to provide sufficient numbers of pupil places. The cost of additional school places is currently met from basic need grant from the government, supported borrowing by the County Council and S106 property developer contributions. Other funding options include the Academies and Free Schools programmes. There is a current government funding review for school building which will impact on education provision planning and may result in changes to the existing developer contribution mechanism. The draft Kent County Council Medium Term Financial Plan (MTFP) 2013/14 to 2015/16 provides for a future basic need programme totalling £43.5m. The government has confirmed the basic need grant allocation for 2013/14 and 2014/15. Projects to be included within this programme undergo rigorous internal appraisal and approval processes prior to commencement. Since the publication of the Medium Term Financial Plan the County Council has been successful in securing an additional £31m through its bid for the Targeted Basic Need Programme announced by the Department for Education at the end of March 2013.

2.6 Forecasting Future Methodology

The Local Authority uses data on births and pre-school population figures from the Health Authority to inform the forecasting of pre-school and Primary school pupil rolls. Secondary school and post-16 education needs are calculated from Primary school rolls and transfer rates to Secondary schools. Migration in and out of different parts of Kent and housing developments are taken into account. The methodology for forecasting the future needs for Special education provision is being developed further, alongside the Local Authority SEN review, and existing plans for increased provision are included in this Plan. Over the last five years, forecasting for Primary and Secondary pupils at County level has generally been accurate to within plus or minus 1%. As would be expected, local forecasting has a greater variance, largely due to migration and pupil mobility in some areas.

2.7 Kent's Demographic Trends

The yearly number of births in Kent has increased by almost 25% in the period between 2002 and 2012. The number of Primary age pupils in Kent schools is expected to rise significantly from 111,147 in 2013, to 129,240 in 2021. Beyond this point the pupil

population begins generally to decline except in Dartford where the previous rise continues. In 2031 pupil numbers are forecast to decline back to 2011-16 levels. The magnitude of population rise indicates a need for new permanent accommodation mixed with temporary expansion. The number of Secondary age pupils in Kent schools is reducing between 2013 and 2016 except in Ashford, before rising again. This rise will continue through to 2026, before falling again over the following five years, except in Dartford where an increase continues. The number of Reception age pupils in Kent schools has risen from 14,498 in 2006-07 to 16,982 in 2012-13. This is an increase of over 17%.

In 2006-07 Reception year groups at Kent Primary schools operated with over 18% surplus capacity. This has reduced to 5% in 2012-13. The number of Reception pupils is forecast to increase to almost 17,700 over the next five years, apart from in 2016-17 where there is expected to be a peak of about 17,900 pupils. The number of Primary age pupils in Kent schools is forecast to rise from 106,097 in 2009-10 to around 121,000 in 2017-18. This is an increase of over 14%. Kent Primary schools currently operate with almost 9% surplus capacity but this is forecast to decrease over the coming years to a little over 3% by 2017-18. Plans for additional capacity which are not yet progressing through consultation and statutory processes will be brought forward over the coming six months to ensure that surplus capacity is retained at the managed rate of 5% or greater in each District area. The number of Year 7 pupils in Kent schools has fallen for four consecutive years from 16,605 in 2008-09 to 15,244 in 2012-13 and is expected to fall by a further 200 places in 2013-14. Thereafter, Year 7 rolls are forecast to rise to 17,848 through the period to 2022-23, an increase of 17% on current roll numbers. The number of Year 7-11 pupils in Kent Secondary schools has been declining over the previous six years from 82,368 in 2006-07 to 79,244 in 2012-13 and is expected to continue falling to around 76,000 in 2015-16. Thereafter it is forecast to rise to 85,833 through the period to 2022-23, an increase of 8.3% on current roll numbers.

2.8 Commissioned additional places 2010 to 2014

Year	Cumulative temporary places added	Cumulative permanent places added	Total
2010	80	200	280
2011	270	658	928
2012	560	1611	2171
2013	675	3407	4082
2014	735	4459	5194

The cumulative number of places will continue to increase over the next 5-6 years as we admit additional pupils in to Year R, and enlarged cohorts work through all the subsequent school year groups.

2.9 Special Educational Needs

We have published a Strategy to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND) anticipating the requirements of the Children and Families Act.

Our current SEN capacity has not kept pace with changing needs and we are spending too much on transporting children to schools away from their local communities. We want to decrease the demand for out-County provision which is causing a significant financial burden because of the long term impact this will have on our schools funding in future.

This plan sets out our intention to create at least 275 additional places for pupils with autism (ASD) or behavioural, emotional and social needs (BESN) by increasing the number of Kent designated places in Special schools from 3038 to 3458 raising the actual number of commissioned places in 2013/14 from 3491 to over 3700 with potential to commission up to 3803. We have been successful in securing additional capital funds for seven of our Special schools. We plan to expand Specialist resourced places in mainstream schools by at least 100 and re-focus some existing provision. We will encourage a mixed economy of providers to deliver a best value approach to low incidence high cost needs and ensure this collaboration offers parents greater choice of good quality local provision, in which they can feel confident.

2.10 Early Years Education

Assessing the early education and childcare market and ensuring a sufficiency of provision is both a complex and a constantly moving challenge. We have a robust profile of the availability of and demand for early education and childcare provision. Particular gaps exist for new early education places for two year olds, but we have robust plans to meet targets within identified timescales.

2.11 Post-16 Education and Training in Kent

The Kent 14-24 Employment and Skills Strategy sets out how we commission new provision for 16-24 year olds including expanding provision in vocational opportunities and apprenticeships. Kent lacks sufficient vocational provision to meet the needs of some sectors of the economy, including retail and wholesale, manufacturing, food production, creative and media, life science and medical and low carbon and environmental goods and services. There is also insufficient vocationally related provision for vulnerable young people, particularly young people with learning difficulties and disabilities, teenage parents and young people in care.

There are enough courses numerically in proportion to the number of learners who are below Level 1, at Level 1 and Level 2 without maths and English at age 16, but these groups have high levels of NEETs and non-progression post-16 because provision for them is distributed equally by District and is not necessarily in the correct subject areas. There is insufficient provision to ensure that Year 12 learners stay on and progress to Year 13. Career related progression pathways from Levels 1 to 3 seem to be lacking leading to student drop out and youth unemployment.

There is significant scope for more apprenticeship starts across all sectors, for learners aged 16-18. Take-up of all modern foreign languages is very low. Across Kent students appear to be taking courses of personal interest rather than those related to their best chances of employment and the needs of the Kent economy. This is illustrated by high levels of sport, leisure and tourism, and performing arts courses. Analysis of the current gaps in provision has been set out District by District in the District-level 'Data Packs available on the KCC website. These analyses inform local commissioning decisions which are being developed in consultation with providers at a local level.

2.12 Kent's Forward Plan – by District

Detailed analysis, at District level, of the future need for Primary and Secondary school places is contained in this Plan. This clearly sets out what provision needs to be commissioned, where, and when. Detailed information on school expansions is contained with the District plans and KCC will consult on the proposals inline with its statutory responsibilities and agreed protocols. We need permanent accommodation as follows: 15.3 forms of entry (FE) in Primary provision and 3 forms of entry in Secondary schools across Kent by 2014-15; a further 25.6 forms of entry in Primary, and 9 forms of entry in Secondary by 2015-16; and a further 22 forms of entry in Primary schools and 9 forms of entry in Secondary schools by 2016-17. Temporary enlargements (bulge year groups) will also be required. It is recognised that in many cases these needs are dependent upon future planned housing developments, and thus the timing may need to be adjusted. In such cases, officers will implement measures to ensure sufficient provision is in place, in conjunction with the Cabinet Member for Education and Health Reform and Cabinet Member for Corporate and Democratic Services. We will keep this under review.

3. The Kent Context: Review of Commissioning

3.1 Vision for Kent 2011 - 2021:

A County of differences

Kent is a collection of diverse small towns, rural communities and coastal and riverside conurbations. Kent's diversity is clear to see when we look at the difference between the richest and poorest areas in the County. For example, in Tunbridge Wells, only 4% of the population is amongst the poorest 20% nationally, while in Thanet it is 42%. Pockets of significant deprivation are found across Kent.

3.2 A Place of Change

Over 100,000 new dwellings are currently planned in Kent by 2026, with the particular focus on the County's two major growth areas in The Thames Gateway and Ashford, where there are pressing demographic challenges in the future. This demand for housing (53,000 in The Thames Gateway and 25,000 in Ashford) places significant pressure on all services and public infrastructure – and shapes the school organisation challenges that we face in the future.

3.3 A Place of Diversity and Choice

Over 240,000 children and young people are educated in Kent schools. There are 765 private and voluntary early years providers and accredited childminders, 1 maintained nursery school, 32 infant schools, 32 junior schools, 386 Primary schools, 100 Secondary schools¹, 24 Special schools and 18 Pupil Referral Units.

3.4 The County has a diversity of provision with 213 community schools, 115 academies, 33 foundation schools including a number of trusts and 188 Voluntary-Aided / Voluntary-Controlled schools belonging to Canterbury and Rochester Church of England Dioceses and the Roman Catholic Archdiocese of Southwark, plus Methodist provision. There are 66 non-selective Secondary schools (of which five are single sex) and 33 grammar schools (of which 28 are single-sex) in Kent. Appendix 2 gives a detailed breakdown of Kent schools by type and category.

3.5 There are five general and one Specialist further and higher education colleges in Kent, based on 11 sites across the County.

- 3.6 More than 6,500 Kent pupils, 2.8% of Kent's school population, are subject of a Statement of SEN and the Local Authority is responsible for commissioning their school place. Currently over 3,000 pupils with Statements of SEN (60%) attend local maintained Special schools.
- 3.7 Kent has a long history of working with private and voluntary education providers in the pre-school and school sector. The growth in government funded academies and free schools is adding to this, and there are academy chains sponsoring a number of schools in the County. Similarly, we have strong links with the training providers and employers in the County who provide invaluable training and apprenticeship opportunities for many young people.
- 3.8 Over 500 Kent pupils attend non-maintained Special schools with the largest numbers of these in schools for autism (ASD) or behavioural, emotional and social needs (BESN) reflecting that Kent's maintained Special school provision is at capacity.
- 3.9 There is a wide variety of providers of schools each bringing their own ethos and ideas to the system. This provides parents with choice and helps all schools continue to improve as each learn from the successes of others.
- 3.10 We aim to support and work with the family of schools in Kent, to ensure all children and young people in Kent get the very best education opportunities and achieve well.
- 3.11 The Kent Commissioning Plan published in September 2012 identified the need, by September 2013, for additional permanent school places to be created – equivalent to 22.1 forms of entry in Primary Schools and 4 form of entry in Secondary Schools. The 2012 plan also identified the need to provide 362 temporary school places to meet short –term pressures for Reception age pupils, these planned school places have all been successfully created for September 2013. The school – level detail of this expansion in the number of school places is set out, District by District, in the District Analyses in Section 13 of this plan.
- 3.12 The additional school places which have been created were either permanent or temporary dependent on the nature of demand. Temporary school places are created to meet a short term increase in demand for one or more years only, or to meet an immediate need for additional provision which will become permanent when the consultations, approvals and building works have been implemented.

- 3.13 The table below shows the number of permanent additional Year R places created in Kent schools since September 2010. By September 2013 an additional 861 permanent Year R places have been created. This is equivalent to 28.7 additional forms of entry. Some expansions have already been approved for September 2014, which will increase the number of additional Year R places created to 1016 (equivalent to 33.9 forms of entry). As other expansions are commissioned and approved for September 2014 and beyond, the number of additional permanent Year R places will continue to increase to meet the demand for places.

Permanent Year R Places Added in Kent Primary Schools (cumulative from 2010-11)

District	2010-11 (Year R)	2011-12 (Year R)	2012-13 (Year R)	2013-14 (Year R)	2014-15 (Year R)	2015-16 (Year R)	2016-17 (Year R)	2017-18 (Year R)
Ashford	0	30	80	140	140	140	140	140
Canterbury	0	0	0	-30	-30	-30	-30	-30
Dartford	0	0	0	180	180	180	180	180
Dover	0	0	0	0	0	0	0	0
Gravesham	0	0	0	60	60	60	60	60
Maidstone	0	30	90	131	141	141	141	141
Sevenoaks	0	0	0	85	85	85	85	85
Shepway	0	0	0	15	15	15	15	15
Swale	0	5	5	45	130	130	130	130
Thanet	0	0	0	90	150	150	150	150
Tonbridge and Malling	0	5	5	35	35	35	35	35
Tunbridge Wells	0	0	0	110	110	110	110	110
Kent	0	70	180	861	1016	1016	1016	1016

- 3.14 The table below shows the total number of permanent additional places created in Kent Primary schools. These figures demonstrate that as the additional Year R places roll through the subsequent Year groups, year on year, the total number of additional school places is significant. By September 2013 an additional 2128 Primary school places have been created. This is equivalent to 70.9 additional classes (of 30 pupils per class) since September 2010. For September 2014 and beyond the number of places continue to rise in the expanded schools. By September 2017, the permanent expansions which have already been approved will have added 6307 places in total. This is equivalent to 210.2 additional classes, or to 15 new 2 form entry Primary schools.

Permanent Primary School Places Added (cumulative from 2010-11)

District	2010-11 (Total)	2011-12 (Total)	2012-13 (Total)	2013-14 (Total)	2014-15 (Total)	2015-16 (Total)	2016-17 (Total)	2017-18 (Total)
Ashford	0	30	230	475	600	725	850	945
Canterbury	0	0	0	-210	-210	-210	-210	-210
Dartford	0	0	0	480	660	840	1020	1110
Dover	0	0	0	0	0	0	0	0
Gravesham	0	0	0	180	240	300	360	390
Maidstone	0	30	150	333	517	647	777	907
Sevenoaks	0	0	0	180	265	350	435	505
Shepway	0	0	0	30	45	60	75	90
Swale	0	5	10	85	365	495	625	755
Thanet	0	0	0	240	520	670	820	970
Tonbridge and Malling	0	5	15	155	185	215	245	245
Tunbridge Wells	0	0	0	180	290	400	510	600
Kent	0	70	405	2128	3477	4492	5507	6307

- 3.15 The table below shows the numbers of additional temporary Year R places created in Kent schools. For September 2013 there are 518 additional temporary year R places. The numbers fluctuate year-on-year as some temporary places are created to meet short term demand and these are discontinued when forecast demand diminishes, while other temporary expansions become permanent in subsequent years.

Temporary Places Added in Kent Primary Schools

District	2010-11 (Year R)	2011-12 (Year R)	2012-13 (Year R)	2013-14 (Year R)	2014-15 (Year R)	2015-16 (Year R)	2016-17 (Year R)	2017-18 (Year R)
Ashford	0	15	90	60	0	0	0	0
Canterbury	0	0	0	30	0	0	0	0
Dartford	90	90	120	30	0	0	0	0
Dover	0	0	0	0	0	0	0	0
Gravesham	30	60	90	70	30	0	0	0
Maidstone	0	0	0	10	0	0	0	0
Sevenoaks	15	85	75	0	0	0	0	0
Shepway	0	0	15	0	0	0	0	0
Swale	0	70	100	160	30	0	0	0
Thanet	30	90	150	60	0	0	0	0
Tonbridge and Malling	30	38	38	38	38	8	8	8
Tunbridge Wells	50	150	140	60	0	0	0	0
Kent	245	598	818	518	98	8	8	8

- 3.16 The table below shows the total number of temporary additional places across all Primary school year groups. These figures demonstrate that, as the additional temporary places roll through the year groups and as some temporary arrangements are in place for more than one year, the total number of additional temporary places is significant. By September 2013 an additional 1334 temporary places (equivalent to 44.5 extra classes) are in place across all year groups. The total numbers fluctuate from year to year as some temporary expansions are discontinued and others are created.

Temporary Places Added in Kent Primary Schools

District	2010-11 (Total)	2011-12 (Total)	2012-13 (Total)	2013-14 (Total)	2014-15 (Total)	2015-16 (Total)	2016-17 (Total)	2017-18 (Total)
Ashford	0	15	90	120	120	120	120	120
Canterbury	0	0	0	30	30	30	30	30
Dartford	90	180	300	30	30	30	30	30
Dover	0	0	0	0	0	0	0	0
Gravesham	30	90	180	130	160	160	160	160
Maidstone	0	0	0	0	0	0	0	0
Sevenoaks	15	100	175	80	80	80	80	80
Shepway	0	0	15	0	0	0	0	0
Swale	0	70	170	300	180	180	180	180
Thanet	30	120	270	250	150	120	90	60
Tonbridge and Malling	30	68	106	54	92	100	108	116
Tunbridge Wells	50	200	340	330	330	330	330	300
Kent	245	843	1646	1334	1172	1150	1128	1076

4. The Role of the Local Authority in Commissioning Education Provision

- 4.1 In the national policy context the Local Authority is the commissioner of education provision. Providers will come from the private, voluntary, charitable and maintained sectors. The role of the Local Authority is set within a legal framework of statutory duties which are set out below. Within this framework, the Local Authority continues to be the major provider of education by maintaining most Kent schools and it also fulfils the function of “provider of last resort” to ensure new provision is made when no other acceptable new provider comes forward.

Statutory Duties

- 4.2 Education in Kent can be divided into three phases, although there is some overlap between these. The three main phases are:
- Early Years, primarily delivered by private, voluntary and independent pre-school providers and accredited childminders, 68 schools with a maintained nursery provision and one maintained nursery school;
 - 4-16, “compulsory school age” during which schools are the main providers;
 - Post 16, colleges and schools both offer substantial provision, with colleges as the sole provider for young people aged 19-25.
- 4.3 The Local Authority also has specific duties in relation to provision for pupils who have Special Educational Needs and pupils excluded from school or who are unable to attend school because of ill health.

Duties to Provide for Under 5s

- 4.4 Section 6 of the 2006 Childcare Act gives local authorities a duty to secure the provision of early education and childcare to meet the requirements of parents in their area who require childcare in order to enable them to:
- (a) take up, or remain in, work, or
 - (b) undertake education or training which could reasonably be expected to assist them to obtain work.
- 4.5 Section 7 of the 2006 Childcare Act places a duty on local authorities to ensure that all parents of three and four year olds are able to access the minimum free entitlement (15 hours per week for 38 weeks a year) for up to two years before their child reaches compulsory school age. Local authorities must ensure that sufficient early education and childcare is available which offers the early years free entitlement, including sufficient ‘stand-alone’ places for parents who want to take up only the free entitlement as well as sufficient accessible places for low income families.

- 4.6 Section 11 of the 2006 Childcare Act places a duty on local authorities to undertake a regular childcare sufficiency assessment² including an annual action plan.
- 4.7 From September 2013 the Government has introduced a duty on local authorities that will enable the most disadvantaged 2 year olds to be able to access free early education provision.
- 4.8 The Government's consultation on 'Proposed changes to the Entitlement to Free Early Education and Childcare Sufficiency' concluded in February 2012 with guidelines on statutory duties for local authorities expected in April 2012. The Government intends to introduce the duty of providing 570 hours of free early education, equivalent to 15 hours a week over 38 weeks, for the most disadvantaged two year olds from September 2013.

Duties to Provide for Ages 4-16

- 4.9 The law requires Local Authorities to make provision for the education of children from the first term they begin statutory education as a five year old to the end of the academic year in which their sixteenth birthday falls either at school or otherwise. Kent has a rising 5's policy, which means we admit 4 year old children to Reception classes in Primary schools. Most Kent parents choose to send their children to Kent schools. Some parents choose to educate their children independently, either at independent schools or otherwise than at school (ie at home); others will send their children to maintained schools outside Kent (as Kent maintained schools admit some children from other areas). Kent will offer a school place to any resident between 4 and 16 years old.
- 4.10 From age 14 to 16 a minority of young people are offered college placements or alternative curriculum provision, usually through school links. Some children are educated in Special schools or non-school forms of Special education because of their Special educational needs.
- 4.11 The Local Authority has a statutory duty to provide full time education for pupils "not in education by reason of illness, exclusion or otherwise" (section 19 of the 1996 Education Act) and which is appropriate to individual pupil needs. This duty is discharged through alternative provision commissioned by Secondary schools and the Health Needs Education Service.

² The 2011 full report, can be found on the KCC website at:
<http://www.kent.gov.uk/education-and-learning/childcare-and-nursery-education/cmna-consultation.htm>

Duties to Provide for Post 16 Students

- 4.12 As a result of the Apprenticeships, Skills, Children and Learning Act 2009, Local Authorities are lead strategic commissioners of education and training for 16-19 year olds. This means we have a duty to ensure that sufficient suitable education and training opportunities are accessible to all young people in the County aged 16-19 and those aged 19-24 who have a learning difficulty.³
- 4.13 The Education and Skills Act 2008 places a duty on all young people to participate in education or training until their 18th birthday. From 1 September 2013, young people are required to continue in education or training until the end of the academic year in which they turn 17. From 1 September 2015, they will be required to continue until their 18th birthday. This does not necessarily mean staying in school. Young people will be able to choose how they participate post-16, which could be through full-time education, such as school, college or otherwise; an apprenticeship; part-time education or training if they are employed, self employed; or volunteering for 20 hours or more a week.
- 4.14 As a result of the duty on all young people to participate in education or training until their 18th birthday there are new duties for the Local Authority to:
- promote the effective participation in education or training of all 16 and 17 year olds resident in their area; and
 - make arrangements to identify young people resident in their area who are not participating and ensure they are supported to access appropriate provision.
- 4.15 These new duties complement the existing duties to:
- secure sufficient suitable education and training provision for all 16-19 year olds
 - encourage, enable and assist young people to participate,
 - have processes in place to deliver the ‘September Guarantee’ of an education or training place for all 16 and 17 year olds
 - track young people’s participation, local authorities will be supported by duties on learning providers to notify them when a young person leaves learning.

Duties to Provide for Special Educational Needs and Disabilities.

- 4.16 The Education Act 1996 and the Special Educational Needs and Disability Act (SENDA) 2001 and accompanying SEN Code of Practice 2011 places duties on Local Authorities to ensure that, where necessary, the special educational needs of children and young people in schools (including academies) are met through the making and keeping of a Statement of SEN up to 19 years of

³ Details are contained in the Kent 14 – 24 Learning and Skills Strategy 2013-16.

age. The Act stipulates that except where parents express a preference for a Special school, children with a Statement must be educated in a mainstream school unless it is incompatible with the efficient education of other children. Section 316 of the Education Act 1996 gives parents of those pupils the right to express a preference for any maintained school and obliges the Local Authority to comply with their preferences unless incompatibility is evident. SEN Regulations prescribe the timescale for considering compatibility and determining school placement. Currently schools' concerns about capacity can lead to protracted negotiations about placement which can impact adversely on the ability of the Local Authority to complete the process within statutory timescales.

- 4.17 The Education Act 1996 makes a distinction between maintained schools and independent or non maintained schools, setting out that parents may make representations rather than express a preference. It asserts that Local Authorities must have regard to the general principle that pupils are educated in accordance with the wishes of their parents so far as that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure. Changes are expected to be introduced by the Children and Families Bill, currently in passage through Parliament which will remove this distinction and allow parents to express a preference for any maintained school, academy, free school or non maintained school. Kent has a long history of working with non maintained education providers. Greater diversity in the market is likely to give the most cost effective response to managing fluctuating pressure in capacity.
- 4.18 SENDA 2001 places a duty on both schools and the Local Authority to ensure that children and young people with disabilities do not experience discrimination in admission to school, in education and in associated services.

The National Context

- 4.19 The Academies Act 2010 enabled more schools to become academies, and the Education Act 2011 has increased the powers of the Secretary of State to intervene in poorly performing schools, and require these to become academies. The 2011 Act creates a presumption that all new schools will be academies or free schools.

Expansion of Successful and Popular Schools

- 4.20 We are committed to ensuring that every parent can choose a good or outstanding school for their child. Therefore, there is a strong presumption in this Plan that successful and popular schools will be supported to expand. No single definition of a successful and popular school exists, but the school's quality of education as judged by Ofsted, the results in national tests and examinations, the progress rates achieved for all groups of pupils, its rate of improvement and its popularity with parents are factors we use to determine good and popular schools.

The existence of surplus capacity in neighbouring less popular schools is not in itself sufficient to prevent the expansion of a popular school, but compelling objective evidence that expansion would have a damaging effect on standards overall in an area may be a reason to limit such expansion.

Federations and Statutory Collaborations

- 4.21 The Education Act 2002 (sections 24 and 25) provide for schools to join together in a hard federation under the governance of a single governing body. Regulations enable two or more governing bodies to enter in to a statutory collaboration (known as a soft federation) through which they may jointly discharge their responsibilities. Both models can be used to help raise standards in schools and to improve value for money. Where these arrangements are demonstrably improving standards and providing value for money, we would want to support expansion where it is needed in the local area.

5. What are we Seeking to Achieve?

Delivering Bold Steps for Education

- 5.1 Our vision for Education Learning and Skills and our priorities for improvement are set out in 'Delivering Bold Steps for Education 2013 – 2016'. Our strategic priorities in Bold Steps are to ensure all pupils meet their full potential by achieving good outcomes, to shape education and skills provision around the needs of the Kent economy and improve services for the most vulnerable young people in Kent.
- 5.2 Commissioning sufficient school places, in the right places and making changes in school organisation has a significant impact on securing our vision for a high performing education system where every child and young person can go to a good or outstanding school. To ensure all pupils meet their full potential we aim to achieve the following targets and priorities by 2016:
- There will be more good schools, with at least 85% of Primary and Secondary schools judged as good or outstanding. All Special schools will be good or outstanding
 - We will commission and expand educational provision in early years, schools, 14-19 and for SEND pupils, so that we meet demand with good provision.
 - We will help parents to access a preferred school place for their child by increasing online admission applications by 95% and increase the number of parents who get their first preference of school to 90%. First and second preferences combined will improve to 95%.
 - We will maintain at least 5% to 7% surplus capacity in school places and ensure we deliver additional school places in line with demand and parental preferences, each year as set out in the Education Commissioning Plan.
 - We will reduce the number of independent and non maintained Special school placements by 15% to ensure the needs more Kent children are met in their locality, by developing our SEND Strategy to provide more local and cost effective SEN provision.
- 5.3 It is important to balance the need for school places and meeting parental preference with the efficient delivery of high quality education services. This requires a modest surplus of school places in any given locality. Too much surplus capacity is financially wasteful, and can impact negatively on school standards.

- 5.4 The Local Authority seeks to maintain between 5% and 7% surplus capacity in school places and ensure we keep pace with demand for school places in each District by providing places of good quality that parents want for their children. We will take action to reduce surplus capacity where this exceeds 10%, and will seek to exert a downward pressure on levels of surplus capacity where these are forecast to remain significantly above 5% throughout the forecast period.
- 5.5 It should be noted that overall figures of surplus capacity aggregated at District level can mask localised pressures or a deficit of places in individual Year groups. For example it is possible to have surplus capacity but not enough Reception Year places. The level of surplus capacity across any given locality can therefore only be a guide to the actual availability of spaces, and it may be necessary to increase capacity in one area of a District while simultaneously reducing capacity elsewhere in the District.
- 5.6 It is also important to recognise that the Local Authority does not achieve these ambitions without working in partnership with schools and other partners. The increasingly diverse environment in which decisions about school sizes and locations are now taken means that the Local Authority has to commission school places in an open and transparent fashion, and work closely with all education providers, to secure the best for Kent's children and young people.
- 5.7 The Local Authority holds similar ambitions for the Early Years and post-16 age groups and for those children and young people with Special Educational Needs (SEN). We will continue to work with Early Years providers to respond positively to the ever changing needs of families to ensure high quality childcare provision is available to give children the best start in life and support families' working commitments. We are committed to delivering the Government's drive to extend free entitlement to two year olds from disadvantaged backgrounds, and are working closely with providers to make this happen. Similarly are working with schools, colleges, employers and training organisations to ensure appropriate pathways and provision are in place for the young people aged 16-19 in Kent. Our commissioning intentions for SEN, set out in the new SEND Strategy for Kent, include encouraging a mixed economy of providers, reducing the demand for school places outside Kent and creating more places in Kent Special Schools and in SEN resourced provision in mainstream schools.

6. Principles and Guidelines

6.1 It is important that the Local Authority is open and transparent in its role as the Strategic Commissioner of Education Provision in Kent. To help guide us in this role we abide by clear principles, and consider school organisation proposals against our planning guidelines. We stress that planning guidelines are not absolutes, but a starting point for consideration of proposals.

6.2 These are our over-arching principles:

- We will always put the needs of the learners first.
- Every child should have access to a local good or outstanding school, which is appropriate to their needs.
- All education provision in Kent should be rated “good” or better, and be financially efficient and viable.
- We will aim to meet the needs and aspirations of parents and the local community.
- We will promote parental preference.
- We recognise perceptions may differ as to benefits and detrimental impacts of proposals. We aim to ensure our consultation processes capture the voice of all communities. To be supported, proposals must demonstrate overall benefit.
- Organisational changes should promote greater diversity of provision in a locality.
- The needs of Children in Care and those with SEN will be given priority in any commissioning decision.
- We will give priority to organisational changes that create environments better able to meet the needs of vulnerable children, including those who have SEN and disabilities, those from minority ethnic communities and / or are from low income families.
- We will make the most efficient use of resources.
- Any educational provision facing challenges in difficult times will be supported and challenged to recover in an efficient and timely manner, but where sufficient progress is not so achieved we will seek to commission alternative provision or another provider.
- If a provision is considered or found to be inadequate by Ofsted, we will seek to commission alternative provision where we and the local community believe this to be the quickest route to provide high quality provision.
- In areas of high housing growth we will actively seek developer contributions to fund or part fund new and additional provision.
- In areas of high surplus capacity we will take action to reduce such surplus.⁴

⁴ Actions might include re-classifying accommodation, removing temporary or unsuitable accommodation, leasing spaces to other users, promoting closures or amalgamations. We recognise that, increasingly, providers will be responsible for making such decisions about the use of their buildings, but we believe we all recognise the economic imperatives for such actions.

6.3 Planning Guidelines – Primary:

- The curriculum is generally delivered in key stage specific classes. Therefore, for curriculum viability Primary schools should be able to operate at least 4 classes.
- Where possible, planned Published Admission Numbers (PANs) will be multiples of 30 but where this is not possible, multiples of 15 are used.
- We believe all through Primary schools deliver better continuity of learning as the model for Primary phase education in Kent. When the opportunity arises we will consider the possibility of either amalgamation of separate infant and junior schools into a single Primary school or federation of the schools. However, we will have regard to existing local arrangements and seek to avoid leaving existing schools without links on which they have previously depended.
- All present Primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.
- Over time we have concluded that 2fe provision (420 places) is preferred in terms of efficient deployment of resources.

6.4 Planning Guidelines – Secondary:

- All schools must be able to offer a broad and balanced curriculum and progression pathways for 14-19 year olds either alone or via robust partnership arrangements.
- PANs for Secondary schools will not normally be less than 120 or greater than 360. PANs for Secondary schools will normally be multiples of 30.
- Over time we have concluded that the ideal size for the efficient deployment of resources is between 6fe and 8fe.
- All but one of our Secondary schools admit pupils at age 11. Any new Secondary provision would be expected to follow this model, except where it is proposed to be all-aged (Primary and Secondary).
- Proposals for additional Secondary places need to demonstrate a balance between selective and non selective school places.

6.5 Planning Guidelines - Special Educational Needs:

- We aim, over time, to build capacity in mainstream schools, by broadening the skills and special arrangements that can be made within this sector to ensure compliance with the relevant duties under SEN and disability legislation.
- For children and young people where mainstream provision is not appropriate, we seek to make appropriate provision through Kent Special schools. For young people aged 16 – 19 provision may be at school or college and for the young people who are aged 19 – 25 provision is likely to be college based.
- For young people over 18 we jointly commission with Adult Social Services and the Health Service to ensure continuity between the two services.

- We recognise the need for children and young people to live within their local community where possible and we seek, therefore, to place them in day places unless residential provision is needed for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant teams within KCC or the Health Service.
- We aim to reduce the need for children to be transported to schools far away from their local communities.

6.6 Planning Guidelines - Expansion of Popular Schools and New Provision

- The Local Authority supports diversity in the range of education provision available to our children and young people. We recognise that new providers are entering the market, and that parents and communities are able to make free school applications.
- The Local Authority also recognises that popular schools may wish to expand, or be under pressure from the local community to do so.
- As the Strategic Commissioner of education provision, the Local Authority welcomes proposals from existing schools and new providers that address the needs identified in this Plan, which include new provision to meet increased demand, and new provision to address concerns about quality.
- In order for the Local Authority to support any such proposal, they must adhere to the planning principles and guidelines set out above, and meet an identified need.

7. Capital Funding

- 7.1 The Local Authority as Strategic Commissioner of Education Provision has a key role in securing funding to provide sufficient education provision in the County, particularly in schools.
- 7.2 The cost of providing additional school places is met from government basic need grant funding, supported borrowing by KCC and S106 developer contribution monies. Over the past decade Kent has benefitted from significant Government grant under the Building Schools for the Future programme (to invest in improving its Secondary school estate) the academies programme and the Priority School Building Programme.
- 7.3 The Government recently reviewed the cost of providing new school buildings and the financial process for allocating funding to local authorities to support the provision of extra school places. The new 'baseline' designs guide local authorities towards standardisation in terms of space and design of new schools. Kent is committed to securing value for money when providing additional school accommodation which is of a high quality.
- 7.4 Whilst the review is still in progress it is clear that priority, as was previously the case, will continue to be given to the need for new pupil place provision. Government funding for 'Basic Need' is allocated on a formulaic basis assessed from information provided by local authorities about forecast numbers of pupils and school capacity. Such funding will only provide for predicted growth in numbers arising from changes in the birth rate and from inward net migration.
- 7.5 For new pupil places required because of new housing development it is necessary to look to other funding, specifically developer contribution monies.
- 7.6 In the past developer contribution funding has been secured through the negotiation of S106 agreements. Whilst S106 remains for meeting specific requirements of individual developments, the arrangement is to be supplemented by the Community Infrastructure Levy (CIL). CIL is a local tariff on all development to provide new service capacity to support development.
- 7.7 Account will be taken of existing capacity prior to seeking contributions from either S106 or CIL. Further information on Kent's approach to developer contributions can be found at: [www.kent.gov.uk/community_and_living/regeneration_and_economy / economic_strategy.aspx](http://www.kent.gov.uk/community_and_living/regeneration_and_economy/economic_strategy.aspx)

- 7.8 The Local Authority has produced an Integrated Infrastructure Financing Model (IIFM) which is used to assess the infrastructure needs arising from new housing, particularly over the long term. This first considers the service needs of the indigenous population of a locality over time. It then looks at the proposed timing of new housing and the expected increase in population, to determine what additional service capacity is needed to support the new residents.

Where surplus service capacity above the Local Authority's 5% operating surplus is expected to exist after the needs of the indigenous population are served, this is available to support the need arising from new housing. In cases where services are not expected to be able to cope with the indigenous population's needs the costs of increasing service capacity are identified and costed. These costs are not passed on to developers. Developers are asked only to contribute to needs arising from additional housing which cannot be accommodated within a surplus service capacity in the area (including the 5% operating surplus).

- 7.9 It is important to note that the forecasts utilised in this Plan derive from a school pupil forecasting system (explained in Section 8), which utilises and rolls forward live pupil information. IIFM is looking primarily at the long term infrastructure needs arising from new housing, and in the context of Primary education, for example, looking to assess the needs of a population group that has yet to be born. These two methodologies are brought together in this Commissioning Plan in Section 13, where the short and medium term commissioning needs derive from the school forecasting process and the long term needs arise from IIFM.
- 7.10 The Kent County Council Medium Term Financial Plan (MTFP) 2013/14 to 2015/16 provides for a future basic need programme totalling £43.5m. The government has confirmed the basic need grant allocation for 2013/14 and 2014/15. Projects to be included within this programme undergo rigorous internal appraisal and approval processes prior to commencement. Since the publication of the MTFP the County Council has been successful in securing an additional £31m through its bid for the Targeted Basic Need Programme announced by the Department for Education at the end of March 2013. This is from a national total of £982m that was made available and targeted at those authorities with the greatest pressures for additional pupil places.
- 7.11 Proposals to establish new provision which are driven by parents, rather than a basic need for new places, may be funded by the Government's free school programme, or through the County Council if funding is available.

7.12 Availability of Capital and Planning Permission

Statutory proposals to alter school provision cannot be published without the necessary capital funding being identified and secured. Planning permission is required where there are proposals to increase the footprint of a building and in certain other circumstances. Where planning permission is required, school organisation proposals may be approved subject to planning consent being obtained.

7.13 Existing Premises and Sites

In drawing up options and proposals around reshaping provision or providing additional places, the Local Authority conducts an option appraisal on existing premises and sites to inform feasibility. The issues to be considered include:

- the condition and suitability of existing premises
- the ability to expand or alter the premises, including arrangements whilst works are in process
- the works required to expand or alter the premises and the estimated associated capital costs
- the size and topography of the site
- road access to the site, including transport and safety issues

7.14 Value for Money

New school design and build decisions are based on the long term sustainability of school rolls. The build method for new accommodation will be that which is the most appropriate to meet either a bulge in school population or a permanent enlargement, and which represents good value for money.

8. Forecasting Methodology

- 8.1 To inform the process of forecasting Primary school pupil numbers, KCC receives information from the Kent and Medway Public Health Observatory to track the number of births and location of pre-school age children. The pre-school age population is forecast into Primary school rolls according to trend-based intake patterns by ward area. Secondary school forecasts are calculated by projecting forward the Year 6 cohort, also according to trend-based intake patterns. If the size of the Year 6 cohort is forecast to rise, the projected Year 7 cohort size at Secondary schools will also be forecast to rise.
- 8.2 It is recognised that past trends are not always an indication of the future. However, for the Secondary phase, travel to school patterns are firmly established, parental preference is arguably more constant than in the Primary phase and large numbers of pupils are drawn from a wide area. Consequently, forecasts have been found to be accurate.
- 8.3 Pupil forecasts are compared with school capacities to give the projected surplus or deficit of places in each area. It is important to note that where a deficit is identified within the next few years, and where that deficit is 'real', work will already be underway to address the situation.
- 8.4 The forecasting and process is trend-based, which means that relative popularity, intake patterns, inward migration factors from the previous five years are assumed to continue throughout the forecasting period. Migration factors will reflect the trend-based level of house-building in an area over the previous five years but also the general level of in and out migration, including movements into and out of existing housing. An area that has a large positive migration factor may be due to recent large-scale house-building, and an area with a large negative migration factor may reflect a net out-migration of families. These migration factors are calculated at pre-school level by ward area and also at school level for transition between year groups, as the forecasts are progressed.
- 8.5 Information about expected levels of new housing, through the yearly Housing Information Audits (HIA) and Local Development Framework (LDF) Core Strategies is the most accurate reflection of short, medium and long term building projects at the local level. Where a large development is expected, compared with little or no previous housing-building in the area, a manual adjustment to the forecasts may be required to reflect the likely growth in pupil numbers more accurately.
- 8.5 Pupil product rates (the expected number of pupils from new house-building) are informed by the MORI New Build Survey 2005. KCC has developed a system that combines these new-build pupil product rates (PPRs) with the stock housing PPR of the local area to model the impact of new housing developments together with changing local demographics over time. This information is shared with District authorities to inform longer term requirements for education infrastructure and the Community Infrastructure Levy (CIL) discussions at an early stage.

8.6 Forecasting future demand for school places can never be completely precise given the broad assumptions which have to be made about movements in and out of any given locality, the pace of individual developments, patterns of occupation and not least the parental preference for places at individual schools. This will be a function of geography, school reputation, past and present achievement levels and the availability of alternative provision.

Historic Accuracy of Forecasts⁵

8.7 Historic accuracy has been considered by comparing the number of children on school rolls against the forecast numbers. Thus the forecasts produced in 2007 and 2008, which cover the five years up to 2011-12 and 2012-13, have been compared to the rolls for those five years and the 2009 forecasts compared to the roll for the four years to 2012-13. In total this provides 20 points of comparison.

Table 1 – Historic accuracy of forecasts of Primary school rolls

% accuracy	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual roll	100.0	100.0	100.0	100.0	100.0	100.0
2007 forecast	100.0	100.3	100.2	99.9	99.2	
2008 forecast		100.8	101.3	101.8	102.0	101.5
2009 forecast			100.1	100.2	100.5	100.1
2010 forecast				100.2	100.2	99.7
2011 forecast					100.1	99.8
2012 forecast						99.6

Note: 101 represents a 1% overestimate; 99 represents a 1% underestimate of pupil numbers.

8.8 Over the last five years the forecasts for the Primary school roll in Kent have been accurate to within one percent on 16 of these 20 points of comparison (Table 1). The forecasts produced in 2008 proved to have over-forecast in four of the five years (2009-10 to 2012-13).

⁵ For more detail see Appendix 4.

8.9 At District level the forecasts have been more variable. The accuracy ranges from Maidstone, with 1 out of 20 comparison points being within 1%, to Ashford which has been persistently over-forecast by more than 1% (on 13 of the 20 comparison points).

Table 2 – Historic accuracy of forecasts of Secondary school rolls

% accuracy	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual roll	100.0	100.0	100.0	100.0	100.0	100.0
2007 forecast	-	-	-	-	-	-
2008 forecast		100.3	99.8	100.0	100.4	100.7
2009 forecast			99.7	99.6	100.0	100.2
2010 forecast				101.0	101.7	102.4
2011 forecast					100.6	100.6
2012 forecast						100.1

Note: 101 represents a 1% overestimate; 99 represents a 1% underestimate of pupil numbers. Forecasts produced in 2007 excluded Leigh Technology Academy and cannot therefore be compared with actual roll data from 2007-08 onwards, which does include this school.

8.10 The Secondary forecasts have been accurate to within 1% on 13 of the 15 points of comparison, with two points of the 2010-based outputs forecasting 1.7% and 2.4% too high (Table 2).

8.11 At a District level the forecasts have varied more, with some significantly over-forecast (Sevenoaks), while others have been under-forecast (Tonbridge and Malling).

Accuracy of Forecasts in 2012

8.12 A review of the accuracy of the forecasts made in the 2012 plan is examined in detail below, per District, for roll number of Year R and Year 7 pupils and for total Primary and total Secondary school rolls.

Forecasting accuracy for Year Reception numbers in 2012

8.13 Table 1 below sets out the forecast Primary roll data for September 2012 against the actual roll data as at January 2013 for Reception age pupils in order to review their accuracy.

Table 1

Area and District	Forecast Year R (2012/13)	Actual Year R Jan 2013	Difference	Difference by %
East Kent				
Canterbury	1363	1421	-58	-4.1%
Dover	1170	1149	21	1.8%
Swale	1731	1741	-10	-0.6%
Thanet	1598	1597	1	0.1%
Mid Kent				
Ashford	1574	1537	37	2.4%
Shepway	1172	1175	-3	-0.3%
Maidstone	1726	1702	24	1.4%
Tonbridge and Malling	1413	1491	-78	-5.2%
West Kent				
Dartford	1302	1300	2	0.2%
Gravesham	1231	1284	-53	-4.1%
Sevenoaks	1314	1336	-22	-1.6%
Tunbridge Wells	1223	1249	-26	-2.1%
Kent Totals	16817	16982	-165	-1.0%

Dartford – There was no significant variance.

Gravesham - The forecasts for Gravesham were lower than the actual roll in January 2013. This is largely due to the forecasts not including new housing as well as a conflicting picture over economic migration.

Sevenoaks – The Year R forecast was slightly higher than the plus or minus 1% variance we would wish to see. There is no obvious cause, although the housing development in Dunton Green has not proceeded as rapidly as expected.

Tunbridge Wells – The forecasts for Tunbridge Wells District were higher than the actual roll in January 2013. There is no identifiable cause

Ashford – The forecasts for Ashford were higher than the actual roll in January 2013. This is entirely due to the planned new housing and the resultant pupils not materialising.

(The forecasts include migration arising from new housing where the level of new homes being built is consistent from year to year. Where the District Council's housing trajectory shows an increase in expected housing completions further pupil product needs to be accounted for).

Tonbridge and Malling – The forecasts for Tonbridge and Malling were significantly short of the actual Year R roll (78 pupils), but in line with forecasts for total school rolls (see table 2). This indicates that migration into the District is predominantly by families with pre-school aged children, rather than children across the Primary age range. This is clearly seen in Kings Hill. This will fuel the need for further Year R places in the District and is taken into account in the Commissioning Plan for 2013-18.

Canterbury – The forecasts for Canterbury were significantly short of the actual Year R roll (58 pupils) with a smaller variance in total school rolls (see table 2). This has arisen due to an increase in families with young children moving into the area as well as families moving into established social housing previously occupied by older couples, and is taken into account in the 2013-2018 Commissioning Plan.

Dover – The Year R forecasts were higher than the actual roll but more accurate when looking at total school rolls. This is mainly due to some housing developments that have been re-phased and are therefore not producing the children originally forecast.

Swale – There was no significant variance.

Thanet – Forecasts have underestimated the number of overall Primary age children. Forecasting for Thanet is complex due to the higher and increasing levels of inward migration over recent years and the volatility of population movements. This is addressed in the Commissioning Plan 2013-2018.

Shepway – There was no significant variance.

Maidstone –The Year R forecast was slightly higher than the plus or minus 1% variance we would wish to see. There is no obvious cause.

Forecasting accuracy of Primary school numbers in 2012

8.14 Table 2 below sets out the forecast Primary roll data for September 2012 against the actual roll data as at January 2013 for all Primary age pupils in order to review their accuracy. The variance between forecast and actual numbers are all within the range of plus or minus 1% which we aspire to for all Districts, except Canterbury and Swale which are slightly higher than expected and Thanet which is much higher than expected. In Thanet this is due to the higher and increasing levels of inward migration and the volatility of population movements. This is taken into account in the Commissioning Plan 2013-2018.

Table 2

Area and District	Forecast Roll (2012/13)	Actual Roll Jan 2013	Difference	Difference by %
East Kent				
Canterbury	9561	9680	-119	-1.2%
Dover	7897	7831	66	0.8%
Swale	11221	11389	-168	-1.5%
Thanet	9964	10263	-299	-2.9%
Mid Kent				
Ashford	9943	9886	57	0.6%
Shepway	7849	7777	72	0.9%
Maidstone	11164	11239	-75	-0.7%
Tonbridge and Malling	9932	9933	-1	-0.0%
West Kent				
Dartford	8336	8254	82	1.0%
Gravesham	8446	8479	-33	-0.4%
Sevenoaks	8545	8628	-83	-1.0%
Tunbridge Wells	7855	7834	21	0.3%
Kent Totals	110713	111193	-480	-0.4%

Forecasting accuracy for Year 7 pupil numbers in 2012

8.15 Table 3 below sets out the forecast Secondary roll data for September 2012-13 against the actual roll data as at January 2013 for Year 7 pupils in order to review their accuracy. There is some under and over-forecasting shown but the numbers of pupils involved are within the capacity levels of local schools.

Table 3

Area and District	Forecast Roll (2012/13)	Actual Roll Jan 2013	Difference	Difference by %
East Kent				
Canterbury	1459	1446	13	0.9%
Dover	1224	1187	37	3.1%
Swale	1465	1504	-39	-2.6%
Thanet	1373	1351	22	1.6%
Mid Kent				
Ashford	1243	1243	0	0.0%
Shepway	947	956	-9	-0.9%
Maidstone	1745	1821	-76	-4.2%
Tonbridge and Malling	1544	1535	9	0.6%
West Kent				
Dartford	1352	1402	-50	-3.6%
Gravesham	1164	1138	26	2.3%
Sevenoaks	389	361	28	7.8%
Tunbridge Wells	1301	1300	1	0.1%
Kent Totals	15206	15244	-38	-0.2%

Dartford – This was under forecast by -3.6%. Dartford shares a boundary with the London Borough of Bexley so there is considerable cross border migration.

Sevenoaks– This was over forecast by 7.8%, but 75% of the children in the southern half of the District travel to schools in Tonbridge and Malling and Tunbridge Wells Districts.

Maidstone – This was under forecast by -4.2% (76 places) and may be due to a lower than previous proportion of pupils going into the independent sector, a greater number coming to the District's Secondary schools from neighbouring Districts (i.e. The Malling area of Tonbridge and Malling), and inward migration.

Dover – The forecasts have over-estimated the number of Year 7 children. This is due to numbers of children travelling to schools outside of the District.

Swale – The forecasts slightly under estimated the number of Year 7 children. The increase in levels of inward migration, particularly from London, accounts for the variance.

Thanet – The forecasts over estimated the number of Year 7 children. This is due to the volatility of the population in and out of the area.

Forecasting accuracy of Secondary school numbers in 2012

8.16 Table 4 below sets out the forecast Secondary roll data for September 2012 -13 against the actual roll data as at January 2013 for all Secondary age pupils (Years 7-11) in order to review their accuracy

Table 4

Area and District	Forecast Roll (2012/13)	Actual Roll Jan 2013	Difference	Difference by %
East Kent				
Canterbury	7782	7668	114	1.5%
Dover	6410	6203	207	3.3%
Swale	7814	7883	-69	-0.9%
Thanet	7509	7406	103	1.4%
Mid Kent				
Ashford	6444	6360	84	1.3%
Shepway	5208	5205	3	0.1%
Maidstone	8959	9059	-100	-1.1%
Tonbridge and Malling	7765	7739	26	0.3%

West Kent				
Dartford	6927	6898	29	0.4%
Gravesham	6186	6049	137	2.3%
Sevenoaks	1962	1947	15	0.8%
Tunbridge Wells	6830	6827	3	0.0%
Kent Totals	79796	79236	-560	-0.7%

Ashford – 1.3% fewer pupils sought places in the District’s Secondary schools than forecast. This is likely to be due to lower than expected migration into the town linked to new housing.

Maidstone – The under-forecasting is almost entirely due to the greater than expected number of Year 7 pupils joining the Secondary schools.

East Kent – Canterbury, Dover and Thanet had variances greater than plus or minus 1%. In all cases fewer pupils sought places than forecast. This is due in the main to housing developments being re-phased and therefore fewer pupils coming forward as a result.

West Kent – Only Gravesham District had variances greater than plus or minus 1%. There is no obvious cause for this.

Quality Assurance of Forecasts

- 8.17 KCC Provision Planning and Operations Unit carries out a yearly quality assurance on the forecasting process.
- 8.18 The pre-school population data forms part of the core dataset for generating forecasts and this is obtained from an external organisation; the Kent and Medway Public Health Observatory (KMPHA). They provide an excerpt from a database maintained by the Kent Primary Care Agency (KPCA) which is subject to their own QA processes. The data received is checked against previous years and a report on the yearly change in cohort sizes is produced. Any deviations from expectation (for example a decrease in cohort size from one year to another in a known growth area) will be questioned via our Management Information Unit (MIU).
- 8.19 The forecasting process includes various assumptions, such as the average change in size of pre-school cohort groups from birth to entering school Reception classes, average change in size of school cohort groups from one year to the next, school intake percentages, travel to school patterns and levels of forecast housing growth. Forecasts are compared to actual reported data to gauge the degree of variance across the planning area (for Primary) and District area (for Secondary).

- 8.20 Where variance levels are unacceptably high, in-depth analysis is carried out, potentially with the result of later-year forecasts being adjusted and assumptions for some or all schools and areas revised for the following forecasting round.
- 8.21 We continue to seek to improve our forecasting processes. To this end we are currently working with Edge Analytics based at the University of Leeds Innovation Centre to make further improvements in forecasting.

9. Overview of Kent's Demographic Trends

9.1 Kent Birth Rates and Long Term Forecasts

Chart 1 shows the changing birth rate in England and Wales, and in Kent over the past 20 years. Chart 2 shows the number of births in Kent. These demonstrate that the upward trend we have seen in the number of Reception Year children entering our schools will continue for the next few years, and as from 2013 the pattern of declining numbers of Year 7 pupils entering our Secondary schools will reverse. The trend for individual Districts⁶ in Kent will vary, and will affect the District forecasts contained in Appendix 1.

Chart 1 – Birth rates in England and Wales and Kent –

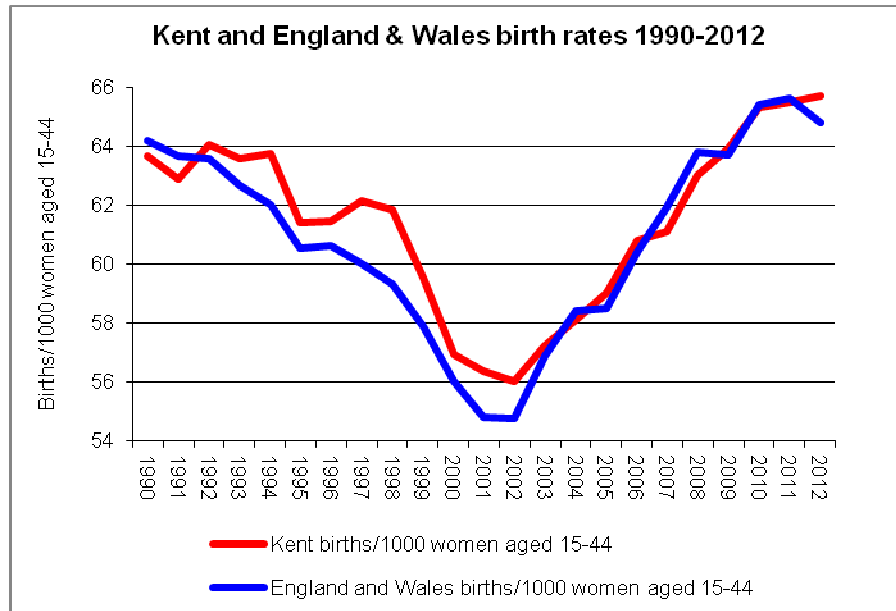
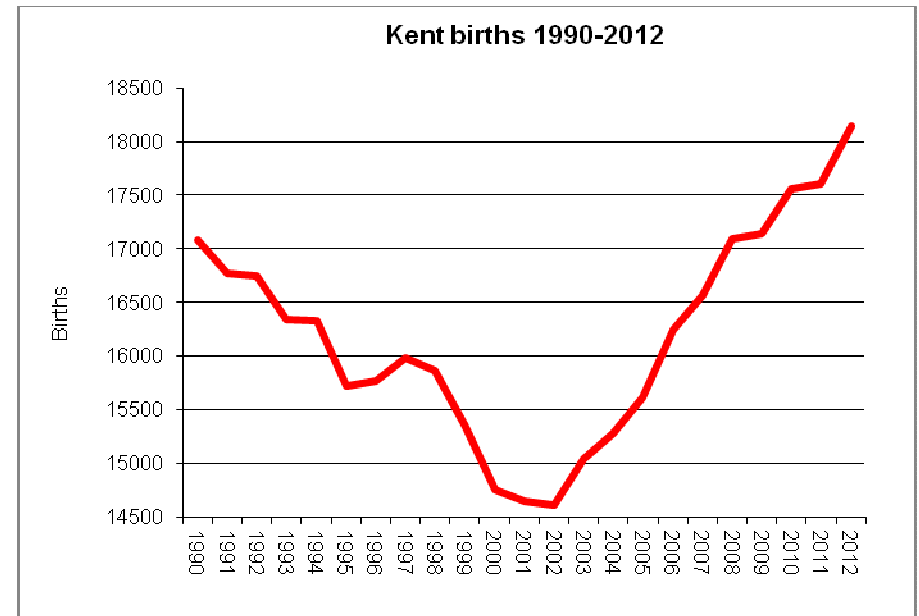


Chart 2 – Number of births in Kent -



Source: Births data shown above is by calendar year from the Office for National Statistics release FM01

⁶ For District level data see Appendix 5

- 9.2 Chart 2 (above) indicates that the yearly number of births in Kent has increased by almost 25% in the period between 2002 and 2012.
- 9.3 Tables 3 and 4 below provide long term pupil forecasts up to 2031. These allow for planned housing developments and expected inward migration to the County. In Kent there is a resident-based take-up of mainstream education of about 90% at the Primary phase and 83% at the Secondary phase. This ranges from 76% Primary take-up and 70% Secondary take-up of mainstream places in Tunbridge Wells to over 95% take-up in some eastern Kent areas. Those not attending mainstream schools in Kent may be educated at home, or pupils attend independent schools, Special schools or alternative education provision.

Table 3 Long term forecast of Primary age pupils by Kent District

	Actual Roll	Forecast Roll		
District	2012/13	2021	2026	2031
Ashford	9885	14473	13967	13710
Canterbury	9680	9949	9050	8152
Dartford	8252	10541	11000	11471
Dover*	7829	9680	9205	9007
Gravesham	8476	9347	9036	8619
Maidstone	11237	12185	11525	10680
Sevenoaks*	8607	9754	9141	8615
Shepway	7774	8919	8321	7474
Swale*	11387	13142	12902	12605
Thanet	10259	11574	10461	9358
Tonbridge and Malling	9937	11086	10621	10102
Tunbridge Wells	7829	8590	7695	6980
Kent	111147	129240	122924	116773

*Pupil forecasts for these Districts may not take into account 'Unknown' development proposed by the Districts in, as yet, undetermined locations

Table 4 Long term forecast of Secondary age pupils by Kent District

District	Actual Roll	Forecast	
	2012/13	2026	2031
Ashford	7955	10231	10135
Canterbury	9721	10210	9486
Dartford	8791	10283	10570
Dover*	8042	8409	8371
Gravesham	7381	8406	8398
Maidstone	11343	12447	11761
Sevenoaks*	2172	2454	2398
Shepway	6417	6591	6188
Swale*	9678	10648	10591
Thanet	8741	8963	8341
Tonbridge and Malling	9520	10114	9831
Tunbridge Wells	8794	9427	8938
Kent	98555	108183	105008

*Pupil forecasts for these Districts may not take into account 'Unknown' development proposed by the Districts in, as yet, undetermined locations.

- 9.4 Table 3 indicates that the number of Primary age pupils in Kent schools is expected to rise significantly from 111,147 in 2013, to 129,240 in 2021. Beyond this point the pupil population begins generally to decline except in Dartford where the previous rise continues. In 2031 pupil numbers are forecast to decline back to 2011-16 levels. However, the magnitude of population rise suggests a need for some new permanent accommodation mixed with temporary expansion.
- 9.5 Our short and medium term forecasts (Chapter 11) show the number of Secondary age pupils in Kent schools reducing between 2013 and 2016 except in Ashford, before rising again. Table 4 indicates this rise will continue through to 2026, before falling again over the following five years except in Dartford where an increase continues.

Housing Developments and Projections

9.6 Table 5a below provides an overview of planned housing by District. The planned housing numbers are used as part of the forecasting process but the current volatility in the UK and global economies, and Kent housing market means that the eventual level of house completions may differ significantly from the planned level, and this will alter the need for school places.

Table 5a Planned Housing for Kent Districts

District	Dwellings 2007-2011 ¹	Dwellings 2012-2016	Dwellings 2017-2021	Dwellings 2022-2026	Dwellings 2027-2031	Total Dwellings
Ashford	2181	7091	8274	1472	2250	21268
Canterbury (net) (extants+windfalls) ²	4504	1880	500	100	0	6984 8616
Dartford	2339	5081	5432	4165	5170	22187
Dover	1408	3841	3989	2020	2750	14008
Gravesham	0	1629	1332	756	664	4381
Maidstone	3377	3380	2584	1050	0	10391
Sevenoaks	1190	1189	875	280	0	3534
Shepway	2	2109	3066	1823	495	7495
Swale	3255	1607	2636	3296	3211	14005
Thanet	3738	3538	638	300	0	8214
Tonbridge and Malling	3761	4011	1077	0	0	8849
Tunbridge Wells (+plan permissions) ³	1864	955	1315	124	0	4258 1742
Kent	27619	36311	31718	15386	14540	135932

9.7 Table 5a above demonstrates an increased number of planned housing over the long term with significant increases during 2012-16 and 2017 – 21. There is significant housing development in Ashford and Dartford in particular and a higher rate of planned housing over the next twenty years when compared to the housing completions achieved on the past twenty years. (see table 5b below).

- 9.8 The number of planned housing completions for the periods 2012-16 and 2017– 21 may be optimistic when compared to the number of housing completions over the past twenty years and in view of the on going economic situation.

Table 5b Housing completions for Kent Districts

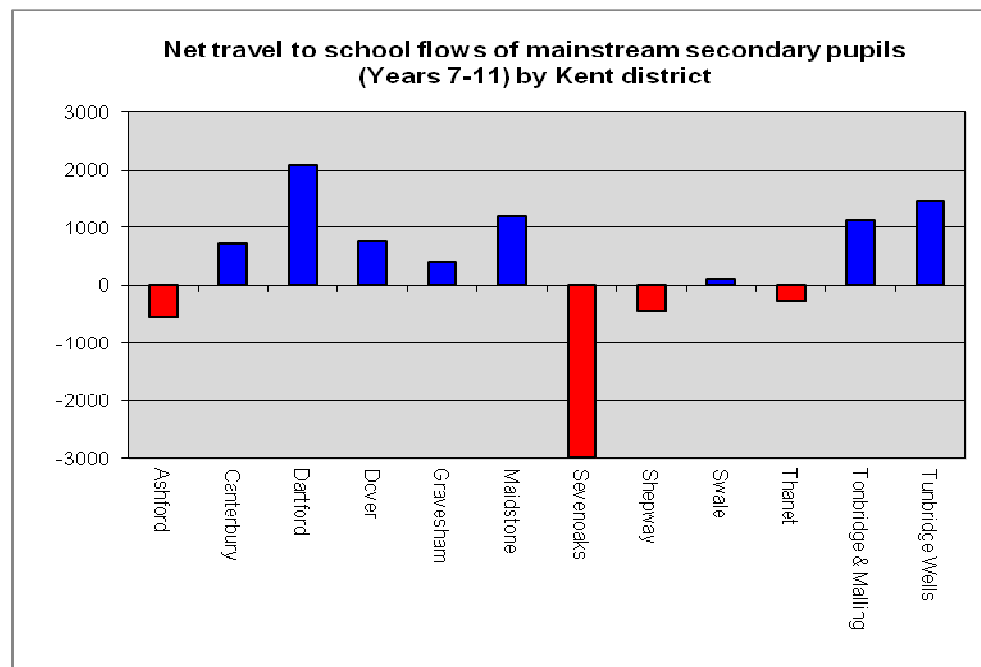
District	Dwellings 1992-96	Dwellings 1997-01	Dwellings 2002-06	Dwellings 2007-11
Ashford	2339	3614	3620	2912
Canterbury	1929	2805	2755	3674
Dartford	1619	1527	3170	2085
Dover	1495	1208	1644	1421
Gravesham	831	357	1596	1511
Maidstone	2067	2583	3261	3786
Sevenoaks	1207	1143	1431	1394
Shepway	1923	2080	2162	1577
Swale	1951	2970	3351	2875
Thanet	1894	1649	2520	3452
Tonbridge and Malling	1967	1807	3679	2957
Tunbridge Wells	1358	1410	2091	1723
Kent	20580	23153	31280	29367

Source: The data shown above is taken from the Housing Information Audit, KCC

9.9 Travel to School Patterns (pupil migration)

Travel to school patterns from one District to another at the Primary phase are relatively insignificant but the situation is very different at the Secondary phase where there are some significant cross border flows (Chart 3), including into and out of the County as well as between Kent Districts.

Chart 3



Source: Management Information Unit, KCC, based on analysis of District of home address against District of school location, Annual Schools Census (ASC) 2013

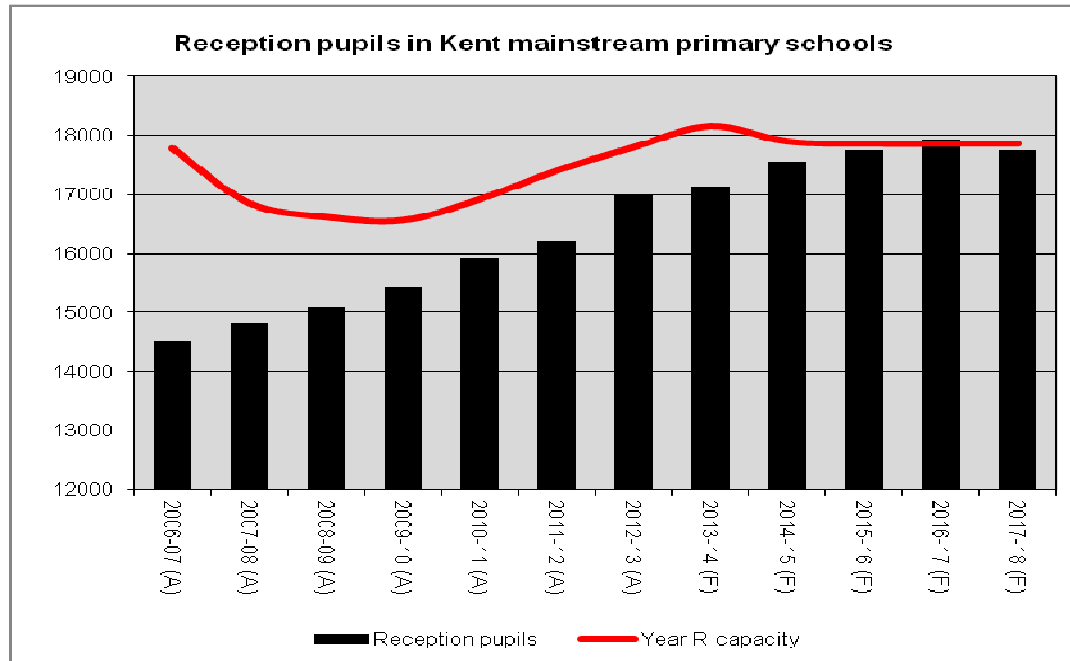
9.10 The headlines for Secondary travel to school patterns are as follows:

- Pupils often travel significant distances, especially in the west of the County to grammar school and denominational provision.
- Over 3,000 out of County children travel into Kent Secondary schools (predominantly grammar schools). This figure includes approximately: 800 children from Medway, 1,300 children that travel into Dartford from London Boroughs (mainly Bexley Borough), 250 that travel into Tonbridge and 500 into Tunbridge Wells.
- Only around 30% of children resident in Sevenoaks attend mainstream Secondary provision within Sevenoaks District; approximately 1,100 travel to Dartford, 1,300 to Tonbridge and 750 to Tunbridge Wells.

9.11 Current and Forecast Pupils in Mainstream Primary Education

Chart 4 (below) shows that the number of Reception age pupils in Kent schools has increased from 14,498 in 2006-07 to 16,982 in 2012-13. This is an increase of over 17%. In 2006-07 Reception year groups at Kent Primary schools operated with over 18% surplus capacity. This has reduced to 5% in 2012-13. The number of Reception pupils is forecast to increase to almost 17,700 over the next five years, apart from in 2016-17 where there is expected to be a peak of about 17,900 pupils.

Chart 4
Forecast Reception pupil numbers



9.12 Tables 6a and 6b present Reception Year group data at District level. They show that the growth in pupil numbers is not uniform across the County, nor is the level of surplus capacity. The current surplus capacity for Reception year groups varies from 1.4% in Thanet to 9.5% in Dover. If no further action is taken (apart from the completion of projects already planned and proposed) by the end of the forecasting period (2017-18) there will be just 0.6% surplus capacity in Reception year groups across the County. However, 2016-17 represents the peak year within the forecasting period (see chart 4 above) when there is forecast to be a County-wide deficit of places by 0.5%. The District level surpluses and deficits for 2016-17 are shown in table 6b below. Action will be taken in those Districts where surplus capacity will fall below 5% to provide additional places. Solutions will vary from new provision to expansion of existing facilities through permanent or temporary means.

Table 6a
Current and forecast Reception Year pupil numbers in mainstream schools by Kent District (2017-18)
 Forecast showing the end of the forecasting period

District	Capacity 2012-13	Pupil roll 2012-13	Surplus places 2012-13	Surplus capacity 2012-13 (%)	Capacity 2017-18	Pupil roll 2017-18	Surplus places 2017-18	Surplus capacity 2017-18 (%)
Ashford	1594	1537	57	3.6	1564	1507	57	3.6
Canterbury	1517	1421	96	6.3	1492	1487	5	0.4
Dartford	1335	1300	35	2.6	1455	1425	30	2.1
Dover	1269	1149	120	9.5	1260	1210	50	4.0
Gravesham	1339	1284	55	4.1	1301	1402	-101	-7.8
Maidstone	1797	1702	95	5.3	1859	1893	-34	-1.8
Sevenoaks	1436	1336	100	7.0	1431	1351	80	5.6
Shepway	1229	1175	54	4.4	1227	1203	24	1.9
Swale	1779	1741	38	2.1	1794	1849	-55	-3.1
Thanet	1620	1597	23	1.4	1620	1643	-23	-1.4
Tonbridge and Malling	1570	1491	79	5.0	1575	1516	59	3.7
Tunbridge Wells	1316	1249	67	5.1	1281	1263	18	1.4
Kent	17801	16982	819	4.6	17859	17750	109	0.6

Table 6b**Current and forecast Reception Year pupil numbers in mainstream schools by Kent District (2016-17)**

Forecast showing the peak of the forecasting period

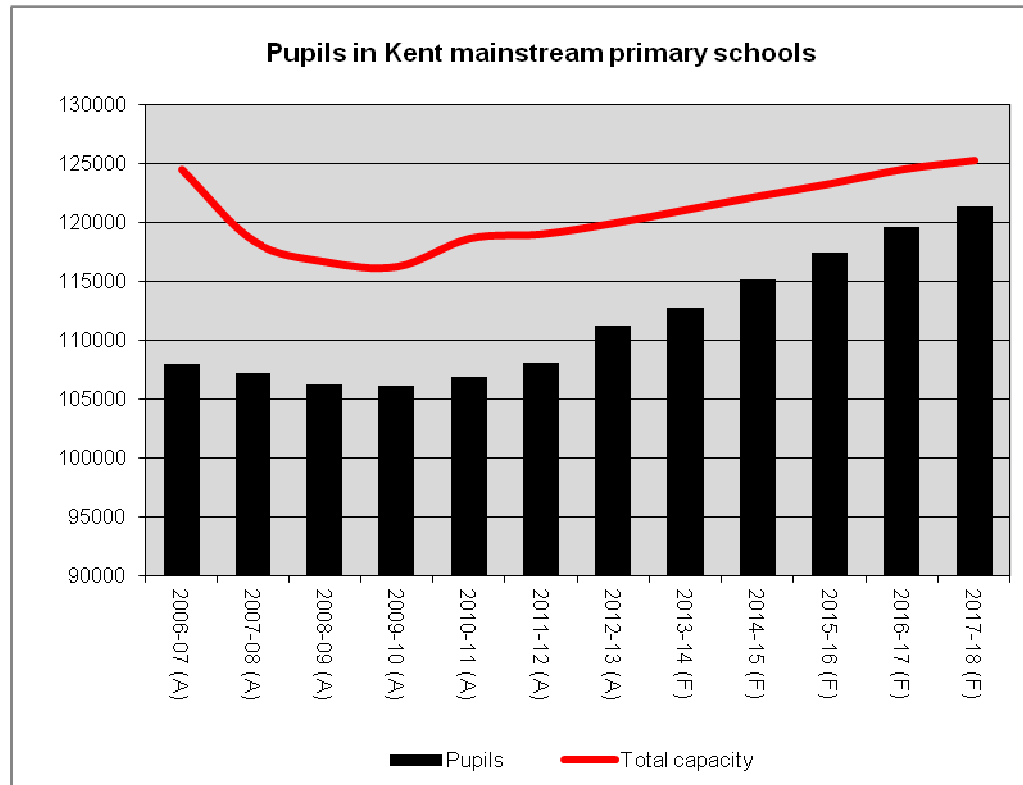
District	Capacity 2012-13	Pupil roll 2012-13	Surplus places 2012-13	Surplus capacity 2012-13 (%)	Capacity 2016-17	Pupil roll 2016-17	Surplus places 2016-17	Surplus capacity 2016-17 (%)
Ashford	1594	1537	57	3.6	1564	1549	15	1.0
Canterbury	1517	1421	96	6.3	1492	1478	14	1.0
Dartford	1335	1300	35	2.6	1455	1459	-4	-0.3
Dover	1269	1149	120	9.5	1260	1240	20	1.6
Gravesham	1339	1284	55	4.1	1301	1456	-155	-11.9
Maidstone	1797	1702	95	5.3	1859	1938	-79	-4.3
Sevenoaks	1436	1336	100	7.0	1431	1345	86	6.0
Shepway	1229	1175	54	4.4	1227	1206	21	1.7
Swale	1779	1741	38	2.1	1794	1881	-87	-4.8
Thanet	1620	1597	23	1.4	1620	1662	-42	-2.6
Tonbridge and Malling	1570	1491	79	5.0	1575	1497	78	4.9
Tunbridge Wells	1316	1249	67	5.1	1281	1232	49	3.8
Kent	17801	16982	819	4.6	17859	17941	-82	-0.5

Source: KCC pupil forecasts (2013-based), Provision Planning and Operations, KCC, July 2013

- 9.13 Chart 5 and Table 7 (below) show that the number of Primary age pupils in Kent schools is forecast to rise from 106,097 in 2009-10 to around 121,000 in 2017-18. This is an increase of over 14%. Kent Primary schools currently operate with almost 9% surplus capacity but this is forecast to decrease over the coming years to a little over 3% by 2017-18.

9.14 Plans for additional capacity which are not yet progressing through consultation and statutory processes will be brought forward over the coming six months to ensure that surplus capacity is retained at the managed rate of 5% or greater in each District area. Many of these new projects will be funded from the Department for Education’s Targeted Basic Need funding stream and include several new schools.

Chart 5
Forecast total Primary School numbers



Source: KCC pupil forecasts (2013-based), Provision Planning and Operations, KCC, July 2013

Table 7
Current and forecast Primary School pupil numbers by Kent District

District	Capacity 2012-13	Pupil roll 2012-13	Surplus places 2012-13	Surplus capacity 2012-13 (%)	Capacity 2017-18	Pupil roll 2017-18	Surplus places 2017-18	Surplus capacity 2017-18 (%)
Ashford	10308	9886	422	4.1	11033	10496	537	4.9
Canterbury	10842	9680	1162	10.7	10526	10037	489	4.6
Dartford	8737	8254	483	5.5	9840	9577	263	2.7
Dover	9088	7831	1257	13.8	8902	8445	457	5.1
Gravesham	8868	8479	389	4.4	9233	9456	-223	-2.4
Maidstone	12128	11239	889	7.3	12905	12519	386	3.0
Sevenoaks	9437	8628	809	8.6	10046	9356	690	6.9
Shepway	8436	7777	659	7.8	8563	8316	247	2.9
Swale	11998	11389	609	5.1	12595	12663	-68	-0.5
Thanet	10720	10263	457	4.3	11306	11236	70	0.6
Tonbridge and Malling	10844	9933	911	8.4	11127	10541	586	5.3
Tunbridge Wells	8506	7834	672	7.9	9112	8636	476	5.2
Kent	119912	111193	8719	7.3	125188	121278	3910	3.1

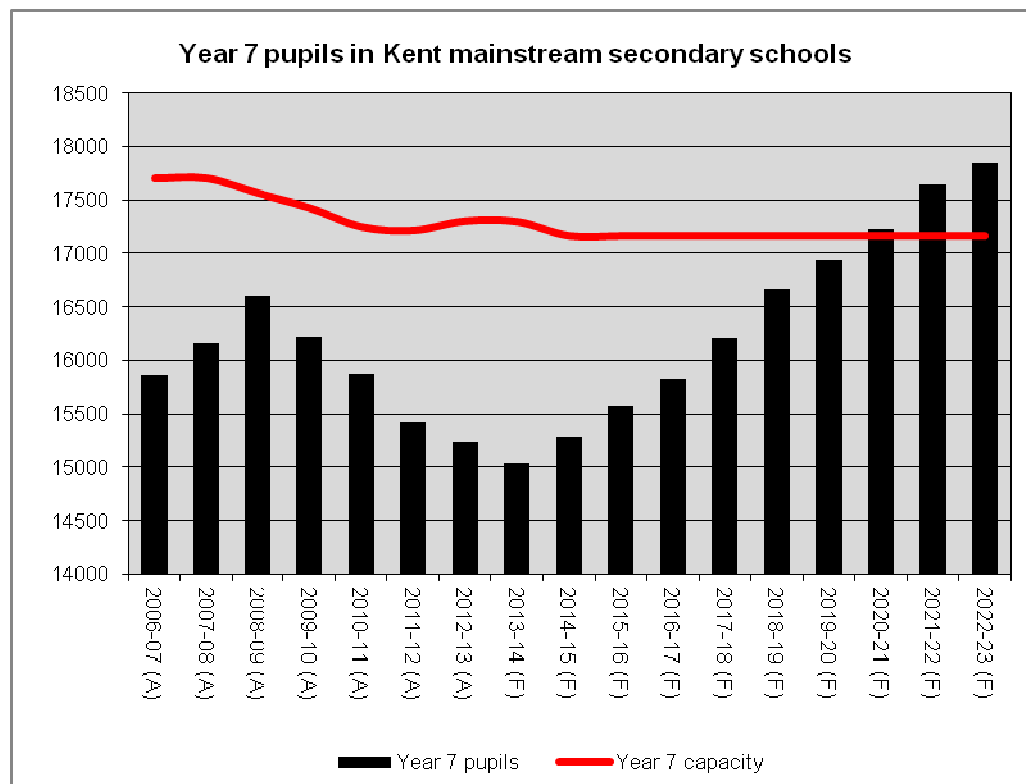
Source: Provision Planning and Operations, KCC, July 2011. Actual pupil roll data 2012-13 is taken from the Schools Census January 2013

9.15 Table 7 above shows that current surplus capacity for Primary year groups (Reception - Year 6) varies across the County from 4.1% in Ashford to 13.8% in Dover.

9.16 Current and Forecast Pupil Numbers in Mainstream Secondary Education

Chart 6 indicates how Year 7 pupil numbers in Kent schools are forecast to rise in the long-term up to 2022-23, having declined for four consecutive years from 2008-09. Table 8 below provides an overview of this at District level. Chart 7 and Table 9 below provide similar information but for pupil numbers in all Year groups 7–11.

Chart 6
Forecast Year 7 pupil numbers



Source: KCC pupil forecasts (2013-based), Provision Planning and Operations, KCC, July 2013

- 9.17 The number of Year 7 pupils in Kent schools has fallen for four consecutive years from 16,605 in 2008-09 to 15,244 in 2012-13 and is expected to fall by a further 200 places in 2013-14. Thereafter, Year 7 rolls are forecast to rise to 17,848 through the period to 2022-23, an increase of 17% on current roll numbers.
- 9.18 Table 8 (below) shows that current surplus capacity for Year 7 is 11.9% across Kent, but the figure varies from District to District. By the end of the forecasting period (2022-23) there will be 4% deficit capacity in Year 7 across the County, and plans to commission additional school places will need to be brought forward in the coming years to address this situation.

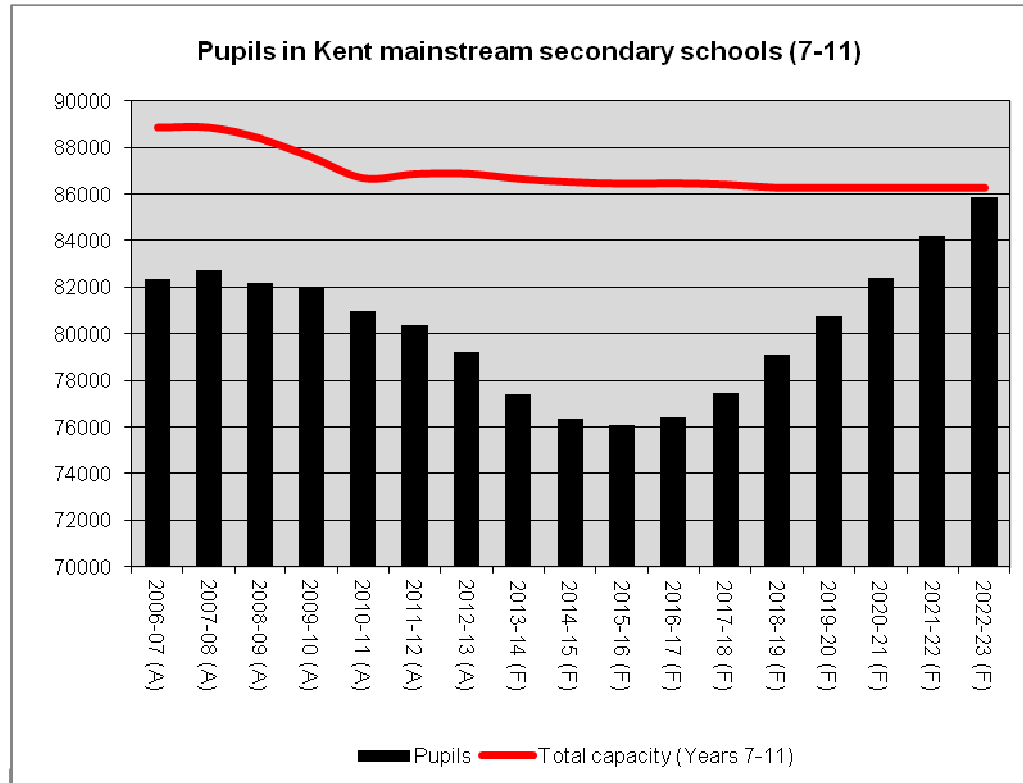
Table 8**Current and forecast Year 7 pupil numbers in mainstream schools by Kent District**

District	Capacity 2012-13	Pupil roll 2012-13	Surplus places 2012-13	Surplus capacity 2012-13 (%)	Capacity 2022-23	Pupil roll 2022-23	Surplus places 2022-23	Surplus capacity 2022-23 (%)
Ashford	1357	1243	114	8.4	1422	1369	53	3.7
Canterbury	1718	1446	272	15.8	1633	1648	-15	-0.9
Dartford	1475	1402	73	4.9	1445	1688	-243	-16.8
Dover	1393	1187	206	14.8	1310	1295	15	1.2
Gravesham	1314	1138	176	13.4	1284	1410	-126	-9.8
Maidstone	2012	1821	191	9.5	2047	2196	-149	-7.3
Sevenoaks	510	361	149	29.2	510	452	58	11.4
Shepway	1210	956	254	21.0	1165	1092	73	6.2
Swale	1657	1504	153	9.2	1685	1804	-119	-7.1
Thanet	1544	1351	193	12.5	1544	1600	-56	-3.6
Tonbridge and Malling	1677	1535	142	8.5	1683	1786	-103	-6.1
Tunbridge Wells	1439	1300	139	9.7	1439	1509	-70	-4.8
Kent	17306	15244	2062	11.9	17167	17848	-681	-4.0

Source: Provision Planning and Operations, KCC, July 2011. Actual pupil roll data 2012-13 is taken from the Schools Census January 2013

Chart 7

Forecast total Secondary school numbers



Source: KCC pupil forecasts (2013-based), Provision Planning and Operations, KCC, July 2013

9.19 Chart 7 shows that the number of Year 7-11 pupils in Kent Secondary schools has been declining over the previous six years from 82,368 in 2006-07 to 79,244 in 2012-13 and is expected to continue falling to around 76,000 in 2015-16. Thereafter it is forecast to rise to 85,833 through the period to 2022-23, an increase of 8.3% on current roll numbers.

Table 9

Current and forecast Secondary age pupils (Years 7-11) in mainstream schools by Kent District

District	Capacity 2012-13	Pupil roll 2012-13	Surplus places 2012-13	Surplus capacity 2012-13 (%)	Capacity 2022-23	Pupil roll 2022-23	Surplus places 2022-23	Surplus capacity 2022-23 (%)
Ashford	6722	6360	362	5.4	7110	6704	406	5.7
Canterbury	8590	7668	922	10.7	8165	7751	414	5.1
Dartford	7095	6898	197	2.8	7225	8007	-782	-10.8
Dover	7040	6203	837	11.9	6550	6476	74	1.1
Gravesham	6481	6049	432	6.7	6420	6708	-288	-4.5
Maidstone	10110	9059	1051	10.4	10235	10124	111	1.1
Sevenoaks	2550	1947	603	23.6	2550	2113	437	17.1
Shepway	6050	5205	845	14.0	5825	5194	631	10.8
Swale	8247	7883	364	4.4	8425	8930	-505	-6.0
Thanet	7912	7406	506	6.4	7720	7662	58	0.8
Tonbridge and Malling	8249	7739	510	6.2	8415	8577	-162	-1.9
Tunbridge Wells	7837	6827	1010	12.9	7645	7638	7	0.1
Kent	86883	79244	7639	8.8	86285	85883	402	0.5

Source: Provision Planning and Operations, KCC, July 2011. Actual pupil roll data 2012-13 is taken from the Schools Census January 2013

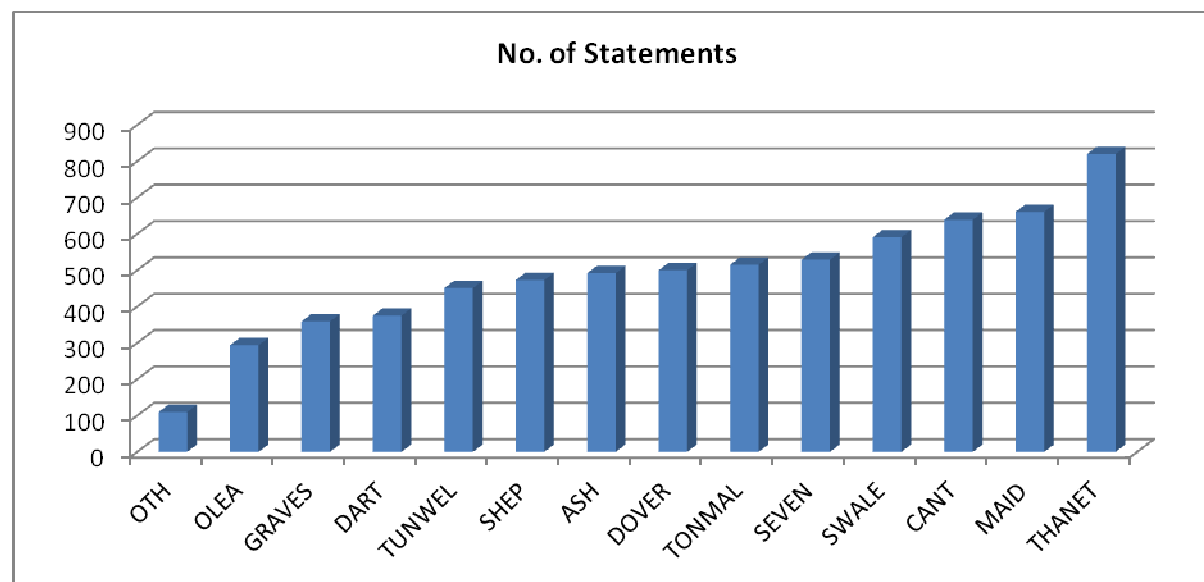
9.20 Table 9 shows that current surplus capacity for Secondary year groups (Years 7-11) is 8.8% across Kent. This is forecast to decrease over the coming years, such that by the end of the forecasting period there will only be 0.5% surplus capacity in Secondary schools across the County. While these figures indicate that in some areas there will still be sufficient places for all children, this will not be true for all Districts (for example Dartford, Gravesham and Swale). The different demographic trends resulting from house building and inward migration will require additional capacity to be added to meet localised demand at times when there will still be sufficient capacity in other parts of the County. The District level data in Appendix 1 highlights these differences, and are reflected in the commissioning plans in Section 11.

9.21 Special Educational Needs (Statements)

The number of pupils with a statement of special educational need has remained more or less stable over the past four years at about 6,800 (including 490 children in care from other local authorities who are accommodated in Kent). The number reduces at the start of each academic year, and increases as the months progress.

9.22 Chart 8 shows that there is significant variation in the number of pupils with a statement in each District of Kent. While the population of a District is a relevant factor in this, it does not account for the total variance

Chart 8 SEN Statemented pupils by Kent District



9.23 Table 10 breaks down the number of pupils with a statement by year group and District. It is evident that as a cohort of children moves up through the academic year groups the number of pupils with a statement children increases. This annual increase is steady (40 – 50 per year) with the exception of Year 6 where we see a step change of about 100 additional pupils.

Table 10 Pupils with a statement of SEN by Year group and Kent District

District	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
ASH	1	22	18	20	22	26	26	40	46	44	58	59	56	20	24	10		492
CANT	3	20	27	27	38	50	47	55	59	48	60	60	88	22	23	12		639
DART	4	8	8	10	24	23	27	59	26	29	39	35	48	19	10	6		375
DOVER	1	11	21	19	22	21	35	40	37	55	59	56	85	20	12	5	1	500
GRAVES		20	18	17	20	16	21	28	37	39	31	29	42	19	15	7		359
MAID	7	29	44	39	47	46	48	52	71	54	56	59	62	17	13	17		661
OLEA	1	2	6	4	9	9	17	16	18	32	38	41	43	22	21	15		292
OTH		1	5	1	2	4	8	8	5	6	10	20	19	11	9	1		110
SEVEN		19	31	31	35	36	25	24	29	46	59	58	55	32	27	22		529
SHEP	1	24	26	23	26	27	37	32	42	44	41	46	58	21	21	4		473
SWALE	4	25	33	29	31	45	38	53	47	59	57	43	57	36	28	6		591
THANET		31	16	27	35	41	56	63	77	84	88	109	115	27	34	17		820
TONMAL	3	30	26	23	28	28	26	36	51	64	54	47	43	19	27	10		515
TUNWEL	3	6	14	9	15	26	28	29	46	41	41	56	53	43	30	11		451
TOTAL	28	248	293	279	354	398	439	535	591	645	691	718	824	328	294	143	1	6807

9.24 Table 11 provides a breakdown of pupil need type over the past five years. The data is also set out in Charts 9a and 9b.

Table 11 - Total SEN by Need Type 2008-13

Need Type	2008-09	2009-10	2010-11	2011-12	2012-13
ASD	1382	1506	1698	1863	2273
BESD	1206	1273	1216	1238	1250
SLCN	1162	1130	1148	1139	974
MLD	1050	861	753	682	545
SLD	770	761	725	694	666
PD	494	457	424	418	403
HI	188	186	179	177	166
SPLD	197	177	159	133	115
PMLD	116	153	184	208	257
VI	116	106	104	94	86
MED	85	76	89	97	106
MSI	1	1	1	1	0
Kent Total	6767	6687	6680	6744	6841

* All data as at January of academic year

9.25 It is evident that there has been a significant increase in the number of pupils with Autistic Spectrum Disorder (ASD). The very sharp rise in ASD statements in 2012–13 and significant fall of statements for Speech, Language and Communication Needs suggests a change in emphasis in diagnosis. We have also seen a significant increase, proportionately, in the number of children with Profound and Multiple Learning Needs (PMLD). Statements for other categories of need, particularly Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Physical Difficulties (PD) have reduced steadily.

Chart 9a

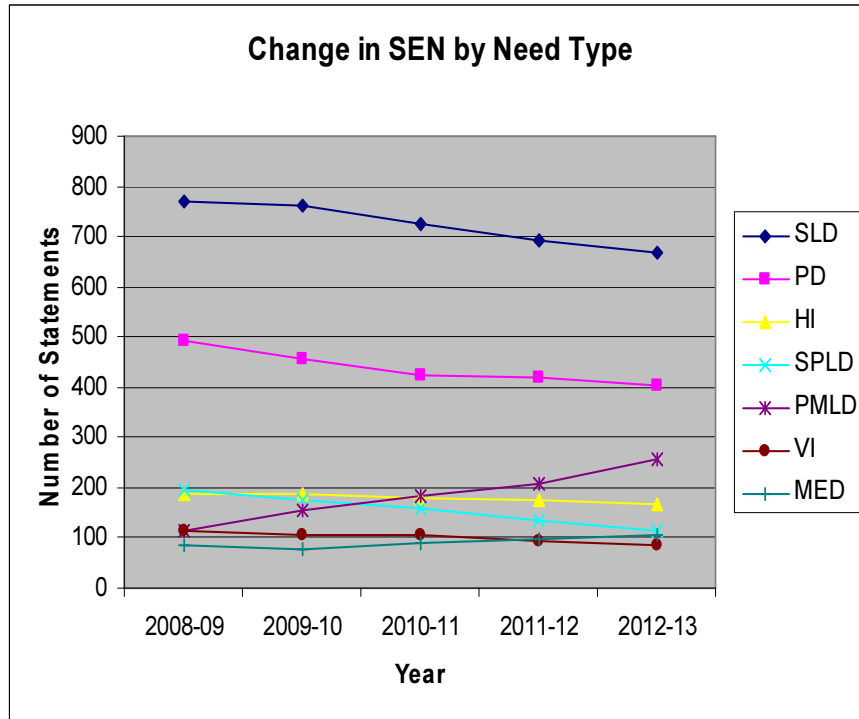
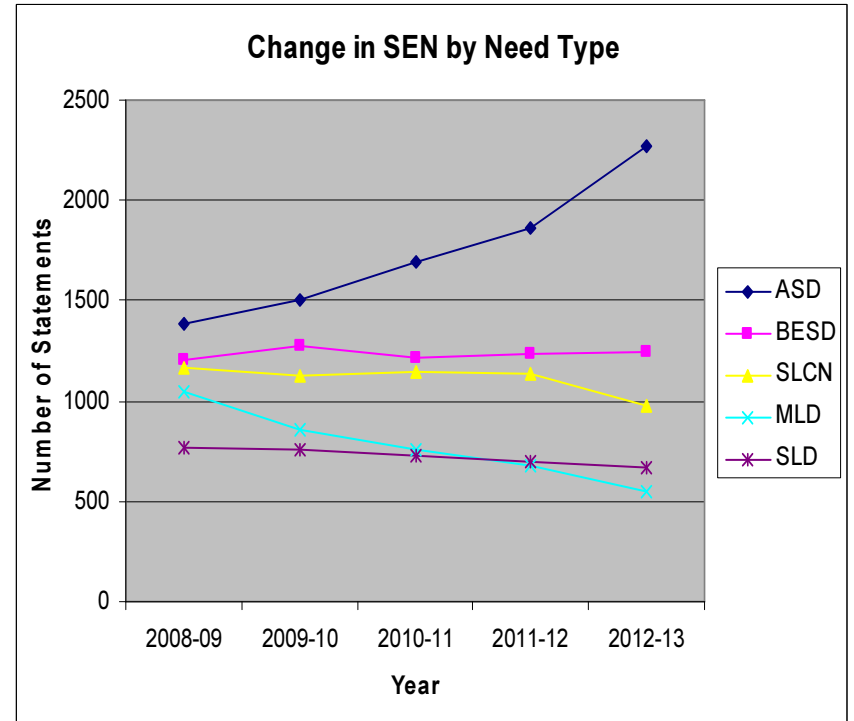


Chart 9b



10. Commissioning Special Educational Needs Provision

- 10.1 We have published a Strategy to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND) anticipating the Children and Families Bill being enacted. Our current capacity has not kept pace with changing needs and we are spending too much on transporting children to schools far away from their local communities.
- 10.2 Our commissioning intentions for SEN are to:
1. Target existing Special school resources to support the development of skills in mainstream schools particularly for pupils with autism (ASD), behavioural, emotional and social needs (BESN) and speech and language (SandL)
 2. Re-focus some existing resourced provision in our mainstream schools to address ASD, BESN and SandL
 3. Expand the range of Specialist resourced provision in our mainstream schools so that more local places are available at least 100 additional resourced places.
 4. Increase the number of commissioned Kent Special school places from 3491 to 3700 demonstrating the case for investment, ensuring growth in places is cost efficient
 5. Create at least 275 additional places for ASD and BESN.
 6. Ensure continuity of support up to age 25; explore links between our Special schools and FE Colleges at post 16.
 7. Encourage a mixed economy of providers to deliver a best value approach to low incidence high cost needs. Collaboration offers parents greater choice of good quality local provision, in which they can feel confident.
 8. Set in place a systematic approach to the forward planning of SEND provision in schools,
 9. Decrease the demand for out of County placements; fewer than 300 children and young people will be in out County provision by 2016
 10. Comply with the DfE's SEN Improvement test
- 10.3 More than 6,500 Kent pupils, around 2.8% of Kent's school population, are subject of a Statement of SEN and the Local Authority is responsible for commissioning their school provision.
- 10.4 The number of children subject to a statutory assessment and statement has remained mostly stable over the past 4 years. Whilst the number identified with an Autistic Spectrum Disorder (ASD) has significantly increased, it has been offset by a significant reduction in the proportion identified with Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SLD).

Table 1 – Need Type by Age Group

Need	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
ASD	3	101	101	93	135	142	154	166	201	233	226	217	228	119	100	42		2261
BESD		6	9	12	31	59	83	94	119	145	181	205	222	43	18	7	1	1235
HI	5	10	7	8	12	12	8	12	7	14	17	16	11	8	15	4		166
MED	1	7	9	14	11	12	6	5	8	5	3	6	7	2	5	2		103
MLD		12	14	10	18	17	25	48	47	37	55	87	86	32	35	17		540
PD	4	13	35	19	27	25	22	31	20	32	33	27	49	23	25	22		407
pending				2		1	2	2	1				1	1				10
PML	6	17	26	22	15	20	19	19	16	16	13	11	11	10	17	9		247
SLCN	1	43	48	60	68	60	70	101	85	99	77	77	103	32	31	7		962
SLD	6	35	39	36	35	39	42	44	62	45	63	46	67	49	41	29		678
SPLD			1	1		2	4	12	16	10	13	18	28	5	3	1		114
VI	2	4	4	2	2	9	4	1	9	9	10	8	11	4	4	3		86
TOTAL	28	248	293	279	354	398	439	535	591	645	691	718	824	328	294	143	1	6809

Analysis by need type as at January 2013 (CENSUS)

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- 10.5 The Local Authority is commissioning more than 4,000 Specialist places in Kent maintained Special school places and Specialist resourced units. 50% of these are in PSCN Special schools. Less than 800 are for ASD and SLCN. 700 are places for BESN, however none of these are currently unit places. Table 1 shows the breakdown of need by age group. It is evident there is an ongoing requirement to adjust the type of provision available to better meet changing needs.
- 10.6 **Kent Special Schools**
 Currently over 3,000 pupils have a statement, 60% attend 23 Local Authority maintained Special schools and one Special Academy in Kent. 11 schools are designated as District Special Schools for children aged 3-19 with Profound, Severe and Complex Needs (PSCN). Two of these schools are federated. Dover District is served by Whitfield (Aspen I) Primary School and Dover Christchurch Academy (Aspen II) SEN Units. National data suggests that at least 20% of the pupils in District Special schools could attend a local mainstream school.
- 10.7 Although the designated number of maintained Special school places is 3038 (see Table 2), the schools can vary their actual number of roll and admit up to 10% over or below their designation without requiring any amendment to their designation. Therefore the current capacity is reflected in the number of commissioned places for 2013/14, being higher than designation at

3491. We plan to increase both the designated number and commissioned places. A designation of 3458 designated places would provide potential commissioned places of over 3700 ($3458 + 10\% = 3803$).

Table 2 – Kent Maintained Special Schools

District	Need	School	Current designated number	proposed designated number	Basic Need
Maidstone	BandL	Bower Grove School	146	195	
Tunbridge W	ASD	Broomhill Bank School	80	136	56
Maidstone	PSCN	Five Acre Wood School	210	260	50
Thanet	PSCN	Foreland School, The	160	200	40
Shepway	PSCN	Foxwood School	122	134	
Sevenoaks	BESD	Furness School	60	60	
Ashford	BESD	Goldwyn School	60	70	
Tonbridge and Malling	PSCN	Grange Park School	79	97	
Dover	BESD	Harbour School	96	100	
Shepway	PSCN	Highview School	160	188	28
Gravesham	PSCN	Ifield School, The	174	190	
Thanet	ASD	Laleham Gap School	152	170	
Swale	PSCN	Meadowfield School	209	209	
Sevenoaks	PSCN	Milestone School	203	203	
Tunbridge W	PSCN	Oakley School	188	188	
Canterbury	BandL	Orchard School, The	96	96	
Dover	BESD	Portal House School	60	72	12
Tonbridge and Malling	PSCN	Ridge View School	164	174	67
Dartford	BandL	Rowhill School	96	106	
Thanet	BandL	St Anthony's School	96	112	16
Canterbury	PSCN	St Nicholas' School	144	191	
Thanet	ASD	Stone Bay School	66	62	
Sevenoaks	PD	Valence School	80	80	
Ashford	PSCN	Wyvern School, The	137	165	
			3038	3458	269

10.8 Additional targeted capital funding agreed by the DfE will support the increase in places in seven schools, although any increase in commissioned places is undeliverable in advance of planned capital development, particularly in PSCN schools.

10.9 Kent Specialist Resource Based Provision (Units)

Table 3 sets out the location, designation and capacity of the mainstream schools in the County which are resourced to provide specialist SEN provision for pupils with a statement.

Table 3 – Kent maintained schools hosting Specialist (unit) resourced provision

Need Type	Host School	District	Pre 16	Post 16	Total places 13/14
ASD	Ashford Oaks	Ashford	6	0	6
ASD	Meopham School (Nick Hornby Centre)	Ashford	16	0	16
ASD	The North School	Ashford	15	2	17
SLCN	John Wallis Academy	Ashford	12	0	12
ASD	Joy Lane Primary School	Canterbury	24	0	24
ASD	Simon Langton Grammar School for Boys	Canterbury	12	3	15
SLCN	The Canterbury Academy	Canterbury	21	0	21
SLCN	Wincheap Foundation Primary School	Canterbury	25	0	25
PD	St Anselm's Catholic School, Canterbury	Canterbury	14	2	16
VI	Reculver CEP School	Canterbury	5	0	5
VI	The Archbishops School VI	Canterbury	7	0	7
SPLD	Archbishop's School, The	Canterbury	12	2	14
ASD	Langafel CEP School	Dartford	18	0	18
ASD	Longfield Academy	Dartford	36	4	40
SLCN	York Road Junior Academy	Dartford	28	0	28
HI	Fleetdown Primary School	Dartford	14	0	14
HI	Leigh Technology Academy	Dartford	4	3	7
SPLD	Walmer Science College	Dover	16	0	16
SLD	Dover Christ Church Academy	Dover	30	10	40
SLD	Whitfield and Aspen School	Dover	60	0	60

Need Type	Host School	District	Pre 16	Post 16	Total places 13/14
PD	Thamesview School	Gravesham	10	0	10
PDandVI	Raynehurst Primary School	Gravesham	5	0	5
HI	Maplesden Noakes School, The	Maidstone	6	0	6
HI	Molehill Copse Primary School	Maidstone	12	0	12
PDandVI	New Line Learning Academy	Maidstone	4	0	4
SLCN	Hextable School	Sevenoaks	20	4	24
SLCN	Hythe Bay C of E Primary School	Shepway	19	0	19
HI	Castle Hill Community Primary School	Shepway	8	0	8
PDandVI	Pent Valley Technology College	Shepway	4	0	4
VI	Morehall Primary School	Shepway	5	0	5
ASD	Abbey School	Swale	33	0	33
SLCN	Minterne Community Junior School	Swale	28	0	28
SLCN	Oaks Community Infant School, The	Swale	12	0	12
SLCN	Sittingbourne CC	Swale	6	0	6
HI	Sittingbourne Academy HI	Swale	23	0	23
PD	Westlands School, The	Swale	6	2	8
SPLD	The Westlands Academy SPLD	Swale	30	2	32
HI	Hartsdown Technology College	Thanet	3	2	5
PD	Garlinge Primary School	Thanet	7	0	7
VI	Charles Dickens School, The	Thanet	6	0	6
SPLD	Ellington and Hereson School	Thanet	5	0	5
ASD	Cage Green Primary School	Tonbridge and Malling	28	0	28
SLCN	Malling School, The	Tonbridge and Malling	90	0	90
SLCN	West Malling CEP School	Tonbridge and Malling	17	0	17
HI	Slade Primary School	Tonbridge and Malling	6	0	6
HI	St Gregory's Catholic Comprehensive School	Tunbridge Wells	10	1	11
PD	Bishops Down Primary School	Tunbridge Wells	6	0	6

10.10 Out County (Independent and Non Maintained placements)

Over 500 Kent pupils, 4%, attend non-maintained Special schools with the largest numbers of these in schools for autism (ASD) or behavioural, emotional and social needs (BESN).

10.11 In 2011-12 there were 181 SEN Tribunal appeals against Kent with 36% relating to the school place and the significant majority being pupils with ASD or speech and language needs. Appeals rose 35% over the previous year with East Kent experiencing the largest District rise.

10.12 During the autumn term 2012, there were 540 pupils whose needs could not be met in Kent maintained schools (see Table 4 below). 125 of these pupils remained the financial responsibility of their home authorities. Data also indicates that there are a small number of pupils with SLD and MLD whose needs fall within the range of District PSCN Special schools for whom Kent's maintained schools do not have sufficient capacity, reflecting provision is at capacity in these schools.

Table 4 – Kent resident pupils attending non-maintained Specialist provision

Out County (non maint) at Autumn 2012	All Statements			Kent residents only	
PD	2			0	
SLD	3	1%		8	2%
Med	7	1%		7	2%
VI	8	1%		9	2%
PMLD	10	2%		0	0%
Spld	20	4%		22	5%
MLD	27	5%		16	4%
HI	33	6%		31	7%
SLCN	42	8%		42	10%
ASD	168	31%		163	39%
BESD	220	41%		117	28%
	540	100%		415	100%

10.13 To address the gap in SLCN, ASD and BESD provision for Kent residents, the additional places need to be at a ratio of two SLCN/ASD places for every one BESN place.

10.14 Further analysis continues to show pressure (see Table 5 below).

Table 5 - Out County Non maintained and Independent Schools

Need Type	Gender	Out County as at Jun-13	Out County as at Nov-12	Change since Nov-12
ASD	F	34		
	M	156		
ASD Total		190	168	22
BESD	F	38		
	M	198		
BESD Total		236	220	16
HI	F	12		
	M	19		
HI Total		31	33	-2
MED	F	1		
	M	7		
MED Total		8	7	1
MLD	F	10		
	M	15		
MLD Total		25	27	-2
PD	F	4		
	M	4		
PD Total		8	2	6
PMLD	F	4		
	M	1		
PMLD Total		5	10	-5

SLCN	F	8		
	M	36		
SLCN Total		44	42	2
SLD	F	2		
	M	7		
SLD Total		9	3	6
SPLD	F	4		
	M	16		
SPLD Total		20	20	0
VI	F	3		
	M	5		
VI Total		8	8	0
Kent Total		584	540	44

10.15 Plan for SEN

Our focus is on ensuring Primary aged children have access to early intervention in mainstream schools wherever possible. We recognise that the trend in Reception aged children is upward and will continue for the next few years, and our plans include provision in the new schools from 2015.

10.16 We are planning at least 275 additional places, of which more than 100 will be in mainstream and more than 175 in Kent Special schools. Expressions of interest received from mainstream schools build on their existing expertise and re-commissioning of existing provision will enable schools to successfully refocus and extend ASD provision.

10.17 Table 6 below summarises where additional ASD – SLCN provision is being made.

Table 6 - ASD and SLCN: 240 additional places (12 in a new school from 2015)

District	Primary ASD	Primary SLCN	Secondary ASD	Special ASD	Satellite ASD/SLD	
GRAVESEND	12					
DARTFORD	6					
DOVER		12				
ASHFORD						
TUNBRIDGE WELLS					12	
SHEPWAY	12					
SWALE	12					
MAIDSTONE			27		12	
CANTERBURY						
SEVENOAKS				96		
TONBRIDGE and MALLING	12				12	
THANET			15			
TOTAL	54	12	42	96	36	240

- 54 Primary places for ASD: Gravesham and Dartford 18 new (and 12 will be recommissioned), Sheppey 6, Sittingbourne 6, Folkestone 12, Tonbridge and Malling 12 places at Kingshill ME19 4QG w.e.f. 2015.
- 12 SLCN places in River building on existing expertise.
- 42 Secondary places: 15 new in Maidstone and Thanet. 12 places through recommissioning in Maidstone.
- 96 Special school places for ASD/SLCN (60 day and 12 + 24 post 16) in North West Kent for high functioning with SpLD expertise. We recognise 19 travel to Laleham from North/West Kent, Maidstone and Swale. This will establish an equivalent to East Kent's Laleham.
- 3 Primary satellites for ASD and learning difficulties attached to existing Special schools serving Maidstone, Tonbridge and Tunbridge Wells.

10.18 BESN Provision: 121 additional Places (28 in new schools from 2015)

The distribution of Special school places and lack of mainstream units means some pupils with challenging behaviour make some of the longest journeys to school. At the time of this analysis we identified 16 pupils at North Kent Schools (Furness and Rowhill) travelling from South of Maidstone whilst Bower Grove in Maidstone has 30 pupils from Sheppey and Sittingbourne. 17 pupils attending coastal schools (Harbour and Portal House) travel from Ashford and Swale, whilst Goldwyn in Ashford has 9 travelling from Folkestone and 4 from Thanet. St Anthony's in Thanet has 7 pupils travelling from Faversham and Canterbury areas. 24 Kent places for behavioural and emotional needs are currently filled with pupils from London, Essex and Medway.

10.19 We aim to address the gap by creating early intervention, Primary resourced provision and new satellite provision for Primary aged pupils in Thanet and by increasing the current Secondary capacity of St Anthony's Special school, particularly to support girls with BESN. At Secondary, the rebuilding of Portal House will increase capacity and we aim to expand the number of places at Goldwyn Special school on a second site and extend its designation to a small number of residential places. Table 7 sets out where we propose to increase capacity for pupils with BESN.

BSEN: 121 additional places (28 in new schools from 2015)

Table 7

District	Primary BESN	Secondary	Special	Satellite	
GRAVES					
DART					
DOVER	8		12		
ASH			35		
TUNWEL					
SHEP					
SWALE	22				
MAID					
CANT					
SEVEN					
TONMAL	14				
THANET			15	15	
TOTAL	44	0	62	15	121

- 44 Primary places for BESD in Primary: Dover 8 places, Faversham 8 places and in new schools: Sheppey 14 places, Leybourne 7 places, Snodland 7 places from 2016.
- 50 Secondary Special school places for BESD: 35 at Goldwyn (including 12 residential), 15 at St Anthony's, 12 at Portal House.
- 16 Primary satellite places for Behaviour and Learning: 8 in Broadstairs or Ramsgate, 8 Margate or Cliftonville.

10.20 Profound, Severe and Complex Provision: 12 Additional Places

Although Kent has 11 PSCN schools, the level of referrals and placements indicates significant pressure in Maidstone. 33 pupils from Maidstone travel to other District PSCN schools: 9 to Gravesham, 15 to Tonbridge, 19 to Tunbridge Wells.

10.21 Pressure in Kent is amplified by parental preference for Special school and for their preferred school. At the time of this analysis there were 10 pupils who travel from Folkestone/Hythe coastal areas to Ashford District school contrasting with 22 from Ashford area going to Shepway District school. 7 pupils from Dover and Deal occupy Thanet District places and the same number from Thanet travel to Canterbury's PSCN school.

10.22 National data suggests that at least 20% of the pupils in District Special schools could attend a mainstream school.

10.23 We know that planned capital development will address some of the current pressure for places as the additional accommodation will enable an increase in commissioned places for Maidstone at Five Acre Wood, in Tonbridge at Ridgeview and in Tunbridge Wells at Oakley. Working in partnership with our Special schools we are reviewing the 'stretch' within the range of pupils currently suitable for Special school admission, to ensure that PSCN schools only cater for pupils with the most severe needs and that others are well supported in mainstream schools. We propose to address the PSCN place pressure in Maidstone through the development of satellite provision for ASD.

10.24 We are aware of growing pressure in Dover. Whitfield Aspen will have 18 potential Year R pupils for September 2014 and only 5 pupils will leave Year 6 in the preceding July. 28 places are filled with non Kent pupils. In Dover, we plan to develop 12 additional satellite places for moderate to severe learning difficulties.

10.25 We remain alert to planned housing development and forecast population increases in the Ashford area. We recognise that this may require future expansion at Wyvern School and we are confident that the school's current location, in terms of the external site offers some flexibility for expansion although there are no current capital plans.

10.26 The 2012 forecasting for non SEN pupils highlighted some increases in Primary aged children which may also be reflected by the pressure for places in PSCN schools.

10.27 We are acutely aware that for the most profound level of physical and cognitive difficulty there is no obvious provider within the non maintained sector for Primary aged pupils. Where placement difficulties occur, these pupils cannot be offered an out County solution as the home to school distance would require a boarding school placement.

10.28 Physical Disabilities (PD) and accessible schools

The most significant increases in pupils with Physical Disabilities are being seen in Primary schools and this reflects the general trend for places. We know from the forecasting for general school population that we must be alert to:

- **Maidstone:** greater than expected Year 7 pupils, some due to migration.
- **Tonbridge and Malling:** migration into the District seen in Kings Hill by families with pre-school children, Year R places to 2018.
- **Canterbury:** families with young children moving into housing previously occupied by older couples.
- **Swale:** migration, particularly from London, accounts for the variance.
- **Thanet:** higher and increasing migration and volatility of the population in and out of the area.

10.29 We remain committed to increase physical access to the built environment for pupils who are disabled, particularly those with mobility difficulties.

10.30 Kent maintains 275 Specialist places for physical disabilities, including sensory disabilities with 30% of these at Valence Special School. Although Valence is located in Sevenoaks District it is a County wide specialist resource and it offers boarding facilities for those who cannot travel easily on a daily basis. Pupils travel to Valence from 11 different local authorities.

10.31 We will continue to ensure that our plans for all new schools meet our statutory responsibility to ensure disability access and increase parental choice.

11. Commissioning Early Education and Childcare

Introduction

11.1 Early Education and Childcare

The overall role and purpose of Kent's Early Education and Childcare Service is to ensure equal access for all children and young people to a sufficient, sustained market of high quality, inclusive early education and childcare provision

Early Education is the Free Entitlement for all three and four year olds and increasing numbers of disadvantaged two year olds to 15 hours free early years education and childcare each week, over 38 weeks. It is designed to encourage, facilitate and support their development and early learning ensuring the best outcomes for all children at the end of Early Years Foundation Stage (EYFS).

Childcare for children under five is at least four hours a day with a childcare provider. Childcare for school aged children, universally up to age 14 and up to 18 for those with a special educational need or disability, refers to care provision in breakfast and after school clubs and holiday provision, a key purpose of which is to support parents to work, study or train for employment.

11.2 Legislative context

Early Education and Childcare is legislatively governed by the *Childcare Act 2006*. Section 6 of the 2006 Childcare Act gives local authorities a duty of securing the provision of childcare which is sufficient to meet the requirements of parents in their area in order to enable them to take up, or remain in, work, or undertake education or training which could assist them to obtain work.

Within this overall duty, the Local Authority is expected to meet certain specific needs gaps, being either a shortage of childcare for disabled children, or children with other specific needs. In this respect the Local Authority must attempt to meet the requirements of parents of all children aged up to 14 and up to 18 for disabled children.

Section 7 of the Childcare Act gives local authorities a related duty to secure free early education provision for pre-school children of a prescribed age, being three and four year olds from the beginning of the term after their third birthday.

In July 2013, the Government published *More Affordable Childcare*, setting out its plans to help families to meet the costs of childcare, increase the amount of affordable provision and give parents the right information so they can make informed choices about childcare.

The key implications for local authorities are to be more effective champions for disadvantaged children and their families and to focus on quality improvement, by challenging and securing support for early years providers who are judged by OfSTED to be 'requiring improvement' or are 'inadequate'. There is also the continuing role in relation to the sufficiency of early education and childcare provision. In *More Affordable Childcare*, the Government is also emphasising the central role of schools in providing out of school childcare to respond to identified gaps.

11.3 Early Education and Childcare provision in Kent

Early Education and Childcare Kent is available through a large, diverse and constantly shifting market of maintained, private, voluntary and independent providers (including childminders).

11.4 Early Years provision

Early years childcare provision for children aged 0 – 4 and for at least four hours a day is provided by sessional and full day care pre schools and nurseries and with childminders. Embedded within this childcare provision will almost always be the Free Early Education Entitlement of 15 hours a week for 38 weeks a year. Levels of provision as of May 2013 as registered with and informed by OfSTED are:

- *Full day care provision:* 373 providers which are open for more than 4 hours per day, offering a total of 17,495 childcare/early education places.
- *Sessional provision:* 333 providers which are open less than 4 hours per day, offering a total of 9,591 childcare/early education places.
- *Childminders:* 1,633 childminders (i.e. providers who can care for children of all ages within their own home), with a total of 7,696 childcare places. Of these, 113 registered childminders have achieved quality assured status and can, therefore, offer the free early education entitlement for 3 and 4 year olds.
- *Maintained provision:* Additionally, there are 67 maintained nursery classes in schools and one maintained Nursery School, offering a total of 3,536 free early education places for 3 and 4 year old children.

Early years childcare/early education across all sectors and types of provision is summarised in Table 1 below.

Table 1. Number of early years providers and places by type of provision⁷.

Type of provision	Number of registered providers	Number of registered places ⁸
Full day care	373	17,495
Sessional care	333	9,591
Childminders	1,633	7,696 ⁹
Maintained nursery units	68	3,536
Totals	2,407	38,318

11.5 Out of school childcare provision

Childcare provision for school aged children (universally up to 14 and up to 18 for those with a Special educational need and/or disability) is provided through breakfast clubs, after school clubs and holiday provision, again provided across all sectors. Much of this provision is not required to be registered with OfSTED (due to the lower number of hours and/or weeks it operates) and is therefore a more difficult market to quantify.

11.6 Childcare Sufficiency Assessment

Section 11 of the Childcare Act 2006 also placed a duty on Local Authorities to undertake a Childcare Sufficiency Assessment (CSA) as a necessary step towards securing sufficient provision, enabling Local Authorities to identify gaps and establish plans to meet the needs of parents so that they can fulfil their Section 6 childcare sufficiency duty. The CSA is a measurement of the

⁷ Information from CSA April 2013.

⁸ It should be noted that a parent may only require part-time childcare and, therefore, a 'place' may be occupied by more than one child.

⁹ It should be noted that childminders can provide care for children aged 0 to 16.

nature and extent of the need for and supply of childcare. It helps the Authority to identify where there are gaps in the market and, in consultation with partners, plan how to support the market to address them. The CSA in Kent is created through the collection and assessment of supply and demand and has been recognised as 'good' by Central Government.

11.7 Supply side information.

In order to obtain accurate, up-to-date information on the existing provision of early education and childcare places in Kent, each year an Annual Provider Survey (APS) is undertaken. The APS is sent to all registered providers of early education and childcare across the County. Excellent response rates are obtained and the information collected gives a very full picture of the existing provision of places across the County.

11.8 Demand side information.

It is a requirement of the Childcare Act 2006 that the views of parents are obtained when completing the CSA. It is also a necessary requirement to enable an accurate assessment of the need for new early education and childcare places. This is undertaken in Kent through an annual Parental Demand Survey (PDS). The PDS is of sufficient size to adequately capture the views of parents universally, including those from ethnic minorities, those of children with Special educational needs and/or who are disabled children (who are mentioned in the Childcare Act 2006 as being a group requiring Special consideration).

11.9 Planning for new early education and childcare places

The data gathered from the PDS and APS is linked to the data in the MOSAIC household - level market segmentation database, is mapped in order to predict the demand for new childcare places at low levels of geography. One caveat to this is that PDS asks questions about the need for childcare should a parent be seeking employment. Where the search for employment is unsuccessful, the need for childcare would cease to exist and in turn the childcare potentially becomes unsustainable. In this context, the challenge of ensuring the provision of sustainable childcare to enable and support parents to work is ongoing and flexible in nature.

11.10 The Free Early Education Entitlement

The Free Early Education Entitlement is available all children aged 3 or 4 years. It constitutes a part time place (15 hours a week) for 38 weeks a year and must be free to the parent at the point of delivery. The free places can only be provided by OfSTED registered provision, all of whom deliver the Early Years Foundation Stage.

The CSA provides an overview of provision of both early education and childcare places in each District across Kent (see Table 2 below)¹⁰. This suggests that there are a significant number of surplus early education places in each District. It should, however, be noted that whilst this analysis shows the maximum number of places that *could* possibly be available for the purposes of early education, it will not always be the case that this number *is* available. This is because providers in the private, voluntary and independent sectors may choose to use these places for childcare for younger children. This may particularly be the case when demand for early education places is low, for example at the start of the autumn term when many 4 year old children will have taken up places in Reception classes.

Table 2. Number of children aged 3 and 4 and number of early education places by District¹¹.

District	No. of children aged 3 and 4	No. of early education places
Ashford	3,287	4,129
Canterbury	3,097	4,501
Dartford	2,770	4,259
Dover	2,514	3,272
Gravesham	2,711	3,294
Maidstone	3,775	5,579
Sevenoaks	2,938	3,988
Shepway	2,467	3,586
Swale	3,573	4,868
Thanet	3,427	4,299
Tonbridge and Malling	3,169	4,639
Tunbridge Wells	2,893	3,786
Totals	36,621	50,200

¹⁰ A copy of the full CSA published on 1st April 2013 can be found here: http://www.kent.gov.uk/education_and_learning/childcare_and_pre-school/choosing_childcare/monitoring_childcare_in_kent.aspx

¹¹ The number of early education places includes Reception classes in Kent maintained schools and Academies.

From September 2013 the Government has introduced a duty that will enable the most disadvantaged 2 year olds to be able to access free early education provision. Kent has been set a target by the Government to initially create 3,095 places with an increase to 7,000 places by September 2014. The introduction of this duty represents a significant challenge for Kent, as set out in Table 3 below.

Table 3: Predicted supply/demand for early education places for 2 year olds¹²

District	Indicators ¹³					
	A	B	C	D	E	F
Ashford	1495	432	90	522	439	83
Canterbury	1422	508	85	593	770	0
Dartford	1374	418	82	500	237	263
Dover	1200	561	72	633	626	7
Gravesham	1316	555	79	634	170	464
Maidstone	1849	502	111	613	371	242
Sevenoaks	1461	211	88	299	272	27
Shepway	1153	536	69	605	569	36
Swale	1837	745	110	855	803	52
Thanet	1592	939	96	1035	996	39
Tonbridge and Malling	1473	266	88	354	295	59
Tunbridge Wells	1328	277	80	357	290	67
Totals	17,500	5,950	1,050	7,000	5,838	1,339

The columns are as follows:

- A = Estimated number of 2 year olds as per Government figures;
- B = Estimated number of 2 year olds eligible for Free for 2 in 2013 based on deprivation factors;
- C = Estimated number of 2 year olds eligible for Free for 2 in 2013 based on disability;
- D = Total Estimated number of 2 year olds eligible for Free for 2 in 2013;
- E = Estimated number of potential places for 2 year olds;
- F = Estimated shortfall in places.

¹² It should be noted that these figures are currently estimates, but that various audits are being carried out that will enable more detailed and accurate figures to be produced.

¹³ A = Estimated number of 2 year olds as per Government figures (i.e. 7,000/40*100); B = Estimated number of 2 year olds eligible for Free for 2 in 2013 based on deprivation factors; C = Estimated number of 2 year olds eligible for Free for 2 in 2013 based on disability; D = Total Estimated number of 2 year olds eligible for Free for 2 in 2013; E = Estimated number of potential places for 2 year olds; F = Estimated shortfall in places.

The potential number of places available for two year olds has been calculated by reference to the maximum number of places possibly available in pre school settings based on the results of a bespoke audit undertaken specifically for this purpose in May 2013. It should be noted that the total for column F (1,339) is greater than the total for column D minus column E (1,162), because no account has been taken of potential surpluses for certain Districts in column F which could be used to reduce shortfalls for other Districts and the total shortfall for such Districts has been shown as zero rather than a minus figure (i.e. a surplus).

Table 3 shows that there is a shortfall of free early education places available for two year olds but must be balanced with the fact that many parents will have chosen not to take up the place and the knowledge that everyone who has asked for a place has been provided with one.

11.11 Progress to date

A full audit of all early years provision was carried out in 2012 to identify actual numbers of places registered, places offered and vacancy levels. From this information barriers were identified and support directed to overcome these to encourage and support the expansion of current provision and also potential new developments. A subsequent audit was carried out in May 2013 (in the term when providers traditionally have the fewest vacancies) to review progress to date and produce new development targets. The shortfall figure of 1,339 (total column F) is based on this audit. Across the Districts there are considerable differences in the number of places required the highest being in Gravesham, where 464 places represents a particular challenge as there is a lack of available suitable premises. To accurately reflect vacancy patterns and new places developed it is planned to repeat this audit again in September 2013 to provide further information.

The hourly rate of £4.85 per hour that KCC pays for Two Year Olds Early Education places is lower than many providers charge on the open market and this has proved to be a challenging situation in that providers have typically said that it is difficult for them to provide places at this level of funding. However, through collaborative working with providers and the range of support offered, the numbers of providers now offering places for two year olds has significantly increased as follows:

- *Group providers:* At the start of January 2012, a total of 288 group providers had registered to provide Two Year Old places. By December 2012 this had risen to 447 with the current total as at 24 July being 513. This equates to a total of 76.3% of all early years group providers in the County.
- *Childminders:* At the start of Jan 2012, a total of 57 eligible childminders had registered. By December 2013 this had risen to 123 with current total as at 24 July being 236. This equates to a total of 62% of all *eligible* childminders in the County.

11.12 Actions

The development of *Places for Two Year Olds* by KCC is continuing through the following activities:

- Provider Information Briefings;
- Presentation and publicity materials produced in liaison with corporate communications;
- Training Workshops and Surgeries;
- Seminars and networking events;
- Individual business planning support for group settings;
- Capital development plans.

As a result, additional places for two year olds are in development which is anticipated to reduce the shortfall in places. This can be seen in Table 4 below.

Table 4: Early Education Places for Two Years Olds – anticipated impact of development activity

District	Shortfall (Table 3, Column F)	Further potential Development	Revised projected shortfalls (Subject to provider individual development plans)
Ashford	83	85	Plus 2
Canterbury	0	40	Plus 40
Dartford	263	132	131
Dover	7	24	Plus 17
Gravesham	464	112	352
Maidstone	242	243	Plus 1
Sevenoaks	27	29	Plus 2
Shepway	36	39	Plus 3
Swale	52	53	Plus 1
Thanet	39	41	Plus 2
Tonbridge and Malling	59	62	Plus 3
Tunbridge Wells	67	73	Plus 6
Totals	1,339	933	404

Dartford and Gravesham Districts present a particular issue as they have the lowest number of registered providers and there is an acute issue with available premises. However we are supporting an existing provider to open a new setting in Gravesham in autumn 2013, plus additional support is planned for these Districts from September 2013. It is also planned to explore the possibility of utilising surplus Secondary School accommodation in the Gravesend District to accommodate new places.

Capital funding of £2.4m to support the development of new places has now been made available. This will support the development of a small number of projects in key areas of Kent whilst the majority will provide small grants to providers needing small scale refurbishments or additional equipment to take 2 year olds in their settings.

‘Stretching’ the Early Education Entitlement

Plans are in progress to ‘stretch’ the offer for two, three and four year olds, to allow the Free Entitlement to be available year round, rather than just during 38 weeks of the year in line with school term dates. This is scheduled for implementation with effect from April 2014.

11.13 Childcare

Over and above the provision and availability of Early Education for two, three and four year olds, Table 5 below sets out the childcare gaps that have been identified in the CSA 2013 for children aged 0 – 4 by type of provision and District.

Table 5: Childcare gaps for children aged 0 to 4 by type of provision and District.

District	Number of additional childcare places required ¹⁴			
	A. Full Day Care	B. Sessional Day Care	C ¹⁵ . Childminders	Total
Ashford	173	104	46	323
Canterbury	168	101	45	314
Dartford	144	86	38	268
Dover	167	100	44	311
Gravesham	172	103	46	321

¹⁴ A = Full day care; B = Sessional day care; C = Childminder.

¹⁵ It should be noted that the number of places shown here in respect of childminders is a total gap figure for this type of provision, and will include some places that are required for older children.

District	Number of additional childcare places required ¹⁴			
	A. Full Day Care	B. Sessional Day Care	C ¹⁵ . Childminders	Total
Maidstone	177	106	47	330
Sevenoaks	103	62	28	193
Shepway	160	96	43	299
Swale	252	151	67	470
Thanet	277	166	74	517
Tonbridge and Malling	122	73	32	227
Tunbridge Wells	104	63	28	195
Kent	2019	1211	538	3768

The development of early education places for two year olds is highly likely to have a positive impact on these figures.

Table 6 shows the gaps in provision that have been identified in the CSA 2013 for school age children by the type of provision required and District.

Table 6. Gaps in provision for school aged children by type of provision and District.

District	Number of additional childcare places required ¹⁶				Total
	A After School Club	B Breakfast Club	C ¹⁷ Childminder	D Holiday play scheme	
Ashford	207	11	46	12	276
Canterbury	201	11	45	11	268
Dartford	173	9	38	10	230
Dover	200	11	44	11	266
Gravesham	207	11	46	12	276
Maidstone	213	12	47	12	284

¹⁶ A = After-school club; B = Breakfast club; C = Childminder; D = Holiday play scheme.

¹⁷ It should be noted that the number of places shown here in respect of childminders is a total gap figure for this type of provision, and will include some places that are required for younger children.

District	Number of additional childcare places required ¹⁶				
	A After School Club	B Breakfast Club	C ¹⁷ Childminder	D Holiday play scheme	Total
Sevenoaks	124	7	28	7	166
Shepway	192	11	43	11	257
Swale	303	17	67	17	404
Thanet	332	18	74	18	442
Tonbridge and Malling	146	8	32	8	194
Tunbridge Wells	125	7	28	7	167
Kent	2423	133	538	136	3230

11.14 Key Issues

It is undisputed both nationally and in Kent that assessing the childcare market and ensuring a sufficiency of provision is both a complex and constantly moving challenge. It should be noted that take up and vacancies within early years settings particularly also present a constantly changing picture. This is not only affected by parental demand but also by the fact that early years provision, being delivered in the main by the private, voluntary and independent sectors, operates as part of an open market. Ensuring there is sufficiency of provision is also affected by the relationship between the provision of childcare and the availability of employment opportunities, as referred to in paragraph 3.4.

The Children and Families Information Service (CFIS) provides and information and advice service for parents and carers in relation to childcare provision. Since April 2011, no complaints have been received about the lack of childcare in Kent. CFIS Advisors advise callers that if, having perused the information provided (from either a list and/or a website search) they still have difficulty in finding the childcare that meets their needs; they can access the CFIS Brokerage Service. Since April 2011, 11 brokerage calls have been received and recorded, as a consequence of which suitable childcare has been identified in each case. This would suggest that even though childcare gaps appear to have been identified, demand appears to be satisfied.

11.15 Summary and Conclusions

We have explored and determined that assessing the early education and childcare market and ensuring a sufficiency of provision is both a complex and a constantly moving challenge. Through the CSA we have a robust profile of the availability of and demand for early education and childcare provision. Particular gaps exist for (new) early education places for two year olds, but we have robust plans to meet targets within identified timescales. Gaps also *appear* to exist for childcare for school aged children, but the use of the CFIS Brokerage Service does not particularly support this. We have plans in development by planning childcare demand and supply against school partnerships to enhance our understanding of the reality of the situation and also to work with schools to respond to genuine gaps. In summary therefore, whilst not without challenges ahead, we have a good understanding of where we are, what we need to do to further develop that understanding and plans to address issues accordingly

12. Post-16 Commissioning

The purpose of Post-16 Commissioning is to develop provision so that we meet the requirements of the Raising Participation Age (RPA) legislation; to meet the skills needs of the Kent economy; and to support vulnerable learners.

12.1 LA Statutory Duties Post-16

Local Authorities have a number of statutory duties. They must:

- promote the effective participation of all 16 and 17 year old residents
- make arrangements to identify young people resident in your area who are not participating
- secure sufficient suitable education and training provision for all 16-19 year olds
- encourage, enable and assist young people to participate

As part of these duties the LA must put processes in place to deliver the September Guarantee and track all young people's participation and report the outcomes monthly to the DFE using a Client Caseload Information System.

12.2 Learning, Employment and Skills Strategy

This strategy is designed to link the world of learning to the world of work more successfully, and to bring about more rapid transformation in young people's skills, qualifications and employability through the following four key areas of focus.

- Raising Attainment
- Improving and extending vocational education and Apprenticeships
- Increasing participation and employment
- Targeting support for vulnerable young people

Through partnership working across Kent's Districts our ambition is to ensure that all young people in Kent become better qualified and more employable; are able to participate and achieve success in education and work based training at least until the age of 18; and to ensure more 18 to 24 year olds can access higher learning or sustained employment that is appropriate to their needs and relevant to the local and national economy.

Kent's Economy and the Demand for Skills

12.3 The sectoral make up of Kent

The current make-up of the Kent economy, and the future growth potential of key sectors, will determine the future skills needs of Kent employers.

In common with the rest of the economy, the largest concentrations of employment in Kent are in retail and wholesale trades and public sector related activities. Table 1 below illustrates the employment make-up by sector in Kent.

Table 1 – Sectoral composition of employment in Kent

Sector composition in Kent.	Employment 2009	Employment 2011	% composition 2011
Wholesale and retail trade	99,000	106,000	18.6
Human health and social work	75,200	80,400	14.1
Education	58,700	61,200	10.7
Administrative and support services	40,600	43,000	7.5
Accommodation and food service	35,100	41,100	7.2
Manufacturing	39,800	38,900	6.8
Professional, scientific and technical	32,300	33,000	5.8
Construction	36,100	30,200	5.3
Transportation and storage	28,800	29,100	5.1
Public admin and defence	31,000	27,000	4.7
Primary industries	20,700	21,300	3.7
Financial and insurance	15,800	15,800	2.8
Information and	12,900	13,400	2.3

Sector composition in Kent.	Employment 2009	Employment 2011	% composition 2011
communications			
Arts, entertainment and recreation	11,300	12,800	2.2
Other services	10,900	10,600	1.9
Real estate	6,400	7,300	1.3
Total	554,600	571,100	

Source: BRES 2008 – 2011 employer survey

The proportions of the workforce engaged in wholesale and retail, public service related, tourism related, transport and distribution and Primary industry (mainly agriculture) sectors in Kent are higher than the national average. Employment in manufacturing, and financial and information services, is relatively lower.

However the County-wide picture obscures significant local differences. For example, manufacturing accounts for only 7.1% of employment across the County, but accounts for 12.8% of employment in Swale. Similarly, the education sector in Canterbury is significantly larger than the County-wide average¹⁸.

From the start of the recession in 2008, employment in Kent fell from 573,400 to a lowest point of 554,600 in 2009. This recovered to 571,100 in 2011, representing a net loss of around 7,000 jobs or 1%. Hidden within this is a decline of over 10% in manufacturing employment, and 15% in construction¹⁹.

Conversely human health activities, wholesale, retail and tourism related activities have grown since the recession, reflecting the increasing demands of an ageing population, and the low wages of workers in these sectors.

12.4 Future Sectoral Opportunities for Growth

Innovation for Growth, the draft Kent and Medway innovation strategy produced in 2012, identifies nine key sector areas in which the County has substantial opportunities²⁰:

¹⁸ Source: Unlocking Kent's Potential

¹⁹ Source: BRES 2008 - 2011

²⁰ Source: Unlocking Kent's Potential

- Low carbon and environmental goods and services
- Life sciences and medical technologies'
- Creative and media industries
- Food production
- Higher Education
- Tourism
- Manufacturing and engineering
- Construction
- Retail and Wholesale

A key element of a sector's growth potential is around its Gross Value Added (GVA) or financial contribution to the economy. Sectors such as manufacturing, construction and life sciences tend to account for a higher proportion of Kent's GVA than they do for employment alone. Average productivity has risen during the recession leading to greater opportunities for these sectors to contribute overtime.

12.5 Employment Structure

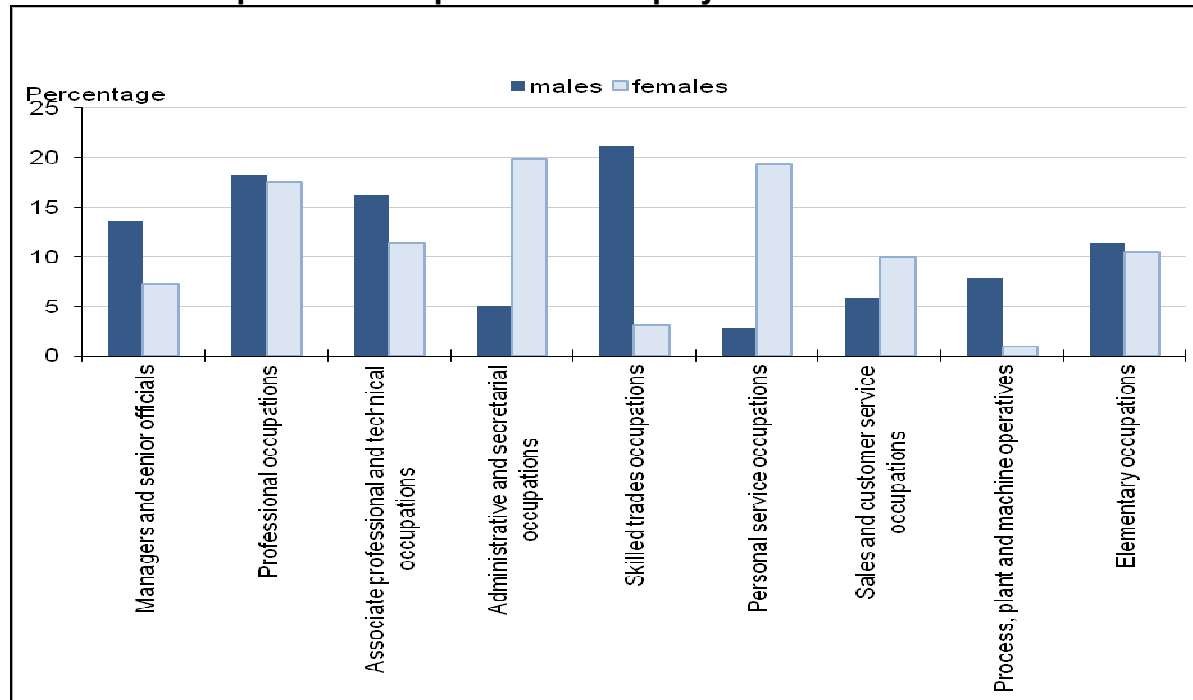
The occupational structure of Kent has changed over the last eight years. During this period employment has risen for:

- the highest skilled. Managers, directors and senior officials; those in professional occupations and technical occupations.
- those employed in caring, leisure and service occupations, and sales occupations.

Employment has declined for:

- administrative and secretarial occupations.
- process, plant and machine operatives. (This reflects falling lower-skilled employment in manufacturing.)

Chart 1 below illustrates the current breakdown of occupations in Kent.

Chart 1 – Occupational composition of employment in Kent 2012

Source: ONS

Past trends are only a rough guide for future occupational change. However this seems to point towards rising demand for skilled workers and personal service type occupations, and falling demand for process and routine jobs susceptible to competition from abroad. It also clearly illustrates the bias towards gender in certain occupational groups.

12.6 Skills Gaps

Utilising the UK Commission for Employment and Skills Employer survey, we know that approximately 20% of all vacancies in Kent (and Medway) were reported by employers to be due to a shortage of skills. From this survey, where employers had tried to recruit 17 and 18 year school leavers, the following outcomes were reported:

Table 2 – Employer stated reasons for 17/18 year old skills gaps.

Reason for non-recruitment/skills shortage	%
Lack of working world / life experience or maturity	37%
Poor attitude / personality or lack of motivation	29%
Lack required skills or competencies	17%
Poor education/lack of literacy numeracy	9%
Lack of common sense	7%

Source: UKCES 2011 Employer Survey

Employers perceive that a lack of maturity, life experience and motivation is a greater detriment to employability of young people than lack of skills, although this is still an issue, from this survey.

Approximately 69% of employers in Kent (and Medway) have provided on or off the job training for some of their staff in the last year, which is higher than the national proportion. This might imply that employers in the County might be compensating for a lack of skills through training existing staff and training new staff²¹.

The greatest overall skills shortages were reported in skilled trades (replacement demand) and high tech manufacturing, where new applications are requiring new flexibilities in skills. High skills shortages are also reported in the community, social and personal service sector, reflecting rising demand in this area. Skills shortages among existing employees are most common in sales and customer service and elementary occupations²².

Analysis of Kent 16+ Learners 2013

12.7 Projected Cohort Size and NEET Numbers

Tables 3 and 4 below illustrate the projected learner cohort sizes from 2012/2013 to 2021/2022, to address RPA. In producing this projection three key assumptions were made.

²¹ Source: UKCES 2011

²² Source: UKCES 2011

- 1) Based on delivery of the same provision, the percentage of the cohort in school sixth forms will remain the same. Young people who are not currently participating after Year 11 are unlikely to return to school.
- 2) If employment with training increases under RPA, FE colleges are most likely to provide this training, so their percentage share of the cohort will increase.
- 3) NEET figures will decline to 1% by 2021/2022, reflecting the allowed tolerance.

From the data we can see that in 2012/2013, the Year 12 and Year 13 NEET figures are 4% and 6% respectively. To decline to 1% in Kent, it is clear that FE colleges and schools will need to develop a more attractive and appropriate offer, which is discussed in the next sections.

Tables 3 and 4 – Year 12 and Year 13 cohort projections to 2021-2022

Year 12	2012 -2013		2017-2018			2021-2022		
	No. of cohort	% of cohort	No. of cohort	% of cohort	change since 2012/13	No. of cohort	% of cohort	change since 2012/13
Total cohort forecast	16,861		16,289		-572	16,011		-848
Education, Employment or Training	15,878	95%	15,774	97%	-104	15,691	98%	-187
Education of which:	14,830	90%	14,641	90%	-189	14,490	90.5%	-340
in School Sixth Form	9,859	59%	9,630	59%	-229	9,447	59%	-412
in FE College	4,971	31%	5,011	31%	140	5,043	31.5%	72
Employment and/or Training	1,048	5%	1,133	7%	85	1,201	7.5%	153
NEET	625	4%	367	2%	258	160	1%	-465
Not Known	121	1%	143	1%	22	160	1%	39

Year 13	2012 -2013		2017-2018			2021-2022		
	No. of cohort	% of cohort	No. of cohort	% of cohort	change since 2012/13	No. of cohort	% of cohort	change since 2012/13
Total cohort forecast	17,777		16,773		-1,004	15,969		-1,808
Education, Employment or Training	16,280	92%	15,930	95%	-350	15,649	98%	-631
Education of which:	13,784	79%	13,312	80%	-472	12,935	81%	-849
in School Sixth Form	8,574	49%	8,158	49%	-416	7,825	49%	-749
in FE College	5,210	30%	5,155	31%	-55	5,110	32%	-100
Employment and/or Training	2,496	13%	2,618	15%	122	2,715	17%	219
NEET	1,126	6%	589	4%	-537	160	1%	-966
Not Known	341	2%	240	1%	-101	160	1%	-181

12.8 Vulnerable Learner Cohort

54% (1240) of 16-18 year old NEET young people have a registered disability, of which 38% (470) have emotional and behavioural difficulties (BSED) and 9% (116) have moderate learning difficulties.

42% (742) of 16-24 year old NEETs are pregnant or caring for their own child; 40% (542) are LLD. The next highest groups are young people supervised by the YOT team and care leavers, at 8% (130) each. Provision must be tailored to these groups to impact on RPA.

12.9 Prior Attainment and Achievement at Age 19

Table 5 illustrates the level of achievement against prior attainment levels, for Kent learners. From this data it can be seen that:

- 1) 44% of learners, who achieved below Level 1 at age 16, did not progress to get any further qualifications by age 19.
- 2) 28% of learners, who achieved below Level 1 at age 16, stayed on to study but did not progress up a level of achievement.
- 3) 52% of learners, who achieved a Level 2 qualification without maths and English at age 16, stayed on to study but did not progress to a higher level of achievement.

- 4) Only 35% of learners, who achieved a Level 2 qualification without maths and English at age 16, went on to get a Level 3 qualification.

Table 5 – Prior attainment at 16 (2009/2010) and achievement by age 19 (2011/12) for Kent Learners

EPAS Analysis											KCC Analysis	
LA at age 16	Prior attainment at age 16	Total Learners	Of which No further qualifications Post 16		Percentage of learners by age 19 attaining						Of which participated but did not progress to the next level of qualification	
					Level 1 or above		Level 2 or above		Level 3			
			Number	%	Number	%	Number	%	Number	%	Number	%
National	Below Level 1	51087	21244	41.60%	16409	32.10%	7548	14.80%	2030	4.00%	13434	26.00%
	Level 1, below Level 2	138650	23502	17.00%	138650	100.00%	75227	54.30%	22834	16.50%	39921	29.00%
	Level 2 without English and Maths	87498	10659	12.20%	87495	100.00%	87495	100.00%	33510	38.30%	43329	49.00%
	Level 2 incl Eng and Maths	315964	10457	3.30%	315964	100.00%	315964	100.00%	263727	83.50%	41780	13.00%
	All Pupils	593199	65862	11.10%	558518	94.20%	486234	82.00%	322101	54.30%	138464	23.00%
Kent	Below Level 1	1477	651	44.10%	407	27.60%	170	11.50%	48	3.20%	419	28.00%
	Level 1, below Level 2	3377	642	19.00%	3377	100.00%	1688	50.00%	425	12.60%	1047	31.00%
	Level 2 without English and Maths	3031	416	13.70%	3031	100.00%	3031	100.00%	1049	34.60%	1566	52.00%
	Level 2 incl Eng and Maths	9133	301	3.30%	9133	100.00%	9133	100.00%	7647	83.70%	1185	13.00%
	All Pupils	17018	2010	11.80%	15948	93.70%	14022	82.40%	9169	53.90%	4217	25.00%

It is clear that there are significant numbers of learners, at lower levels of achievement at age 16, who are not participating or are failing to progress to higher levels of achievement in Kent by the age of 19.

12.10 Vocational Curriculum Map

Chart 2: No Vocational courses offered in Kent by Level 2012/2013

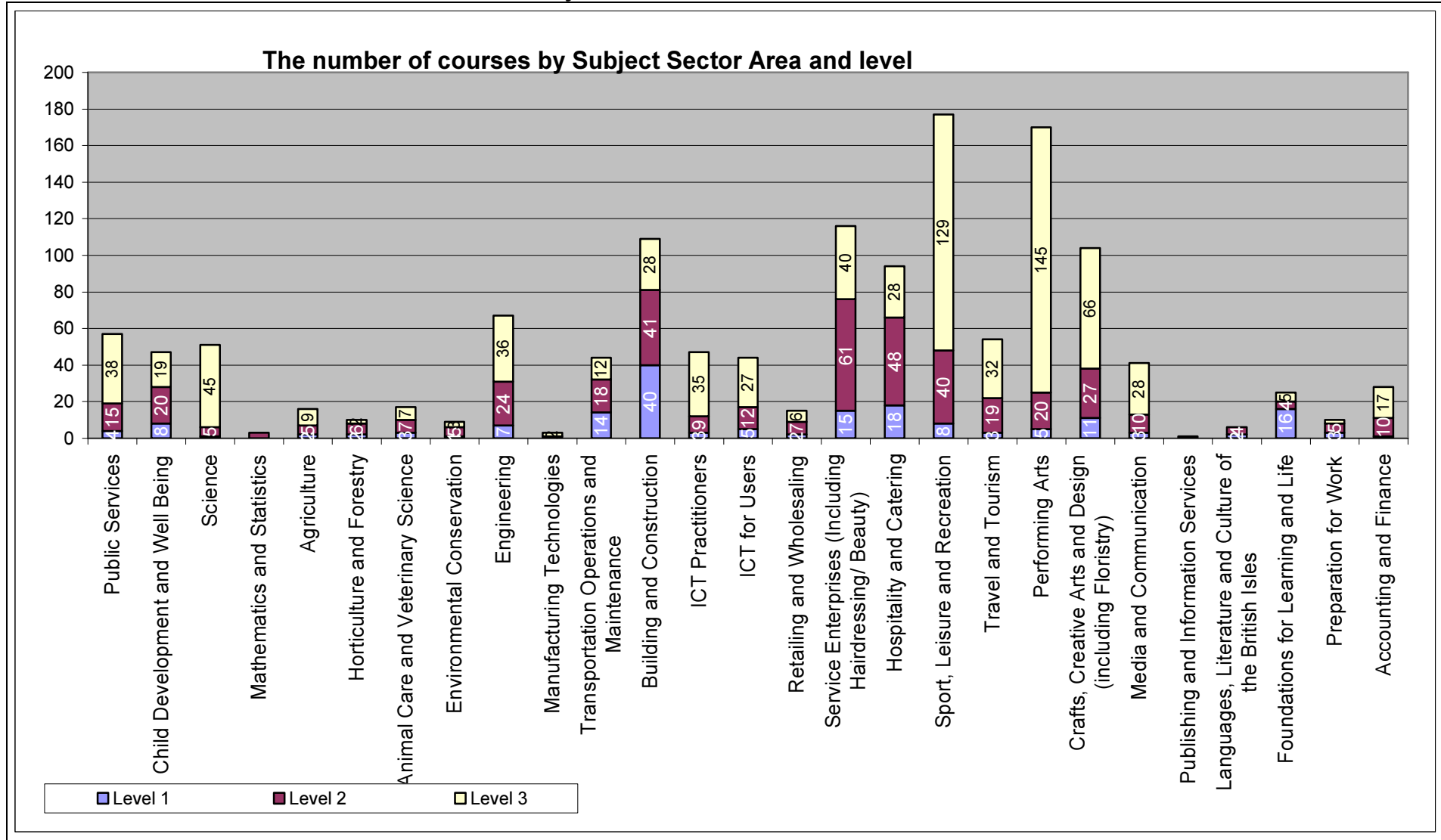


Chart 2 illustrates the number and range of vocational courses on offer in Kent schools and colleges, the distribution of which will vary across Districts. These are discussed in the individual District datapacks. It is clear that there is a significant oversupply of courses such as sport, leisure and tourism, and performing arts. There appears to be an under supply of manufacturing, retail and agriculture. This is discussed in section 10 below.

12.11. Apprenticeships

Table 5 illustrates the number of starts and achievements on Apprenticeships from August 2012 to April 2013 in Kent, by broad sector area, across all levels.

Sector subject area	Starts	Achievements
Agriculture, horticulture and animal care	150	60
Arts, media and publishing	10	-
Business, admin and law	2410	1160
Construction, planning and built environment	300	140
Education and training	150	120
Engineering and manufacturing technologies	1040	440
Health, public services and care	1890	580
Information and communication technology	130	70
Leisure, travel and tourism	210	180
Retail and commercial enterprise	1730	870
Science and maths	10	-
Totals	8030	3620

Source: The data service 2013 statistical first release

Of these totals 2,010 starts were 16-18 year olds; 3730 starts were 19-24 year olds and 3,270 were 25 and over. Full year starts on apprenticeship programmes in Kent have grown from 9,040 in 2009/2011 to 11,220 in 2011/12.

12.12. Academic Offer

Table 6 illustrates the top 12 A Level results in Kent by achievement. Kent offers a large range of AS and A Levels, but their availability varies across Districts. The facilitating subjects remain popular, but subject combinations often do not meet Russell Group University requirements and the requirements of the labour market. Language take-up remains very low.

Table 6: Top 12 A-Levels by achievement 2011/12

Source: KCC EPAS

Subject	No. students passing 2011/2012
English	1935
Mathematics	1732
Biology	1224
History	1170
Psychology	1099
Art and Design	1080
Business Studies/Economics	837
Geography	788
Chemistry	743
Physics	697
Media and Film Studies	645
All Modern Foreign Languages	581

12.13 Curriculum Gaps

In terms of the nine key industrial sectors mentioned in section 4.2, Kent appears to lack vocational provision to meet the needs of the retail and wholesale sector, the manufacturing sector, the food production sector, creative and media (where the significant skills gap is entrepreneurial and business skills), life science and medical (mostly at Level 2) and low carbon and environmental goods and services.

There is insufficient vocationally related provision for vulnerable young people, particularly learners who are BSED, LLDD, teenage parents and looked after children. This is reflected in low numbers of Level 1 courses which are appropriate for this group and the high numbers of these groups in the NEET cohort.

There are enough courses numerically in proportion to the number of learners who are below Level 1, Level 1 and Level 2 without maths and English at age 16. However, the fact that these groups have high levels of NEETs and non-progression post-16 suggests that courses are not distributed equally by District and are not necessarily in the correct subject areas.

There is insufficient provision to ensure that Year 12 learners stay on and progress to Year 13. Career related progression pathways from Levels 1 to 3 seem to be lacking leading to student drop out and youth unemployment.

There is significant scope for more apprenticeship starts across all sectors, for learners aged 16-18.

Take-up of all modern foreign languages is very low, particularly for a selective authority which housed several language Specialist schools and is the gateway to Europe. New provision should be linked to enhancing the status of languages to pre-empt future government priorities in this area.

Across Kent students appear to be taking courses of personal interest rather than those related to the needs of the Kent economy. This is illustrated by high levels of sport, leisure and tourism, and performing arts courses.

The vocational offer made to young people who are at work but not currently in training needs to be developed to match local skills demand. Employers surveyed as part of the UKCES study stated that it is harder to recruit young people with maturity, motivation and a good attitude than it is to recruit young people with good literacy and numeracy skills.

12.14 Risks

There are risks that could impact on this work.

- 1) Post-16 numbers are set to fall. This will result in lower funding levels which could push some providers, particularly the smaller ones, out of business. Existing small sixth forms could become increasingly financially unviable.
- 2) Future developments outside of the maintained sector, including academies, free schools, UTCs and the independent sector can be unpredictable and could affect joint future planning and delivery.
- 3) Ongoing qualification and assessment change may mitigate against the needs of learners in the RPA group.

12.15 District Analysis

Analysis of the current context gaps in provision, has been set out District by District in the District-level 'Data Packs' available on the KCC website.

These analyses will inform local commissioning decisions which will be developed in consultation with providers at a local level.

12.16 Actions to address issues

The Skills and Employability Team is seeking to address the gaps with these actions.

- Delivering District wide curriculum planning meetings with providers, utilising Skills and Employability data pack information, to review jointly the 2012/13 and 13/14 curriculum offer in order to plan an appropriate post-16 curriculum for 2014/2015. This must include considerations of meeting RPA, the skills needs of the Districts and the needs of specific vulnerable groups. This will be the start of an ongoing process, not a one-off exercise.
- Involve all partners in the discussion of District provision, including KCC, District councils, KIASS, Connexions and all providers of training.
- Continue to deliver District wide NEET to EET forums and build on good practice in the re-engagement of vulnerable NEET young people.
- Deliver September Guarantee events in each District so that all 16-17 year old young people without the offer of a place in learning for 2012/13 can meet providers and Connexions to facilitate finding a place.
- Offer bespoke advice on post-16 curriculum to schools who request it.
- Encourage the sharing of good practice between post-16 providers.
- Run the Kent Employment Programme to ensure unemployed young people are supported to find apprenticeships in Kent companies and ensure Gov't subsidies for apprenticeships are maximised.
- Work with higher education and providers of adult skills to help facilitate career progression pathways.
- Support the delivery of post-16 work experience.
- Provide data and analysis to support post-16 providers in managing their curricula, and manage the tracking of student participation.

13. Analyses and Forward Plans for each District

13.1 Kent Wide Summary

The tables below provide a summary of the commissioning proposals for September 2014, 2015 and 2017 and for 2018 and beyond, set out District by District and summarised as Kent – wide totals for the Primary and Secondary Schools. The table is a summary of the commissioning intentions and proposals set out in more detail in the District by District Analysis and Forward Plans which follow. For 2014 and 2015 some projects are already in progress – specific schools have been identified in the District Plans where discussion and agreement with the school has already happened. For later years only the area where expansion is required has been noted – specific schools are not identified. Also for later years – particularly for post 2018- the commissioning proposals are dependant on the pace of planned housing development being realised.

District	By 2014-15	By 2015-16	By 2016-17	By 2017-18 and After
Maidstone	Primary 2FE in Maidstone (Jubilee Free School)	Primary 30 Year R places	Primary 4FE in Maidstone 30 Year R places	
Tunbridge Wells	Primary 30 Year R places in Tunbridge Wells (Urban)	Primary 1.3FE in Hawkenbury 2FE in Tunbridge Wells (Urban)		Primary 2FE in Paddock Wood
Tonbridge and Malling	Primary 30 Year R places in Tonbridge Town	Primary 1FE in Kings Hill 1FE at Leybourne Chase 1FE at Holborough Lakes 0.5FE at Slade PS 30 Year R places in Tonbridge Town	Primary 2FE Primary in the Medway Gap	Primary 2FE in Kings Hill Secondary 3FE Tonbridge (Temporary – 3 years)
Dartford	Primary 1FE in Dartford North 1FE in Knockhall Secondary 1FE Ebbsfleet Academy	Primary 1FE in Dartford East Secondary 8FE Ebbsfleet Valley	Primary 1FE in Dartford East 2FE in Dartford North 1FE in Ebbsfleet Valley (Castle Hill) 1FE in NW Sub Station 1FE in Ebbsfleet Valley (Station Qtr North) 30 Year R places in Dartford West	Primary 1FE in Ebbsfleet Valley (Castle Hill) 1FE NW Sub Station 1FE in Ebbsfleet Valley (Station Qtr North) 2FE in Ebbsfleet Valley (Alkerden) 2FE in Ebbsfleet Valley (Village 3) 2FE in St James Pit

District	By 2014-15	By 2015-16	By 2016-17	By 2017-18 and After
				Secondary 4FE Ebbsfleet Valley
Gravesham	Primary 1FE Gravesend North 1 FE in Northfleet 10 Year R places in Northfleet	Primary 1.3FE in Northfleet 60 Year R places in Gravesend East 15 Year R places in Higham	Primary Secondary 1FE in Gravesham	Primary 2FE in Gravesend SW (Springhead)
Sevenoaks	Primary 0.5FE in Sevenoaks Rural West 15 Year R places in Westerham Secondary 4FE in Sevenoaks (Free School)	Primary 1FE in Sevenoaks 1FE in Swanley/Hextable 15 Year R places in Westerham	Primary 1FE in Sevenoaks 1FE in Sevenoaks Rural SW Secondary 6FE in Sevenoaks	Primary 2FE in Halstead
Ashford	Primary 1FE Ashford SE		Primary 1FE Cheeseman's Green 1FE Chilmington Green	Primary 2FE in Ashford Central 2FE in Ashford South 6FE Cheeseman's Green 6FE in Chilmington Green 3FE in Willesborough Secondary 8FE Chilmington Green 8FE Cheeseman's Green
Shepway	Primary 30 Year R places in Folkestone East 30 Year R places in Folkestone West Secondary 2FE de-commissioned in Folkestone Town	Primary 1FE in Folkestone East 0.5FE in Sellindge 30 Year R places in Folkestone West	Primary 1FE in Palmarsh	Primary 2FE in Shorncliffe 0.5FE in Romney Marsh
Dover	Primary 30 places in Dover Town 15 Year R places in Whitfield	Primary 1FE in Dover Town 15 Year R places in Whitfield	Primary 2FE in Whitfield 30 Year R places in Dover Town	Primary 4FE in Whitfield
Canterbury		Primary 1FE in Canterbury 1FE in Whitstable		Primary 6FE in Canterbury 1FE in Sturry

District	By 2014-15	By 2015-16	By 2016-17	By 2017-18 and After
				3FE in Herne Bay
Swale	<p>Primary 2.3FE in Sittingbourne 1.5FE in Faversham 60 Year R places in Sheppey</p> <p>Secondary 25 Year 7 places in Sittingbourne</p>	<p>Primary 2FE in Sittingbourne 5FE in Sheppey</p> <p>Secondary 1FE in Sittingbourne</p>	<p>Secondary 2FE in Sittingbourne</p>	<p>Primary 2FE in Sittingbourne 2FE in Sheppey</p>
Thanet	<p>Primary 1FE in Ramsgate 1FE in Broadstairs 1FE in Margate 1FE in Garlinge</p>	<p>Primary 1FE in Ramsgate 2FE in Margate</p>	<p>Primary 2FE in Broadstairs 1FE in Birchington</p>	<p>Secondary 4FE in Thanet</p>
Totals	<p>Primary 15.3FE permanent 250 Year R places</p> <p>Secondary 3FE permanent 25 Year 7 places</p>	<p>Primary 25.6FE permanent 195 Year R places</p> <p>Secondary 9FE permanent</p>	<p>Primary 22FE permanent 90 Year R places</p> <p>Secondary 9FE permanent</p>	<p>Primary 55.5FE permanent</p> <p>Secondary 27FE permanent</p>

13.2 MAIDSTONE

Overview

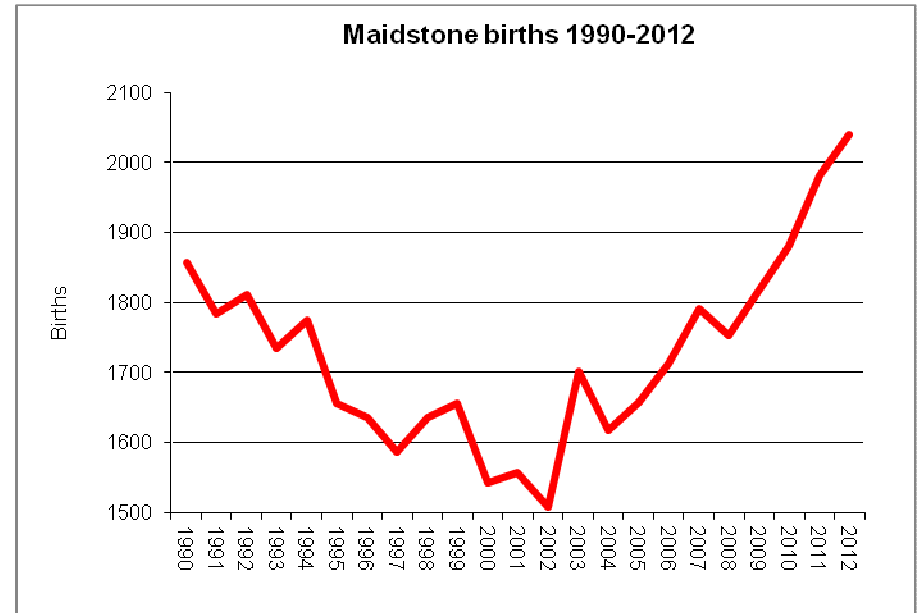
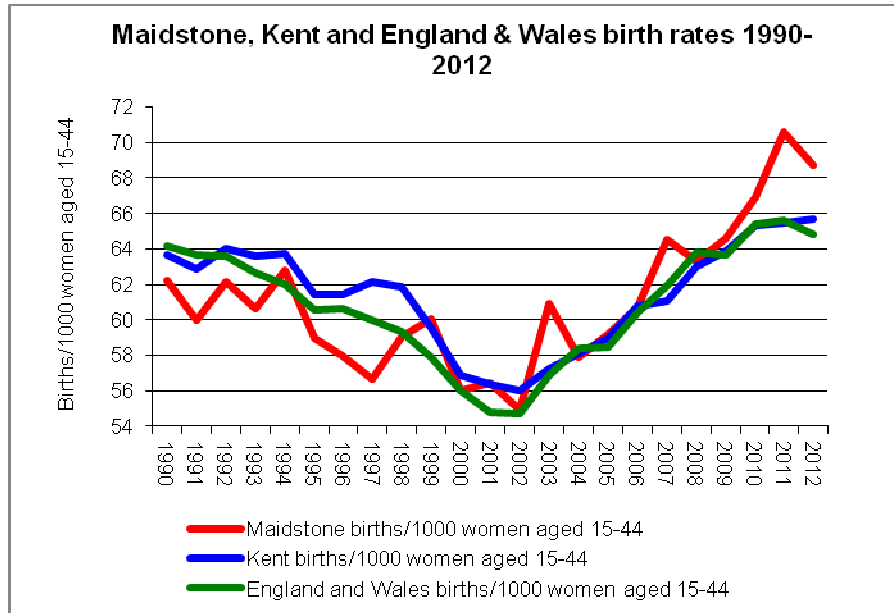
- Uncertainty around future housing developments makes provision planning in the Maidstone District imprecise for September 2015 and beyond, therefore the commissioning of school places will be flexible, according to the pace and scale of developments.
- The forecasts for Maidstone indicate a continued growth in demand for Reception year places until a peak in 2016/17.
- It is anticipated that the Jubilee Free School will open and offer 60 Reception Year places from September 2014. An additional bulge Reception Year class will be required in September 2015 and 2016. The medium term analysis of the District highlights the need for two new 2FE Primary schools linked to housing developments. Secondary school places are expected to be in surplus until 2021/22, when a deficit of 39 places is projected, rising sharply to a peak of 149 places in 2022/23.

Review of 2012 -13

Additional provision was made in Maidstone as set out in the 2012 Plan. St John's Church of England Primary School was enlarged by 1 form of entry and a further 10 places were provided at Harrietsham Church of England Primary School due to the high number of children in the village. In reality it means the expansion of Harrietsham Church of England Primary School, which was due from September 2014, has moved forward to 2013. The Tiger Free School opened in September 2012 and provided up to 60 Reception Year places in the Maidstone Central and South planning group.

District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Maidstone Borough planning groups (Primary schools)	Year R capacity 2012-13	Year R roll 2012-13	Year R surplus / deficit capacity (%) 2012-13	Total capacity 2012-13	Total roll 2012-13	Total surplus / deficit capacity (%) 2012-13	Year R roll 2013-14 (F)	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Total roll 2013-14 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)
Bredhurst	15	17	-13.3	105	116	-10.5	17	16	17	16	16	118	114	115	115	115
Headcorn and Sutton Valence	73	62	15.1	523	444	15.1	70	72	65	63	64	437	439	444	446	440
Leeds and Hollingbourne	47	43	8.5	329	285	13.4	46	52	46	44	45	285	294	296	297	298
Lenham and Harrietsham	63	55	12.7	441	420	4.8	63	61	46	56	53	431	435	429	428	422
Maidstone Central and South	225	219	2.7	1245	1110	10.8	214	228	259	261	252	1151	1237	1365	1477	1584
Maidstone East	210	213	-1.4	1518	1551	-2.2	223	204	216	210	210	1544	1522	1507	1491	1491
Maidstone North	210	203	3.3	1410	1348	4.4	221	245	263	268	262	1354	1417	1487	1548	1612
Maidstone Rural South	132	109	17.4	789	753	4.6	101	118	126	137	128	746	770	804	849	878
Maidstone West	390	388	0.5	2744	2633	4.0	374	390	419	446	428	2648	2670	2702	2803	2852
Marden and Yalding	90	82	8.9	630	588	6.7	78	84	87	79	80	586	599	606	595	583
Shepway and Park Wood	267	246	7.9	1869	1551	17.0	255	267	298	294	290	1565	1610	1682	1760	1833
Staplehurst	75	65	13.3	525	440	16.2	56	56	62	63	62	439	428	419	412	413
Total	1797	1702	5.3	12128	11239	7.3	1719	1792	1904	1938	1893	11304	11535	11855	12222	12519
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1852	1854	1859	1859	1859	12313	12491	12630	12769	12905
Forecast surplus / deficit places	-	-	-	-	-	-	133	62	-45	-79	-34	1009	956	775	547	386
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	7.2	3.3	-2.4	-4.3	-1.8	8.2	7.7	6.1	4.3	3.0

There are currently 47 Primary schools in the Maidstone District and a total of 1852 places available in Reception Year in 2013/14. However, the total rolls are forecast to increase significantly and will continue to do so throughout the forecast period. From September 2015 the District as a whole has insufficient capacity to accommodate the forecast pupil numbers and additional places will need to be commissioned.

For September 2014, the forecast data for the Maidstone North planning group indicates a deficit of over 30 places in Reception Year. This demand is forecast to rise in September 2015 by an additional 30-45 place. However, it is expected that there will be changes to historic patterns over the 2013 - 18 Commissioning Plan period. In addition it is expected that the Jubilee Free School will open in Maidstone in September 2014, providing 60 additional Reception Year places.

In September 2015 the forecast data indicates demand will exceed capacity in several planning groups. In the Maidstone Central and South planning group forecast data indicates the need for an additional 30–40 places. For Maidstone West there is a demand for up to 20 additional Reception Year places. The Shepway and Park Wood planning group forecast data indicates a demand for just over 30 Reception Year places. We will commission a 1FE 'bulge' class in Reception Year for September 2015 and September 2016.

The further need for new local provision will be driven predominantly by housing developments. Maidstone Borough Council is continuing to work on its Local Development Framework, and future needs will be driven by this. Early indications are that Maidstone Borough Council propose to allow permission for housing development in several of the rural service centres across the District. Further data modelling and needs analysis will be undertaken during 2013/14, as the core local strategy develops. Subject to this analysis, we will commission two new 2FE Primary schools across Maidstone in the medium to long term.

The long term population forecast is for the Primary school numbers to increase to 12,185 in 2021 before falling back to 10,680 in 2031

District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Maidstone Borough (Secondary schools)	2012-13 (A)	2013-14 (F)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7 capacity	2012	2017	2047	2047	2047	2047	2047	2047	2047	2047	2047
Year 7 roll	1821	1788	1830	1866	1829	1872	1940	1986	2028	2086	2196
Year 7 surplus / deficit places	191	229	217	181	218	175	107	61	19	-39	-149
Year 7 surplus / deficit capacity (%)	9.5	11.4	10.6	8.8	10.7	8.6	5.2	3.0	0.9	-1.9	-7.3
Total capacity (Years 7-11)	10110	10120	10130	10135	10170	10205	10235	10235	10235	10235	10235
Total roll (Years 7-11)	9059	8971	8936	8985	9005	9074	9226	9381	9543	9800	10124
Total surplus / deficit places (Years 7-11)	1051	1149	1194	1150	1165	1131	1009	854	692	435	111
Total surplus / deficit capacity (Years 7-11) (%)	10.4	11.4	11.8	11.3	11.5	11.1	9.9	8.3	6.8	4.3	1.1
Post-16 roll	2284	2320	2312	2323	2324	2286	2249	2280	2327	2329	2332
Total roll (including Post-16)	11343	11291	11249	11308	11330	11360	11475	11661	11870	12128	12456

Intake numbers into Year 7 in Secondary schools are forecast to fluctuate initially and then rise, with the peak occurring by 2022. Total school numbers mirror this cycle, except with a one year lag. Total pupil numbers remain below the current capacities of the schools within the forecast period. In 2014 the surplus capacity for pupils in Years 7-11 years is expected to reach its maximum at 11.8%. However from 2019/20 the surplus capacity in Year 7 will be below the operating guideline of 5% and a deficit of Year 7 places is anticipated from 2021/22. Sixth form rolls are forecast to fluctuate.

Maidstone Primary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Across Maidstone	The Jubilee Free School is expected to provide an additional 2FE from September 2014.	We will commission a 1FE 'bulge' in Year R for September 2015.	We will commission: -two new 2 FE Primary schools (subject to development of the core strategy and housing developments). -a 1FE 'bulge' in Year R for September 2016.	

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Maidstone Secondary School Commissioning

Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)

13.3 TUNBRIDGE WELLS

Overview

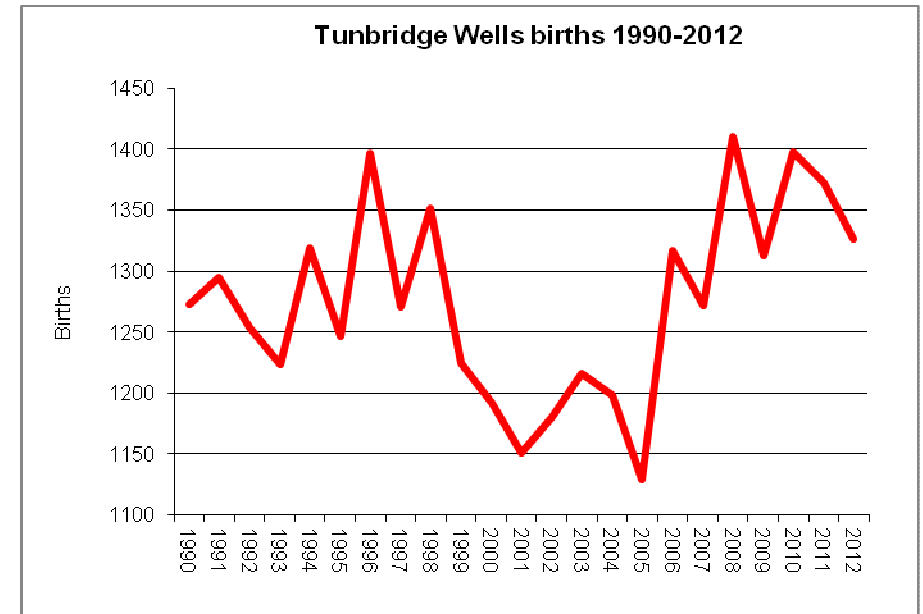
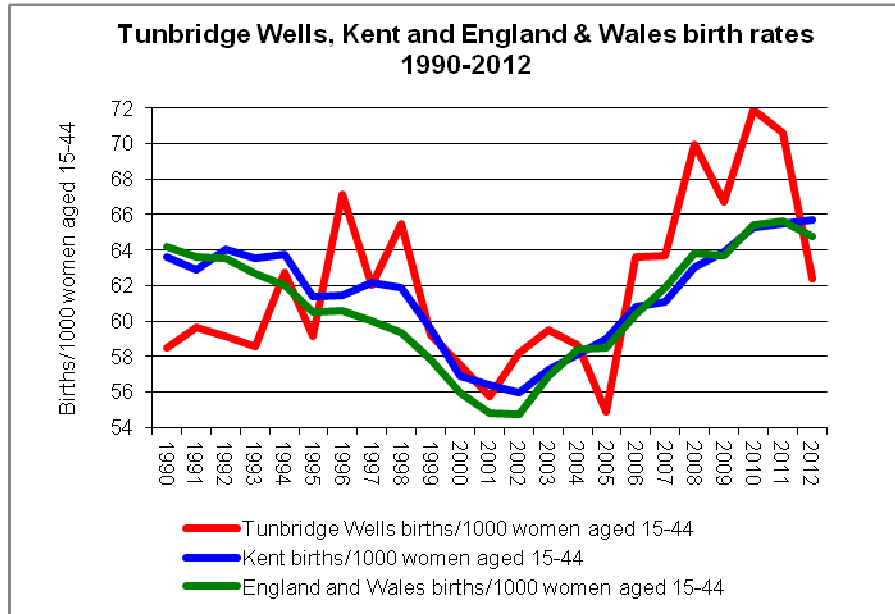
- A number of Primary schools have been expanded to meet demand within the locality. As a result, the scope for future expansion is limited due to the nature and location of available sites.
- The forecast data indicates a deficit in Reception Year places within the Tunbridge Wells Urban area in September 2014 and 2015. However, this is partly addressed by additional capacity provided by the Wells Free School, which is not reflected in the forecasts.
- Future pressure is anticipated from housing developments including Knight's Park and Hawkenbury Farm, necessitating additional Primary school provision.
- Secondary school provision is dependent upon the strategy across the travel to school area of Sevenoaks South, Tonbridge and Tunbridge Wells.

Review 2012 – 13

The 2012 Plan identified the need for up to 170 places in Year R and 22 Year 3 places for September 2013. For September 2013, 166 Year R places and 22 places in Year 3 have been achieved. Seven schools were proposed for enlargement: Southborough CE Primary School, Langton Green Primary School, St Mark's CE PS, Pembury PS, St Matthews CE PS, St James' CE Infant School and St James Junior School. St Matthews CE Primary School and Pembury Primary School were withdrawn. The eventual variance is expected to be six because the Wells Free School added 24 places and the Schools Adjudicator determined that Bishops Down Primary School should accept an additional 30 Year R children for 2013.

District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Tunbridge Wells Borough planning groups (Primary schools)	Year R capacity 2012-13	Year R roll 2012-13	Year R surplus / deficit capacity (%) 2012-13	Total capacity 2012-13	Total roll 2012-13	Total surplus / deficit capacity (%) 2012-13	Year R roll 2013-14 (F)	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Total roll 2013-14 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)
Cranbrook	111	110	0.9	780	706	9.5	100	94	115	111	109	692	682	687	690	691
Goudhurst and Lamberhurst	60	59	1.7	360	357	0.8	60	60	61	58	59	365	371	382	387	394
Hawkhurst and Sandhurst	55	50	9.1	381	331	13.1	53	47	60	53	54	332	324	325	330	336
Paddock Wood	180	178	1.1	1340	1191	11.1	167	178	198	154	172	1173	1186	1212	1191	1177
Pembury	90	82	8.9	480	463	3.5	84	81	82	76	79	493	516	541	558	576
Southborough	180	176	2.2	1085	1047	3.5	162	157	158	158	159	1076	1092	1103	1130	1141
Tunbridge Wells South	260	250	3.8	1588	1462	7.9	248	254	276	261	263	1508	1570	1645	1709	1757
Tunbridge Wells Town	280	256	8.6	1832	1667	9.0	266	279	288	267	276	1711	1764	1813	1857	1874
Tunbridge Wells West	100	88	12.0	660	610	7.6	106	93	85	94	92	641	661	669	684	688
Total	1316	1249	5.1	8506	7834	7.9	1246	1242	1323	1232	1263	7991	8167	8376	8535	8636
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1351	1281	1281	1281	1281	8683	8799	8920	9052	9112
Forecast surplus / deficit places	-	-	-	-	-	-	105	39	-42	49	18	692	632	544	517	476
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	7.8	3.0	-3.3	3.8	1.4	8.0	7.2	6.1	5.7	5.2

There are currently 33 Primary schools in the Tunbridge Wells District and a total of 1375 places available in Reception Year in 2013/14 including 24 Reception Year places provided by the Wells Free School.. The Reception Year intake for Primary schools in Tunbridge Wells is forecast to fluctuate. The forecast data for the District shows that there is sufficient capacity across the District to accommodate the forecast total pupil numbers during this time. However, this masks areas of localised pressure within the District. The planning groups within Tunbridge Wells can be broadly split into two areas of Tunbridge Wells for provision planning purposes: urban and rural.

Tunbridge Wells Rural: In the planning group of Paddock Wood the forecast data indicates that there will be a deficit of up to 18 Reception Year places in September 2014 and 2015. We will work with existing schools in the locality to create sufficient places to meet this spike in demand.

The forecast data for the planning groups of Cranbrook, Goudhurst and Lamberhurst, Hawkhurst and Sandhurst each indicate a small deficit in Reception Year places for September 2015. The schools within these planning groups have a long established pattern of offering additional places when local village demand requires, therefore, we would expect this demand to be absorbed within the existing schools.

Tunbridge Wells Urban: The forecasts for the planning group of Pembury indicate that demand will exceed capacity, with a shortfall of up to 22 Reception Year places projected for September 2014 and 2015. However, there is forecast to be a comparable surplus within the adjacent Southborough planning group.

The planning groups of Tunbridge Wells South and Tunbridge Wells Town show a deficit of 22 Reception Year places in September 2014 and 49 places from September 2015. The Wells Free School will provide 24 Reception Year places towards meeting this demand. In addition, it is forecast that there will be at least 24 surplus Reception Year places within the adjoining planning group of Tunbridge Wells West.

In order to meet the demand in the Tunbridge Wells Urban area and to provide parental choice, we will commission 30 additional Reception Year places for September 2014.

In the medium term, we are working closely with Tunbridge Wells Borough Council and the housing developers to commission additional provision as new housing is built and occupied. These proposals will progress in line with the pace of house building and include St Peter's Church of England Primary School enlarging to 2FE and relocating to a new site in Hawkenbury. In the event that the St. Peter's CEPS cannot be opened at Hawkenbury by September 2015, we will commission up to 30 additional Reception Year places in the Tunbridge Wells Urban area. We will commission up to an additional 2 forms of entry linked to the Knights Park development, subject to the housing development proceeding.

In the longer term, Tunbridge Wells Borough Council is planning significant development to the East and South East of the town which will require additional provision.

The long term forecast is for the Primary school population in Tunbridge Wells to increase to 8,590 in 2021 before falling to 6,980 in 2031. This figure, however, does not take into account the potential for population increase due to house building. Forecasts will be updated annually to reflect trends and housing development once agreed.

District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Tunbridge Wells Borough (Secondary schools)	2012-13 (A)	2013-14 (F)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7 capacity	1439	1505	1439	1439	1439	1439	1439	1439	1439	1439	1439
Year 7 roll	1300	1216	1239	1289	1265	1367	1451	1438	1405	1460	1509
Year 7 surplus / deficit places	139	289	200	150	174	72	-12	1	34	-21	-70
Year 7 surplus / deficit capacity (%)	9.7	19.2	13.9	10.4	12.1	5.0	-0.9	0.1	2.4	-1.5	-4.8
Total capacity (Years 7-11)	7837	7867	7826	7771	7711	7711	7645	7645	7645	7645	7645
Total roll (Years 7-11)	6827	6727	6622	6613	6673	6749	6983	7183	7299	7496	7638
Total surplus / deficit places (Years 7-11)	1010	1140	1204	1158	1038	962	662	462	346	149	7
Total surplus / deficit capacity (Years 7-11) (%)	12.9	14.5	15.4	14.9	13.5	12.5	8.7	6.0	4.5	2.0	0.1
Post-16 roll	1967	2010	2028	2041	1934	1958	1964	1920	1976	2003	2064
Total roll (including Post-16)	8794	8737	8650	8654	8607	8706	8948	9102	9275	9498	9701

The number of Year 7 places in Secondary schools in Tunbridge Wells is 1505. The commissioning of Secondary places in Tunbridge Wells is influenced by the demand (mainly selective and faith provision) from students resident in Sevenoaks District, crossing into Tunbridge Wells District to access grammar provision. This demand exacerbates the local pressure on grammar and faith school places. The Department for Education (DfE) is considering a proposal to commission selective provision in Sevenoaks. This would attract Sevenoaks students, which would in turn reduce the demand on Tunbridge Wells places. The new provision in Sevenoaks would therefore result in additional Secondary school places being available to students resident in Tunbridge Wells. In addition, the establishment of the Trinity Free School in Sevenoaks District has the potential to impact on the numbers of Secondary pupils in the non-selective schools (especially faith schools) in the Tunbridge Wells District.

The Local Authority has no immediate plans to commission additional Secondary school places in Tunbridge Wells town, although the Skinners School is taking a bulge year for September 2013. However, if the Sevenoaks proposal is not approved by the DfE there will be a need for additional Secondary provision in Tunbridge Wells by September 2018.

Currently, there are no capacity issues in non-selective schools and two schools, High Weald Academy and Skinners Kent Academy, are not at their current capacity. Any increases in non-selective demand can be managed through the capacity within these two schools.

Tunbridge Wells Primary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Tunbridge Wells Urban	We will commission 30 additional year R places for September 2014.	<p>We will commission</p> <ul style="list-style-type: none"> - 1.3 FE of additional Primary capacity, including the enlargement and relocation of St Peter's Church of England Primary School onto a new site in Hawkenbury, (dependent upon Tunbridge Wells Borough Council allocating the Hawkenbury Farm site for development). - up to an additional 2FE of additional Primary capacity linked to the Knights Park development on a site yet to be determined (subject to the development of core local strategy and housing development). 		

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Tunbridge Wells Rural		<p>We will:</p> <p>Work with existing schools to meet the projected 'spike' in demand for Year R places.</p>		<p>We commission up to an additional 2FE of additional Primary capacity at Paddock Wood on a site yet to be determined (subject to the development of core local strategy and housing development).</p>

Tunbridge Wells Secondary School Commissioning

Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
		<p>Possibility of increase in Secondary pupils in Paddock Wood area due to housing development. The High Weald Academy is expected to absorb some of this capacity.</p>	<p>We will review requirements for additional Secondary capacity for 2018/19 dependant on the outcome of the proposal to establish new 6FE of selective provision in the Sevenoaks District.</p>

13.4 TONBRIDGE and MALLING

Overview

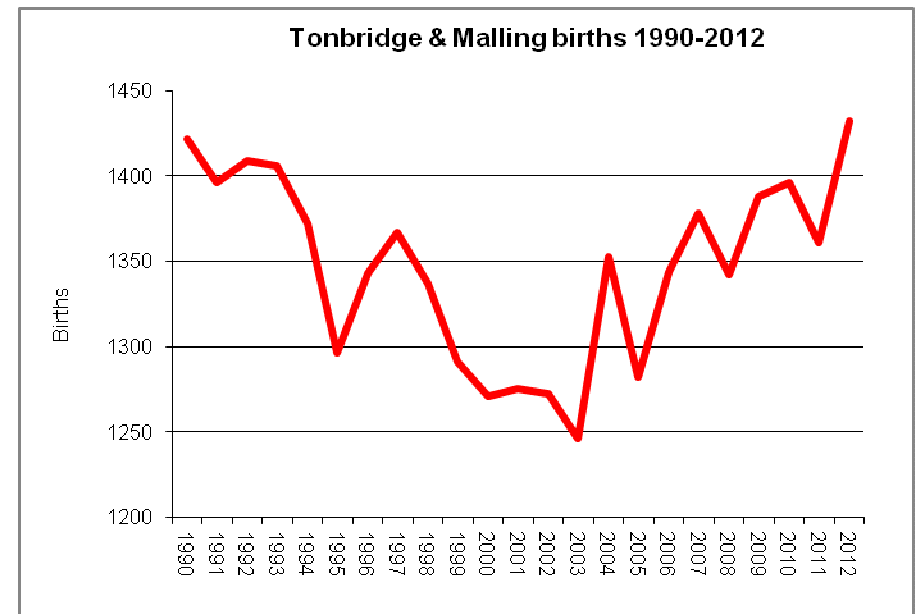
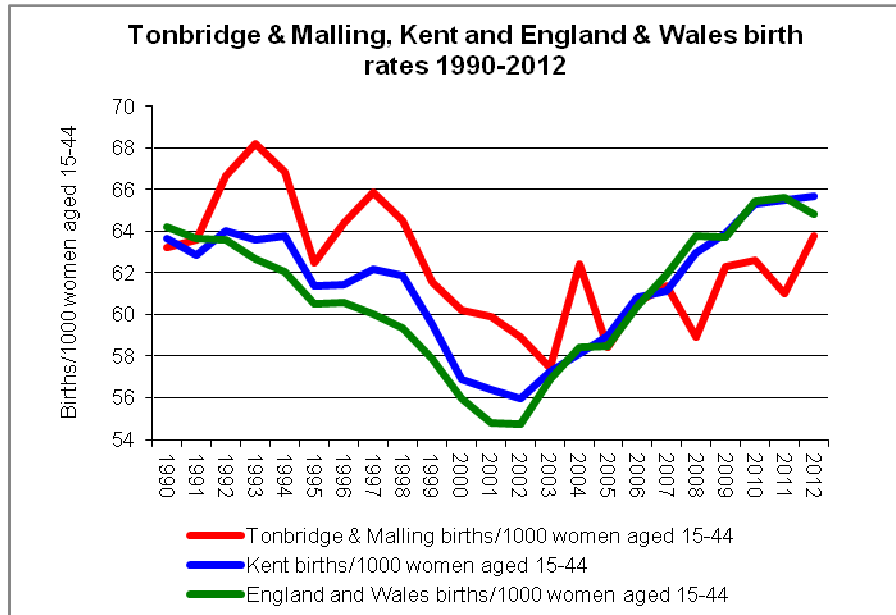
- Demographic pressures will arise from the sustained increase in birth rates and from the major housing developments in Kings Hill, Leybourne Chase and Holborough Lakes. This demand will be catered for principally by three new Primary schools, all due to open in September 2015.
- Additional Specialist resource based provision will also be provided in these new schools for statemented pupils with Autistic Spectrum Disorder and/or Behavioural, Emotional or Social Needs.
- There is forecasted to be significant shortfalls in Secondary school provision from 2018/19, increasing to a peak deficit of 103 Year 7 places in 2022/23.
- Provision planning for the Secondary phase in the Tonbridge and Malling District is dependent upon the Secondary strategy for provision across the travel to school area of Maidstone, Sevenoaks South, Tonbridge and Tunbridge Wells.

Review of 2012-13

The permanent expansion of Discovery School and the temporary enlargement of Kings Hill Primary school have proceeded as planned. It was not necessary to provide any further places in the District during 2012-13.

District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures forecasts:



Tonbridge and Malling Borough planning groups (Primary schools)	Year R capacity 2012-13	Year R roll 2012-13	Year R surplus / deficit capacity (%) 2012-13	Total capacity 2012-13	Total roll 2012-13	Total surplus / deficit capacity (%) 2012-13	Year R roll 2013-14 (F)	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Total roll 2013-14 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)
Aylesford and Ditton	129	122	5.4	919	756	17.7	124	118	116	103	109	758	759	758	761	763
Borough Green and Wrotham	131	129	1.5	962	831	13.6	116	120	123	111	115	831	832	849	847	846
Hadlow and East Peckham	55	48	12.7	395	358	9.4	47	43	50	50	49	348	339	332	333	322
Hildenborough	60	60	0.0	420	408	2.9	67	52	53	54	54	422	412	406	406	400
Kings Hill and Mereworth	180	178	1.1	1080	1104	-2.2	168	162	164	144	151	1126	1149	1161	1155	1127
Larkfield and Leybourne	120	118	1.7	856	782	8.6	118	127	123	125	124	787	803	809	817	825
Malling	150	151	-0.7	1010	946	6.3	157	149	136	145	143	968	1008	1015	1025	1039
Medway Gap	68	54	20.6	506	382	24.5	63	66	66	70	68	398	402	421	442	455
Snodland	150	141	6.0	1005	860	14.4	166	163	178	175	170	934	976	1042	1086	1141
Stansted and Trottiscliffe	27	20	25.9	171	134	21.6	24	24	21	23	23	123	124	120	126	127
Tonbridge North	249	227	8.8	1769	1652	6.6	234	262	265	248	258	1643	1665	1706	1706	1726
Tonbridge South	135	135	0.0	945	902	4.6	145	158	161	147	153	918	945	989	1018	1042
Tunbury	80	81	-1.3	560	584	-4.3	84	69	68	70	70	584	564	540	526	512
Wateringbury	36	27	25.0	246	234	4.9	35	30	31	30	30	234	233	224	220	217
Total	1570	1491	5.0	10844	9933	8.4	1547	1543	1554	1497	1516	10073	10212	10372	10468	10541
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1608	1599	1575	1575	1575	10923	11004	11040	11101	11127
Forecast surplus / deficit places	-	-	-	-	-	-	61	56	21	78	59	850	792	668	633	586
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	3.8	3.5	1.3	4.9	3.7	7.8	7.2	6.1	5.7	5.3

There are currently 43 Primary schools in the Primary phase in the Tonbridge and Malling District and a total of 1608 Reception Year places available for 2013-14. In terms of total roll, schools across the District have sufficient places to meet demand throughout the forecast period, with the overall surplus maintaining at least the 5% operating guideline. However, these figures mask significant pressure points, which are primarily linked to house building.

Housing development is predominantly in the planning groups of Kings Hill and Mereworth / Larkfield and Leybourne. New houses being built in areas such as Kings Hill and Holborough Quarry do not exceed those built historically and therefore the base forecasts capture migration to these locations. For this reason the forecasts do not indicate further pupils arising from new housing.

The Kings Hill area has a pupil product ratio higher than anywhere else in Kent. This has caused high demand on both schools within Kings Hill as well as in the surrounding area. The two schools on the development have been subject to expansions (temporary and permanent) and pressure on places is still high. Approximately 250 houses remain to be built as part of the phase 2 development. This demand (105 pupils) cannot be met within existing capacity. From September 2013 the permanent expansion of the Discovery school site allows the school to operate as a 3FE school. Kings Hill Primary school will also provide an additional 30 places on a temporary basis in September 2013 and September 2014. A further planning application has been submitted for the phase 3 development at Kings Hill. This is expected to provide up to an additional 975 homes in Kings Hill. This further development is forecast to produce up to an additional 60 Year R pupils and thus up to 420 Primary age pupils over time. A new Primary school is required at the heart of the Kings Hill development opening in September 2015. Subject to the progression and pace of housing development at Kings Hill, we propose commissioning an additional 1 or 2 forms of entry at the new Kings Hill school.

The Leybourne Chase development is expected to provide 700 new homes. A new 1 FE Primary school is required on the Leybourne Chase development with an opening date of 1 September 2015.

The forecast data for the Snodland planning group indicates that demand exceeds capacity. There is a forecast shortfall of 13 Reception Year places for September 2014. We will work with existing schools to ensure that there are sufficient places to meet this demand. Holborough Lakes (1000 houses) is currently under construction within the area. To meet the forecast pupil numbers, a new 1 form of entry Primary school is required at the heart of the Holborough Lakes development with an opening date of 1 September 2015.

1000 homes are planned in the Peter's Village development. Wouldham Church of England Primary School is the nearest school. Subject to the housing development proceeding, a new 2 forms of entry Primary school will be required.

The forecast data for the planning group of Larkfield and Leybourne indicates a deficit of 7 Reception Year places for September 2014, although historically such deficits have been managed locally.

The forecast data for the planning group of Tonbridge North indicates a deficit of up to 17 Reception Year places for September 2014 and September 2015. In addition, the planning group of Tonbridge South is projected to have a deficit of up to 26 Reception Year places in September 2014 and 2015. However, surplus capacity of up to 8 Reception Year places for September 2014 and 2015 is forecast within the planning group of Hildenborough, which will also address some of the demand. We will commission an additional form of entry for September 2014 in order to meet the residual demand in the surrounding area. For September 2015, Slade Primary School will be expanded to 2 forms of entry and we will commission up to a further 30 Reception Year places.

The long term population forecast shows the Primary school numbers peaking in 2021 at 11,086 pupils before reducing to 10,102 in 2031. However, new housing clearly affects where school provision needs to be located.

District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Tonbridge and Malling Borough (Secondary schools)	2012-13 (A)	2013-14 (F)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7 capacity	1677	1737	1683	1683	1683	1683	1683	1683	1683	1683	1683
Year 7 roll	1535	1511	1547	1581	1582	1629	1707	1703	1712	1776	1786
Year 7 surplus / deficit places	142	226	136	102	101	54	-24	-20	-29	-93	-103
Year 7 surplus / deficit capacity (%)	8.5	13.0	8.1	6.1	6.0	3.2	-1.4	-1.2	-1.7	-5.5	-6.1
Total capacity (Years 7-11)	8249	8342	8381	8422	8463	8469	8415	8415	8415	8415	8415
Total roll (Years 7-11)	7739	7652	7629	7604	7644	7744	7940	8096	8227	8420	8577
Total surplus / deficit places (Years 7-11)	510	690	752	818	819	725	475	319	188	-5	-162
Total surplus / deficit capacity (Years 7-11) (%)	6.2	8.3	9.0	9.7	9.7	8.6	5.6	3.8	2.2	-0.1	-1.9
Post-16 roll	1781	1795	1826	1839	1783	1751	1757	1761	1800	1821	1865
Total roll (including Post-16)	9520	9448	9455	9442	9427	9495	9697	9858	10027	10241	10441

The number of Year 7 places in Secondary schools in Tonbridge and Malling is 1737. The admissions pattern for the Secondary schools in Tonbridge and Malling is linked to Maidstone (for Malling) and Sevenoaks and Tunbridge Wells (for Tonbridge). Thus commentary on those Districts should be considered alongside this section.

Year 7 numbers are generally forecast to rise steadily until 2021/22 when numbers are forecast to rise rapidly. There is forecast to be a deficit of up to 24 Year 7 places from September 2018, rising to 103 places in 2022.

Tonbridge and Malling Primary School Commissioning

Planning Groups or Set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Kings Hill and Mereworth		We will commission the first FE of a new Primary school in Kings Hill for September 2015.		We will commission an additional 1-2FE at the new Kings Hill Primary school.
Medway Gap			We will commission a new 2 FE Primary school, subject to commencement of housing development in Peter's Village.	
Larkfield and Leybourne		We will commission a new 1FE Primary school linked to the Leybourne Chase development for September 2015. subject to housing development.		
Snodland	We will work with existing schools to ensure that the demand for places is met.	We will commission a new 1FE Primary school linked to the Holborough Lakes development for September 2015.		
Tonbridge North/South/ Hildenborough	We will commission up to 30 additional Year R places for September 2014.	We will commission: - an additional 0.5 form of entry Primary provision by September 2015 at Slade Primary School. - up to 30 additional Year R places for September 2015.		

Tonbridge and Malling Secondary School Commissioning

Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18)
			We will commission up to 3FE additional provision for Tonbridge in years 2018/19 to 2020/21. Proposals to be linked to those for Maidstone, Sevenoaks and Tunbridge Wells.

13.5 DARTFORD

Overview

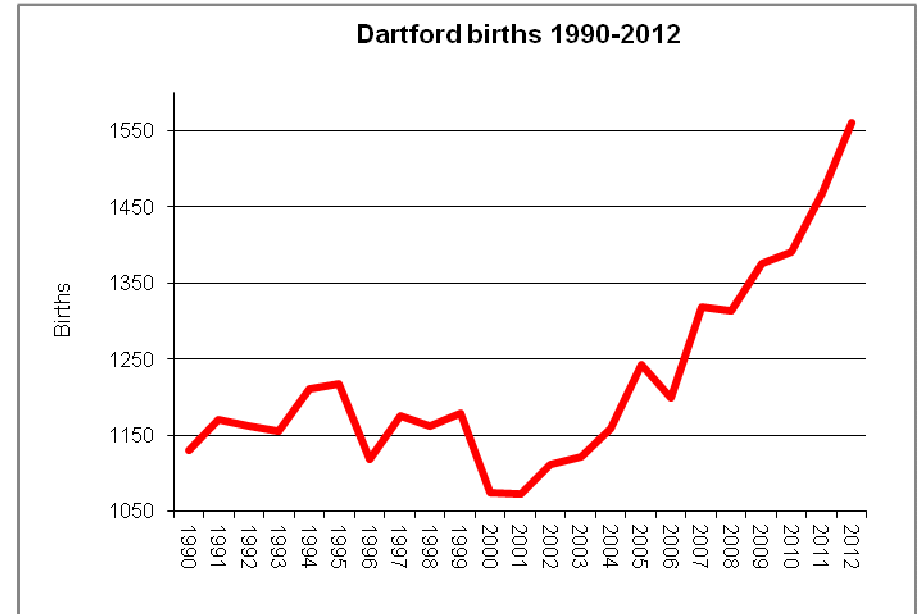
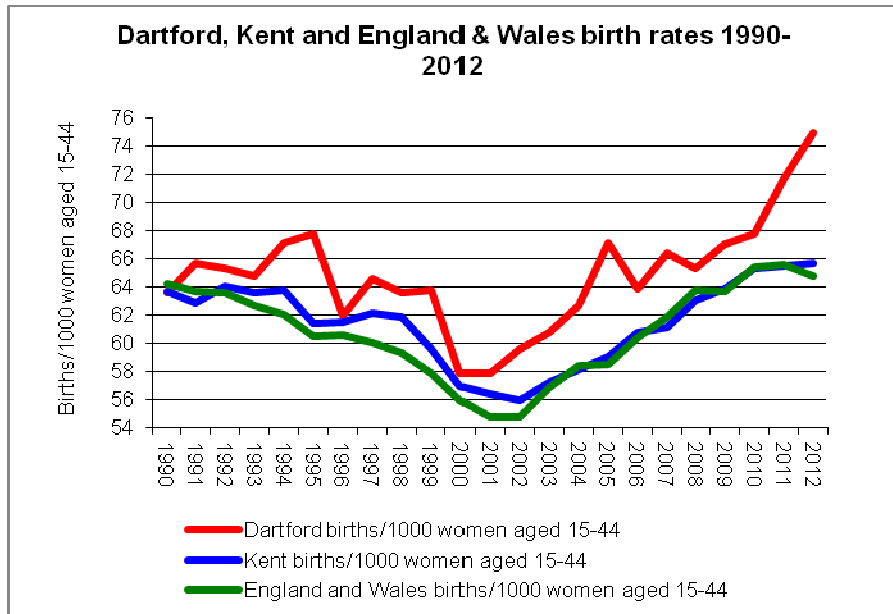
- Demand for school places is prompted by rapidly increasing and continuing birth rates in the District and inward migration.
- The proximity of neighbouring London Boroughs adds complexity to school admissions patterns and is prone to annual fluctuations, particularly at Secondary level.
- Planned housing development in the area is a significant factor in increasing the demand for school places in the medium term.
- Places are required in all year groups, including in Secondary schools in the medium term

Review of 2012 -13

The 2012 Plan identified the need for up to 180 additional places in Year R for September 2013. This objective has been achieved for September 2013, with six schools permanently expanded. The schools are Maypole Primary School, Dartford Bridge Primary School, Oakfield Primary School , Stone St Mary's Church of England Primary School, Fleetdown Primary School and Manor Primary School.

District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Dartford District planning groups (Primary schools)	Year R capacity 2012-13	Year R roll 2012-13	Year R surplus / deficit capacity (%) 2012-13	Total capacity 2012-13	Total roll 2012-13	Total surplus / deficit capacity (%) 2012-13	Year R roll 2013-14 (F)	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Total roll 2013-14 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)
Dartford East	330	327	0.9	2130	2063	3.1	328	344	349	371	357	2095	2157	2210	2276	2344
Dartford North	135	133	1.5	955	841	11.9	131	164	155	164	159	876	941	969	1003	1038
Dartford Rural South	180	152	15.6	1195	964	19.3	143	153	144	160	152	980	996	1003	1021	1030
Dartford West	350	348	0.6	2315	2267	2.1	335	374	358	384	376	2308	2393	2445	2520	2569
Joyden's Wood and Wilmington	160	162	-1.3	1002	1005	-0.3	171	160	168	145	157	1053	1092	1136	1153	1162
Swanscombe and Greenhithe	180	178	1.1	1140	1114	2.3	197	182	226	235	223	1171	1213	1308	1382	1435
Total	1335	1300	2.6	8737	8254	5.5	1304	1377	1399	1459	1425	8482	8791	9070	9354	9577
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1425	1445	1455	1455	1455	8936	9176	9426	9689	9840
Forecast surplus / deficit places	-	-	-	-	-	-	121	68	56	-4	30	454	385	356	335	263
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	8.5	4.7	3.8	-0.3	2.1	5.1	4.2	3.8	3.5	2.7

There are currently 27 schools in the Primary phase in the Dartford District and a total of 1425 places available in Reception Year in 2012-13. The total rolls are forecast to increase significantly, and will continue to do so throughout the forecast period. Currently the District as a whole has sufficient capacity to accommodate the forecast pupil numbers for the next intake of September 2014, although most of the surplus capacity is in Dartford Rural.

There is continuing localised pressure in all the urban planning areas (Dartford East, Dartford North, Dartford West, Joyden's Wood and Wilmington), and the need to maintain 5% parental preference necessitates commissioning 45-60 additional places.

Indigenous growth and new housing developments in Dartford North and Dartford East planning areas will require additional Primary provision. As the Northern Gateway housing development progresses, the Local Authority will commission a new 2FE Primary school. This new provision is expected for September 2017, but is dependent on the pace of the housing development. In the short term, 2 FE of additional Reception places will be commissioned for September 2016

Demand in the Swanscombe and Greenhithe planning area is forecast to increase steadily for the duration of the forecast period. A 1FE enlargement at Knockhall Primary School has been agreed for the September 2014 intake. Longer term, there is a new development planned for the quarry at St James Lane. This development will require a new 2FE Primary school, which is expected in September 2018, but is dependent on the pace of the housing development.

In the Dartford West planning area, demand will rise but less rapidly. 60 new Reception Year places were commissioned through the enlargements of Maypole Primary School and Oakfield Primary School and these enlargements accommodate the increasing demand. In the longer term, additional places will be commissioned in 2017 to accommodate this demand.

The most significant house building is underway in the Ebbsfleet Valley development, providing an additional 7,000 new dwellings in the Swanscombe and Greenhithe planning area. This will require the Local Authority to commission 4 x 2FE Primary schools to manage the demand for places as house occupancy progresses over the medium and long term.

The demand from Joyden's Wood and Wilmington planning area and Dartford Rural South planning area are forecast to increase slightly, however there is sufficient capacity for schools in the area to accommodate the increased demand.

The long term population forecast sees the Primary aged population increasing to 11200 by 2026. This would require 2700 additional places (13FE) to those available in 2011/12, if a 5% surplus is to be maintained (and assuming 95% of the cohort seek places in Dartford's schools).

District Analysis – Secondary

The table below sets out the school population for figures:

Dartford Borough (Secondary schools)	2012-13 (A)	2013-14 (F)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7 capacity	1475	1445	1445	1445	1445	1445	1445	1445	1445	1445	1445
Year 7 roll	1402	1319	1408	1423	1480	1498	1517	1589	1616	1683	1688
Year 7 surplus / deficit places	73	126	37	22	-35	-53	-72	-144	-171	-238	-243
Year 7 surplus / deficit capacity (%)	4.9	8.7	2.6	1.5	-2.4	-3.6	-5.0	-9.9	-11.8	-16.5	-16.8
Total capacity (Years 7-11)	7095	7135	7175	7215	7255	7225	7225	7225	7225	7225	7225
Total roll (Years 7-11)	6898	6798	6813	6823	6940	7042	7239	7420	7613	7816	8007
Total surplus / deficit places (Years 7-11)	197	337	362	392	315	183	-14	-195	-388	-591	-782
Total surplus / deficit capacity (Years 7-11) (%)	2.8	4.7	5.1	5.4	4.3	2.5	-0.2	-2.7	-5.4	-8.2	-10.8
Post-16 roll	1893	1933	1967	1953	1882	1847	1822	1814	1876	1915	1954
Total roll (including Post-16)	8791	8731	8779	8776	8822	8889	9061	9234	9489	9731	9960

The number of Year 7 places on offer in Dartford is 1475.

In the short term Secondary school rolls are forecast to rise steadily until 2015 at which time an additional form of entry will be required. After 2016, the rate of increase is faster, necessitating additional capacity.

In the medium to long term, the Local Authority will commission a new 8FE Secondary school on the Ebbsfleet Valley (Eastern Quarry) development. The pressure on Secondary PAN capacity is due to increasing Year 7 intakes which over the next nine years are forecast to see an increase of 330. In the long term, the Local Authority will need to consider commissioning 3-4 FE additional Secondary provision, over and above the 8FE being provided on the Ebbsfleet Valley development.

Dartford Primary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Dartford East	No change.	The Local Authority will commission an additional 1FE	The Local Authority will commission an additional 1FE	No change.
Dartford North	The Local Authority will commission an additional 0.5 - 1FE.	No change.	Expected housing development on the Northern Gateway site will require a new 2FE school to be commissioned.	No change.
Dartford Rural South and Joyden's Wood and Wilmington	Any additional demand can be met through the use of existing surplus capacity. Isolated incidents of demand over PAN can be managed through commissioning extra places in goods popular schools.	No change.	No change.	No change.

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Swanscombe and Greenhithe	The Local Authority has commissioned an enlargement of 1FE at Knockhall CE PS for September 2014.	No change unless the pace of development in Ebbsfleet Valley or North West Substation accelerates.	Dependent on the pace of planned housing development the Local Authority will commission <ul style="list-style-type: none"> ▪ 1 FE in Ebbsfleet Valley (Castle Hill) ▪ 1 FE in North West Sub Station ▪ 1 FE in Ebbsfleet Valley (Station Qtr North) 	Dependent on the pace of planned housing development the Local Authority will commission <ul style="list-style-type: none"> ▪ 1 FE in Ebbsfleet Valley (Castle Hill expansion) ▪ 1 FE in North West Sub Station expansion ▪ 1 FE in Ebbsfleet Valley (Station Qtr North expansion) ▪ 2 FE in Ebbsfleet Valley (Alkerden) ▪ 2 FE in Ebbsfleet Valley (Village 3) ▪ 2 FE in the St James Pit development
Dartford West	No change.	No change.	The Local Authority will commission and additional 30 places for September 2017.	No change

Dartford Secondary School Commissioning

Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
No change	1FE enlargement of Ebbsfleet Academy	An 8FE Secondary school will be commissioned on the Ebbsfleet Valley development. (Initially 4FE expanding to 8FE.)	Dependant on the pace of planned housing developments will be commissioned 3-4 FE additional provision, over and above the 8FE being provided on the Ebbsfleet Valley development

13.6 GRAVESHAM

Overview:

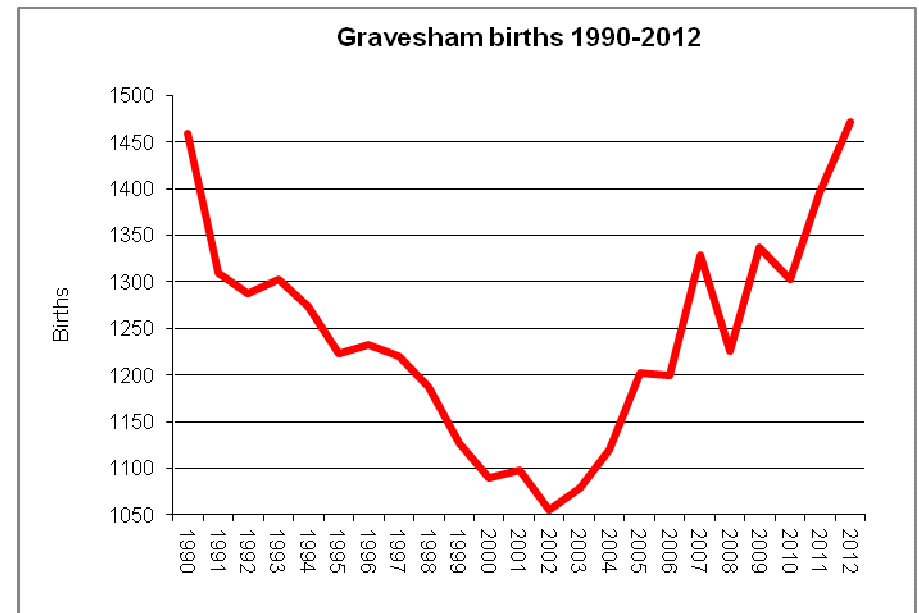
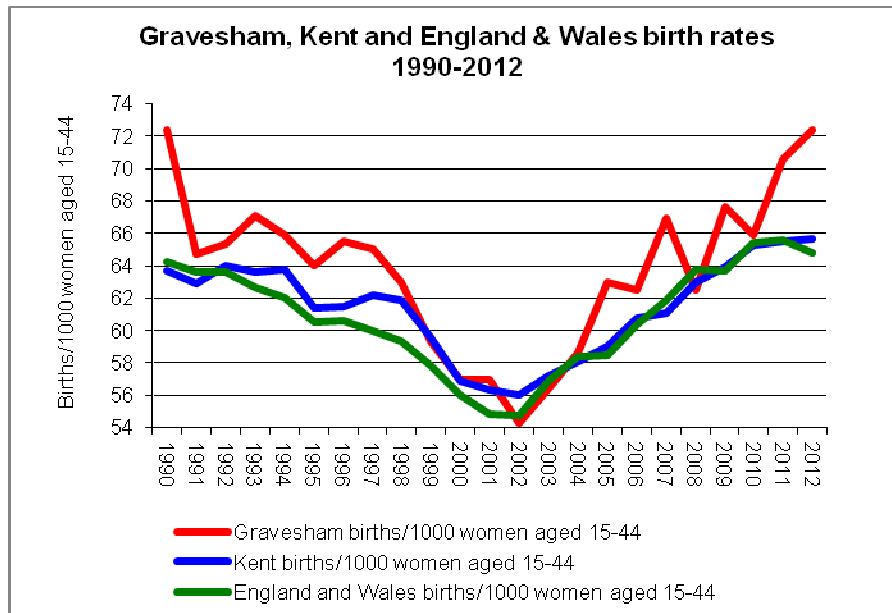
- Forecasts show a sharply rising birth rate, inward migration and indigenous growth resulting in continued demand for places in all year groups.
- Housing development proposals will increase demand in the medium to long term.
- There is pressure on Secondary school places in the medium term.

Review of 2012 -13

The 2012 Plan identified the need for up to 60 additional places in Year R for September 2013. This objective has been achieved for September 2013, with two schools permanently expanding. The schools were St Botolph's Church of England Primary School and Whitehill Primary School.

District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Gravesham Borough planning groups (Primary schools)	Year R capacity 2012-13	Year R roll 2012-13	Year R surplus / deficit capacity (%) 2012-13	Total capacity 2012-13	Total roll 2012-13	Total surplus / deficit capacity (%) 2012-13	Year R roll 2013-14 (F)	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Total roll 2013-14 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)
Cobham and Shorne	60	60	0.0	420	419	0.2	59	62	54	60	59	413	410	402	398	398
Gravesend East	210	204	2.9	1450	1369	5.6	197	204	197	225	213	1375	1380	1384	1410	1414
Gravesend North	240	241	-0.4	1681	1661	1.2	241	253	258	293	277	1649	1678	1695	1745	1784
Gravesend South East	180	154	14.4	1080	957	11.4	150	171	166	180	174	996	1074	1124	1174	1177
Gravesend South West	180	179	0.6	1260	1225	2.8	180	186	204	200	199	1216	1230	1251	1273	1292
Higham	30	32	-6.7	218	211	3.2	33	32	33	35	32	205	210	212	215	218
Istead Rise	45	44	2.2	315	274	13.0	41	46	44	44	44	294	309	321	332	343
Meopham and Vigo	120	111	7.5	838	787	6.1	118	104	94	115	107	817	819	814	826	827
Northfleet	274	259	5.5	1606	1576	1.9	274	275	308	305	298	1645	1728	1836	1924	2003
Total	1339	1284	4.1	8868	8479	4.4	1293	1334	1358	1456	1402	8611	8839	9038	9297	9456
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1371	1301	1301	1301	1301	8942	9026	9110	9194	9233
Forecast surplus / deficit places	-	-	-	-	-	-	78	-33	-57	-155	-101	331	187	72	-103	-223
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	5.7	-2.5	-4.4	-11.9	-7.8	3.7	2.1	0.8	-1.1	-2.4

The long term population forecast sees the Primary aged population increasing to 10,100 by 2026. This would require 1470 additional places (7FE) to those currently available if a 5% surplus is to be maintained (and assuming 95% of the cohort seeks places in Gravesham's state schools). However this is dependent upon housing development progressing as planned.

There are currently 27 schools in the Primary phase in the Gravesham District and there were a total of 1371 places available in Reception Year in 2013-14. The Reception Year intakes are forecast to increase over the next 5 years. The District as a whole has sufficient capacity to accommodate the forecast pupil numbers for September 2014, but 30 Reception year places will be needed for September 2015. Demand will then increase sharply for 2016 and an additional 3-4 FE of Reception year capacity will be commissioned.

Total roll forecasts will also increase throughout the forecast period, but this demand will be localised to Northfleet and Gravesend South West Planning Areas.

Demand in Gravesend South West and Northfleet planning areas remains high, and is slightly exceeding current capacity. Forecasts indicate that this trend will continue. This demand is being met by the expansion of St Botolph's Church of England Primary School to 2FE from September 2013.

Further enlargements are proposed for September 2014, including increasing Lawn Primary School to 1FE from a PAN of 20. A temporary 'bulge year' was put in place at St Joseph's Catholic Primary School, taking their capacity to 2FE for September 2013. There is also a medium term proposal to enlarge and relocate Rosherville Church of England Primary School to a new site in the Gravesend South West planning area for 2015, that will increase the school intake from 20 to 60, an increase of 40 Reception year places.

Demand in Gravesend North is forecast to rise slightly. To accommodate this demand, the Local Authority will commission the permanent expansion of Chantry Primary School for September 2014.

Gravesend East forecasts indicate that there is enough capacity until September 2015, where there will be a spike in demand for two years. This will require commissioning an additional 1FE for two years to cater for the bulge.

The forecasts for Gravesend South East, Istead Rise, Meopham and Vigo and Cobham and Shorne planning areas, indicate that there will be enough places locally to accommodate the projected numbers.

The forecasts for Higham planning area indicate that demand exceeds capacity by a small amount, every year, over the forecast period. Dialogue with the relevant schools will take place to accommodate the extra demand for September 2015.

In addition to the long term population forecasts, Gravesham Borough Council is proposing new sites for housing development, and any additional demand on Primary provision would need to be addressed in the longer term. The Local Authority is working with Gravesham Borough Council to ensure that we have early notification of new developments, and an input into where new provision would need to be commissioned. Some of the housing is likely to be in East Gravesend and if so, additional provision may need to be commissioned in the longer term.

District Analysis – Secondary

The table below sets out the schools the population figures and forecasts:

Gravesham Borough (Secondary schools)	2012-13 (A)	2013-14 (F)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7 capacity	1314	1284	1284	1284	1284	1284	1284	1284	1284	1284	1284
Year 7 roll	1138	1154	1133	1183	1233	1298	1310	1306	1324	1379	1410
Year 7 surplus / deficit places	176	130	151	101	51	-14	-26	-22	-40	-95	-126
Year 7 surplus / deficit capacity (%)	13.4	10.1	11.7	7.9	4.0	-1.1	-2.0	-1.7	-3.1	-7.4	-9.8
Total capacity (Years 7-11)	6481	6450	6450	6450	6450	6420	6420	6420	6420	6420	6420
Total roll (Years 7-11)	6049	5881	5760	5744	5819	5981	6137	6309	6450	6596	6708
Total surplus / deficit places (Years 7-11)	432	569	690	706	631	439	283	111	-30	-176	-288
Total surplus / deficit capacity (Years 7-11) (%)	6.7	8.8	10.7	11.0	9.8	6.8	4.4	1.7	-0.5	-2.7	-4.5
Post-16 roll	1332	1365	1358	1314	1300	1271	1268	1263	1275	1326	1384
Total roll (including Post-16)	7381	7246	7118	7058	7119	7252	7404	7572	7725	7922	8092

The number of Year 7 places available in Gravesham is 1284. Forecast Year 7 intakes show a gradual but steady increase over the next 10 years. There is sufficient Year 7 capacity in Gravesham to manage this increase for four years, after which 1FE of additional provision will be needed for September 2017. By 2021, the demand is forecast to be 2FE rising to 3.5FE and 5FE in subsequent years

This steady increase in demand may be accelerated if Gravesham Borough Council approves new sites for housing development.

Gravesham Primary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Gravesend North	Chantry Primary School is proposed to expand permanently from 1 FE to 2FE	No change	No change	No change
Gravesend East	No change	Commission two bulge years of 1FE for 2015 and 2016	No change	The Local Authority may need to commission extra provision here dependant on housing development.
Gravesend South West and Northfleet	Forecasted increases in demand have been offset in the short term by commissioning 1FE of additional provision at St Joseph's Catholic PS and an additional 10 places at Lawn PS	The Local Authority expectation is to relocate Rosherville Church of England Primary School by 2014/2015, enlarging it the same time from a PAN of 20 to 60.	No change	The Local Authority will propose commissioning a new 2FE Primary school in the Springhead area
Gravesend South East, Istead Rise, Meopham and Vigo and Cobham and Shorne	Any additional demand can be met through the use of existing surplus capacity. Isolated incidents of demand over PAN can be managed through commissioning extra places in the more popular schools	No change	No change	No change
Higham	No change	Propose commissioning 10-15 Reception year places to accommodate increased demand in the Higham planning area	No change	No change

Gravesham Secondary Commissioning

Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
No commissioning change is expected.	No change	1FE of additional capacity will be commissioned for September 2017.	Commissioning options are dependent on the pace of housing development.

13.7 SEVENOAKS

Overview:

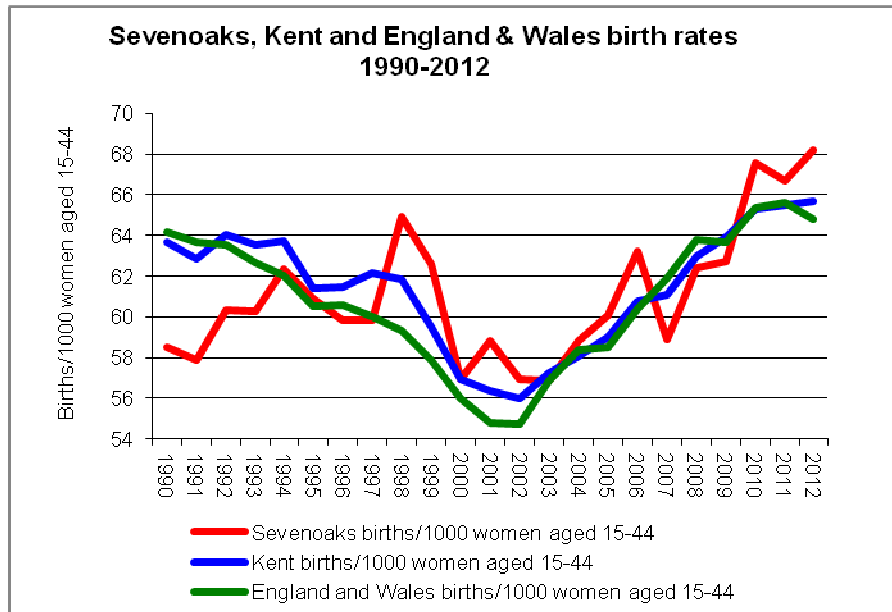
- The implementation of the commissioning plan in 2012-13 by expanding existing Primary schools has successfully created sufficient places to meet demand across the short, medium and long term.
- The demand for Secondary school places across the District masks a shortage of selective school places in Sevenoaks South from where a significant number of young people travel out of the District to Tonbridge and Tunbridge Wells.

Review of 2012 – 13

The long term forecast is for the Primary aged population in Sevenoaks to increase to 10,400 in 2016 before falling to 9300 in 2026. The 2012 Plan identified the need for up to 85 additional places in Year R for September 2013. This objective has been achieved for September 2013, with four schools permanently expanded. The schools are Lady Boswell's Church of England Primary School, St John's Church of England Primary School, Otford Primary School and Sevenoaks Primary School.

District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Sevenoaks District planning groups (Primary schools)	Year R capacity 2012-13	Year R roll 2012-13	Year R surplus / deficit capacity (%) 2012-13	Total capacity 2012-13	Total roll 2012-13	Total surplus / deficit capacity (%) 2012-13	Year R roll 2013-14 (F)	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Total roll 2013-14 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)
Eynsford and Horton Kirby	90	83	7.8	630	615	2.4	97	90	82	88	86	639	632	631	624	621
Halstead and Knockholt	55	38	30.9	326	250	23.3	43	47	45	36	40	257	271	281	278	281
Otford and Shoreham	85	81	4.7	466	442	5.2	70	81	73	73	74	463	494	507	519	519
Sevenoaks	320	331	-3.4	2114	2117	-0.1	273	338	327	319	320	2114	2174	2210	2242	2268
Sevenoaks Rural East	100	80	20.0	542	470	13.3	69	78	72	88	80	466	485	495	511	520
Sevenoaks Rural South East	80	77	3.8	512	558	-9.0	70	71	67	69	69	555	544	531	517	503
Sevenoaks Rural South West	91	84	7.7	637	529	17.0	80	98	97	93	94	553	595	619	638	665
Sevenoaks Rural West	60	60	0.0	390	345	11.5	50	65	58	59	59	341	364	363	372	363
Swanley and Hextable	275	262	4.7	1905	1732	9.1	282	275	297	283	289	1805	1841	1881	1933	1978
West Kingsdown, Hartley and New Ash Green	210	170	19.0	1465	1152	21.4	167	193	173	179	179	1154	1181	1184	1204	1214
Westerham	70	70	0.0	450	418	7.1	53	70	71	57	63	405	416	425	429	422
Total	1436	1336	7.0	9437	8628	8.6	1255	1406	1362	1345	1351	8752	8997	9127	9267	9356
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1436	1431	1431	1431	1431	9559	9696	9841	9981	10046
Forecast surplus / deficit places	-	-	-	-	-	-	181	25	69	86	80	807	699	714	714	690
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	12.6	1.7	4.8	6.0	5.6	8.4	7.2	7.3	7.1	6.9

There are currently 42 schools in the Primary phase in the Sevenoaks District and a total of 1436 places available in Reception Year in 2012-13. The Reception Year forecasts fluctuate over the next five years. However, this fluctuation is not reflected in total roll numbers which show an increase overall.

Sevenoaks District has sufficient capacity to accommodate the forecast increases although the geographical north/south split means that provision may not be local. Where there may be capacity, it is likely to be too distant from the demand to be effectively utilised.

The additional places commissioned for September 2013 have accommodated much of the demand in the Sevenoaks planning area, but forecasts indicate that demand will continue to increase, resulting in there being no surplus capacity across the planning area for September 2015.

An additional 15 - 30 places will be commissioned for September 2015.

Also in the Sevenoaks planning area, the Ryedale development in Dunton Green is underway and this will create a demand in the Dunton Green/Riverhead area that will be in addition to the forecasted numbers. Dialogue with the relevant schools will take place to accommodate the extra demand.

Forecasts for Sevenoaks Rural South West indicate a three year period from 2014 – 2016, where demand exceeds capacity by a small margin. In addition the demand in these forecasts will be augmented by several small housing developments, particularly in the Edenbridge area. The Local Authority will increase capacity in Sevenoaks Rural SW planning area by between 0.5 – 1FE as necessary to meet the demand as it arises.

The forecast for Sevenoaks Rural West planning area indicate that the demand is manageable within existing capacity, with only 2014 exceeding capacity. Local temporary solutions will be considered and implemented, as necessary.

The Swanley and Hextable planning area has experienced a long period where there has been sufficient capacity. Forecasts indicate that for September 2014, demand will start to exceed capacity. The Local Authority will commission an additional 30 Reception year places for September 2015.

The Westerham planning area appears to have sufficient capacity for the forecasted demand although for September 2014 and 2015, the projected demand exceeds capacity slightly. The Local Authority will continue to assess the demand with a view to commissioning an additional 10 places if it becomes necessary.

The planning areas of Eynsford and Horton Kirby, Otford and Shoreham, Sevenoaks Rural East, Sevenoaks Rural South East, West Kingsdown, Hartley and New Ash Green all are forecasted to have sufficient capacity for the forecasted demand and no action is needed.

The Fort Halstead site has been the subject of applications for housing development and is situated in the Halstead and Knockholt planning area. The number of dwellings has not been decided yet, but understood to be in excess of 600. This development is likely to be in the long, rather than medium term. When the development receives planning permission, the Local Authority will consider the options.

District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Sevenoaks District (Secondary schools)	2012-13 (A)	2013-14 (F)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7 capacity	510	510	510	510	510	510	510	510	510	510	510
Year 7 roll	361	339	368	398	378	398	421	424	422	448	452
Year 7 surplus / deficit places	149	171	142	112	132	112	89	86	88	62	58
Year 7 surplus / deficit capacity (%)	29.2	33.5	27.8	21.9	25.9	21.9	17.5	16.9	17.2	12.1	11.4
Total capacity (Years 7-11)	2550	2550	2550	2550	2550	2550	2550	2550	2550	2550	2550
Total roll (Years 7-11)	1947	1843	1792	1787	1790	1828	1910	1965	1989	2059	2113
Total surplus / deficit places (Years 7-11)	603	707	758	763	760	722	640	585	561	491	437
Total surplus / deficit capacity (Years 7-11) (%)	23.6	27.7	29.7	29.9	29.8	28.3	25.1	22.9	22.0	19.3	17.1
Post-16 roll	225	220	228	234	228	224	218	220	234	238	242
Total roll (including Post-16)	2172	2062	2020	2021	2018	2052	2127	2185	2223	2297	2354

The number of Year 7 places on offer in Sevenoaks is 510. Forecasts indicate an increase in Year 7 intakes for the next seven years. The increase is exacerbated by corresponding increases in the forecasts for Year 7 students in Tunbridge Wells and Tonbridge, where 1150 of Sevenoaks children travel to receive their education. As demand increases in these areas, we will need to increase the provision.

In 2012 at a meeting of the full Council, Kent County Council took a decision to pursue proposals for expanded grammar school provision in Sevenoaks. The Council's decision was the result of a very well supported petition from parents expressing a clear view that they wanted Kent to establish grammar provision in Sevenoaks.

In response to local demand, Kent County Council has been pursuing proposals to provide grammar provision for boys and girls in the Sevenoaks area. A number of options were considered and the County Council believes the best and most straightforward option is for one existing grammar school to expand to manage satellite co-educational provision. The Secretary of State is currently considering expansion applications from two schools.

If approved new provision in Sevenoaks will provide a significant part of the solution for the Secondary capacity issues in Tonbridge town and Tunbridge Wells town

The Sevenoaks Trinity Free School will provide 120 non-selective Secondary places with a total capacity of 600. It is expected to open in September 2013 on a temporary site.

Longer term, District numbers are forecast to fluctuate, but the trend is rising slightly. The forecasts themselves are masked by two issues. Firstly, significant numbers of Secondary age students travel out of Sevenoaks to school. Secondly, there is considerable surplus capacity in the north, but migration from southern to northern parts of the District is negligible.

Sevenoaks Primary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Sevenoaks	No change	The Local Authority will commission an additional 0.5 - 1FE by 2015	The Local Authority will propose commissioning an additional 0.5 - 1FE by 2016 as a consequence of housing developments.	No change
Sevenoaks Rural South West	No change	No change	The Local Authority will increase capacity in Sevenoaks Rural SW planning area by between 0.5 – 1FE.	No change
Sevenoaks Rural West	The Local Authority will commission an additional 0.5FE	No change	No change	No change

Swanley and Hextable	No change	The Local Authority will identify options for commissioning 1 FE by 2015.	No change	No change
Westerham	No change	No change	No change	No change
Eynsford and Horton Kirby, Otford and Shoreham, Sevenoaks Rural East, Sevenoaks Rural South East, West Kingsdown, Hartley and New Ash Green	No change	No change	No change	No change
Halstead and Knockholt	No change	No change	No change	Dependant on the pace of housing development at Fort Halstead, the Local Authority will consider commissioning between 1 – 2 FE of Primary capacity

Sevenoaks Secondary Commissioning

Short Term Commissioning Position (by 2014-15)	Short Term Commissioning Position (by 2015 -16)	Short Term Commissioning Position (by 2016- 17)	Medium Term Commissioning Position (by 2017- and After 18)
The Sevenoaks Christian Free School will provide 120 year 7, non-selective Secondary places with a total capacity of 600, from September 2013	No change	The Local Authority will commission 6FE of selective Secondary provision in the southern part of the District.	No change

13.8 ASHFORD

Overview

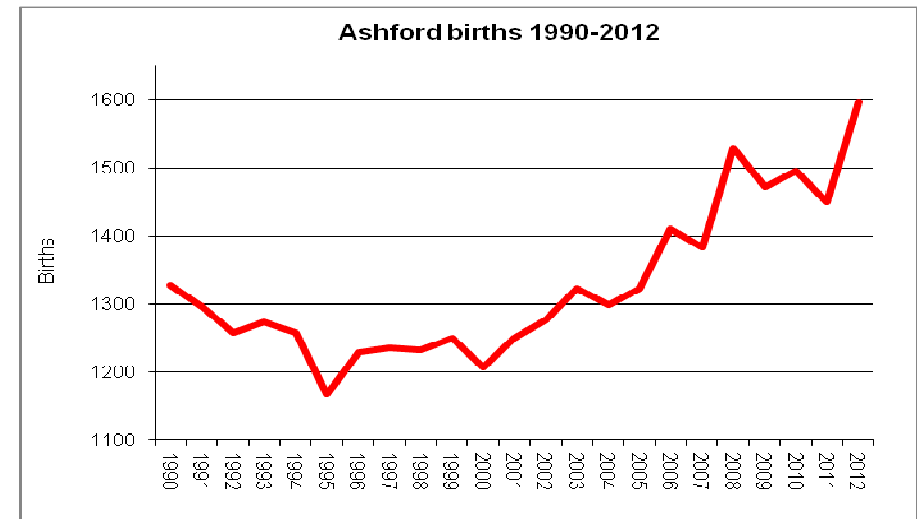
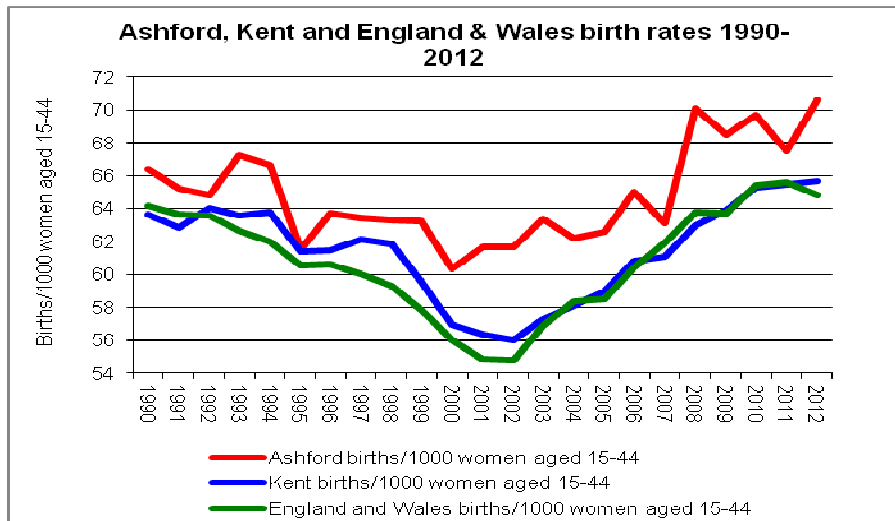
- Demand for school places in Ashford is, in the main, caused by inward migration connected to house-building and the birth rate which is higher than both the Kent and National birth rates. Ashford is designated as a major growth area for the South East of England with 21,000 houses planned to be built in the period up to 2031. If this volume of housing is realised we will need up to an additional 22 forms of entry in the Primary school phase by 2026.
- Even with expansions at three schools in recent years together with the opening of Repton Manor Primary School in 2013, and Goat Lees Primary School in 2013 demand is continuing to increase.

Review of 2012–13

The Plan identified the need for up to 90 additional Reception Year places for September 2013, and the formalisation of Repton Manor Primary School to 2FE. The latter has been achieved for September 2013. In respect of the former, 60 additional places have been created via bulge classes at Furley Park and Great Chart schools. The level of applications received by 16 January 2013 did not warrant further places being created.

District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Ashford Borough planning groups (Primary schools)	Year R capacity 2012-13	Year R roll 2012-13	Year R surplus / deficit capacity (%) 2012-13	Total capacity 2012-13	Total roll 2012-13	Total surplus / deficit capacity (%) 2012-13	Year R roll 2013-14 (F)	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Total roll 2013-14 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)
Ashford Central	210	205	2.4	1215	1207	0.7	201	197	206	208	204	1221	1252	1288	1332	1374
Ashford North	180	179	0.6	1260	1242	1.4	180	180	182	173	178	1250	1254	1257	1253	1246
Ashford Rural East	80	73	8.8	505	473	6.3	73	67	74	75	74	477	481	485	498	502
Ashford Rural West	100	85	15.0	700	634	9.4	91	87	79	93	88	637	629	616	628	624
Ashford South	390	378	3.1	2400	2335	2.7	377	369	348	376	358	2345	2400	2447	2502	2555
Ashford South East	180	179	0.6	1080	1074	0.6	178	155	166	187	174	1096	1104	1122	1157	1187
Biddenden	20	16	20.0	140	120	14.3	14	19	17	21	20	112	112	106	110	107
Charing and Challock	50	50	0.0	320	305	4.7	39	38	36	39	37	306	318	322	331	331
Chilham	15	15	0.0	105	97	7.6	13	16	14	14	14	95	98	101	102	101
Hamstreet and Woodchurch	65	67	-3.1	455	447	1.8	69	68	60	60	60	443	437	439	438	432
Tenterden	124	110	11.3	868	736	15.2	107	112	121	109	111	731	724	738	735	751
Willesborough	180	180	0.0	1260	1216	3.5	177	186	195	194	190	1203	1223	1239	1255	1286
Total	1594	1537	3.6	10308	9886	4.1	1518	1494	1499	1549	1507	9916	10031	10159	10342	10496
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1624	1564	1564	1564	1564	10623	10733	10843	10953	11033
Forecast surplus / deficit places	-	-	-	-	-	-	106	70	65	15	57	707	702	684	611	537
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	6.6	4.5	4.1	1.0	3.6	6.7	6.5	6.3	5.6	4.9

There are currently 42 Primary schools in the Ashford District and a total of 1624 places available in Reception Year in 2013-14. However, this reduces to 1564 from 2014-15 as Furley Park and Great Chart Primary Schools revert to their normal admissions pattern of 2FE schools. The pressures in Ashford are in Reception Year as larger cohorts enter the school system. This will continue to be the case for some years to come.

From 2013 demand rises by between 2% and 5.6%, with 1549 Reception Year children expected to be seeking places by 2016/17. However, these District wide figures mask the fact that places are likely to remain vacant in the Tenterden area of the District, while demand matches current capacity in Ashford Town. Shortfalls of Reception Year places are forecast in the South and South East of Ashford (Singleton, Park Farm and Willesborough).

Neighbouring planning areas are expected to be able to accommodate much of these pressures and we are now proposing to make the previous bulge expansion at Furley Park PS a permanent expansion, taking the school to 3FE from September 2014.

House-building in the area is set to continue as Ashford has proposed the provision of 21,000 new houses by 2031. The provision of new schools is being factored into the planning for the Borough, with up to 15 schools and sites potentially being requested via developer contributions. As these schools are built to serve these new communities, the timings are linked to those of the housing developments. We anticipate new school provision in Cheeseman's Green opening in September 2017, and new provision being commissioned for Chilmington Green by this date.

The long term forecast suggests the Primary school aged population will increase to 14,473 in 2021 before dropping thereafter. This would require 4574 additional places (22FE) to those available in 2013/14 if a 5% surplus is to be maintained.

District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Ashford Borough (Secondary schools)	2012-13 (A)	2013-14 (F)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7 capacity	1357	1412	1422	1422	1422	1422	1422	1422	1422	1422	1422
Year 7 roll	1243	1259	1276	1250	1261	1233	1296	1368	1384	1354	1369
Year 7 surplus / deficit places	114	153	146	172	161	189	126	54	38	68	53
Year 7 surplus / deficit capacity (%)	8.4	10.8	10.3	12.1	11.3	13.3	8.9	3.8	2.7	4.8	3.7
Total capacity (Years 7-11)	6722	6807	6893	6964	7035	7100	7110	7110	7110	7110	7110
Total roll (Years 7-11)	6360	6272	6241	6204	6209	6213	6250	6343	6476	6568	6704
Total surplus / deficit places (Years 7-11)	362	535	652	760	826	887	860	767	634	542	406
Total surplus / deficit capacity (Years 7-11) (%)	5.4	7.9	9.5	10.9	11.7	12.5	12.1	10.8	8.9	7.6	5.7
Post-16 roll	1595	1587	1608	1606	1560	1510	1507	1537	1526	1515	1502
Total roll (including Post-16)	7955	7859	7849	7811	7769	7723	7757	7880	8002	8084	8207

The number of Year 7 Secondary school places in Ashford is 1412 with a planned increase to 1422 by 2014/15. In addition to these places The Wye Free School opened in September 2013 providing an additional 90 Year 7 places. Thus, by 2014 there will be 1512 Year 7 places available in the District. Currently, 8.4% of Year 7 places are vacant in Ashford, with 5.4% of all Secondary school places vacant. The Year 7 cohort fluctuates over the coming years, ranging from its current actual number of 1243 to 1369 in 2022/23.

Highworth, Homewood, Norton Knatchbull and The Towers Schools have more sixth form pupils than capacity to accommodate them. Sixth form numbers across Ashford (currently 1595) are forecast to rise until 2014 and 2015, before dropping back down to 1502 by 2022-23. The sixth form at The John Wallis Academy is now in its third year and currently has spare capacity.

The Wye Free School opened with a Year 7 intake. It will, over the coming years, provide 90 places per year group in Years 7 to 11, plus a sixth form of 150 places.

It is possible that the housing development at Chilmington Green will start in early 2014 and, if this is the case, we will commission a new Secondary school after 2017.

Ashford Primary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Ashford Central				Commission a new 2FE Primary.
Ashford South East	1FE expansion of Furley Park PS is being commissioned for September 2014.		Subject to commencement of Cheeseman's Green housing development commission the first form of entry of a new 2FE Primary school.	<ul style="list-style-type: none"> • Undertake significant enlargement of the new Primary school at Cheeseman's Green by 1FE. • Commission two further 2FE and one further 1FE schools in Cheeseman's Green.

Ashford South			Subject to commencement of Chilmington Green's housing development, commission the first form of entry of a new 2FE Primary school.	<ul style="list-style-type: none"> • Undertake significant enlargement of the new Primary school at Chilmington Green by 1FE. • Commission two further 2FE and one further 1FE schools on Chilmington Green.
Willesborough				<ul style="list-style-type: none"> • Commission a new 2FE school and a new 1FE school

Ashford Secondary School Commissioning

Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
			Subject to commencement of Chilmington Green development, commission the first 4 forms of entry of a new 8FE Secondary school. We will propose: <ul style="list-style-type: none"> • 8FE school in Cheeseman's Green

13.9 SHEPWAY

Overview

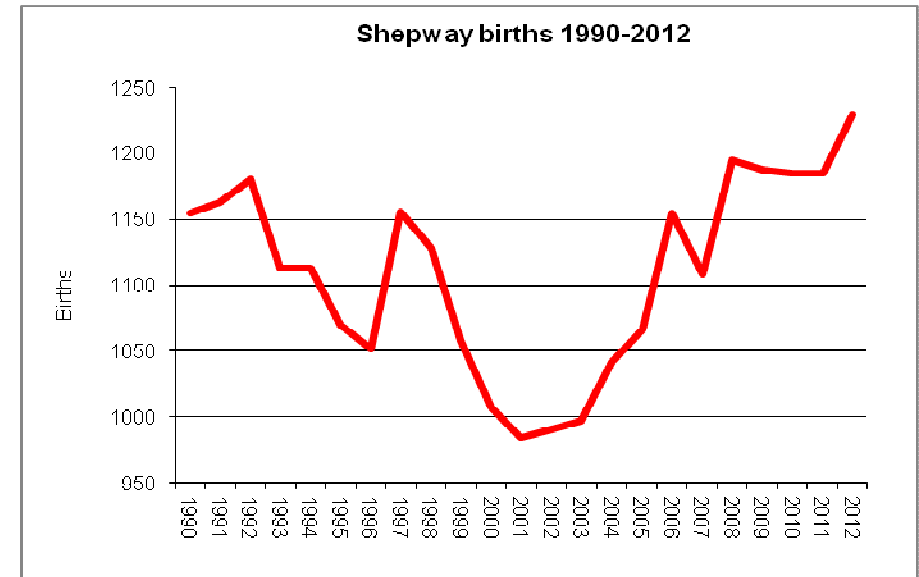
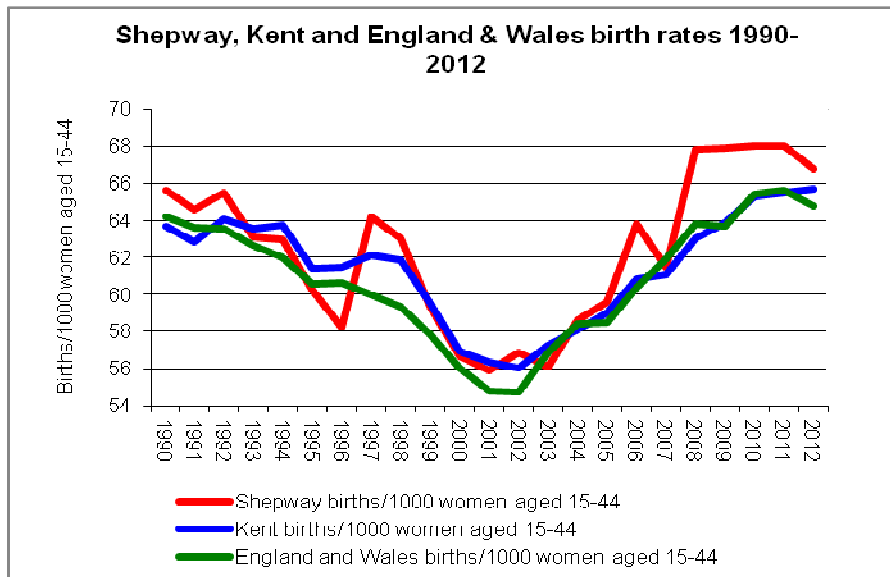
- The pressure on school places in Shepway is centred on Folkestone Town and Hawkinge. Pressures in East Folkestone have led to children needing to travel across the town in order to access school places.
- We have successfully bid for additional capital funding to create a new Primary school for 2015 in East Folkestone. The proposed school would also provide up to 15 places for children with Autistic Spectrum Disorder needs.

Review of 2012-13

Hawkinge Primary School from has been expanded to 2FE. Feasibility studies on schools in East Folkestone have shown these cannot be expanded, but work continues to secure 30 additional temporary places for September 2014 prior to opening a new school in 2015. Increasing capacity in Hawkinge has eased pressures on East Folkestone.

District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures forecasts:



Shepway District planning groups (Primary schools)	Year R capacity 2012-13	Year R roll 2012-13	Year R surplus / deficit capacity (%) 2012-13	Total capacity 2012-13	Total roll 2012-13	Total surplus / deficit capacity (%) 2012-13	Year R roll 2013-14 (F)	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Total roll 2013-14 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)
Brenzett and Brookland	35	27	22.9	245	199	18.8	26	27	27	23	25	187	176	166	160	153
Dymchurch	30	25	16.7	210	171	18.6	26	20	21	22	21	165	161	158	154	150
Folkestone East	345	349	-1.2	2405	2239	6.9	342	373	358	382	375	2236	2312	2373	2420	2458
Folkestone West	250	248	0.8	1726	1589	7.9	241	260	281	266	266	1630	1680	1750	1803	1835
Hawkinge	135	137	-1.5	859	817	4.9	140	115	147	142	137	846	850	883	914	932
Hythe	150	151	-0.7	1031	975	5.4	133	138	143	130	133	996	1005	1010	1012	1002
Lympne and Sellindge	45	45	0.0	319	330	-3.4	51	46	47	50	48	337	337	338	339	343
Romney Marsh	146	115	21.2	1027	852	17.0	122	120	119	112	117	861	854	842	840	825
Shepway Rural North	93	78	16.1	614	605	1.5	92	81	84	80	81	617	618	624	616	619
Total	1229	1175	4.4	8436	7777	7.8	1173	1180	1227	1206	1203	7876	7992	8144	8257	8316
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1225	1227	1227	1227	1227	8451	8479	8511	8537	8563
Forecast surplus / deficit places	-	-	-	-	-	-	52	47	0	21	24	575	487	367	280	247
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	4.2	3.9	0.0	1.7	1.9	6.8	5.7	4.3	3.3	2.9

There are currently 35 Primary schools in the Shepway District and a total of 1225 places available in Reception Year in 2013-14. Reception Year forecasts indicate surplus places across the District will generally fluctuate between 1.7% and 4.2% up to 2017/18. The exception to this is in 2015 when a forecast spike of up to 50 children shows no available Reception places in the District. However, these figures mask pressure points in Folkestone Town, Hawkinge and Sellindge and do not show vacant places available in Romney Marsh and Hythe.

Folkestone Town will continue to need more places during the next few years. In the East of the Town, the Reception Year forecasts indicate that there will be between 20 and 40 more pupils than places available during the forecast period, with the peak in 2016/17. This will require 1FE of additional provision throughout the forecast period and we are commissioning a new 1FE school for September 2015. A similar increase of numbers is forecast for the West of the Town with the peak in 2015/16.

Proposals for approximately 250 homes in Sellindge will require additional capacity of 0.5FE to be created in the village school by 2015.

Surplus capacity across all year groups is set to reduce by 2017/18, as larger cohorts enter Reception Year than those leaving Year 6, particularly in Folkestone Town. This is forecast to reduce to 2.9% and will be addressed by the establishment of the new school in 2015.

The long term forecast is for the Primary school numbers in Shepway to increase to over 8900 in 2021 before falling thereafter. At the peak, this will require an additional 900 places (4.5FE) compared to those available in 2013/14, if a 5% surplus is to be maintained. Some of this pressure is related to new housing. The Local Development Framework has identified land for 7500 houses and these will require local provision in the form of new or expanded schools (1FE at Palmmarsh, 2.5FE in Folkestone, 1FE in the rural hubs).

District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Shepway District (Secondary schools)	2012-13 (A)	2013-14 (F)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7 capacity	1210	1210	1165	1165	1165	1165	1165	1165	1165	1165	1165
Year 7 roll	956	939	942	955	962	1021	1007	1049	1043	1054	1092
Year 7 surplus / deficit places	254	271	223	210	203	144	158	116	122	111	73
Year 7 surplus / deficit capacity (%)	21.0	22.4	19.1	18.0	17.4	12.3	13.5	9.9	10.5	9.5	6.2
Total capacity (Years 7-11)	6050	6050	6005	5960	5915	5870	5825	5825	5825	5825	5825
Total roll (Years 7-11)	5205	5007	4875	4770	4700	4767	4835	4943	5031	5123	5194
Total surplus / deficit places (Years 7-11)	845	1043	1130	1190	1215	1103	990	882	794	702	631
Total surplus / deficit capacity (Years 7-11) (%)	14.0	17.2	18.8	20.0	20.5	18.8	17.0	15.1	13.6	12.1	10.8
Post-16 roll	1212	1223	1233	1180	1153	1112	1074	1067	1075	1087	1131
Total roll (including Post-16)	6417	6230	6108	5949	5853	5878	5909	6010	6106	6210	6326

The number of Year 7 Secondary school places in Shepway is 1210 with a planned decrease to 1165 by 2014/15. Currently, 22.4% of Year 7 places are vacant in Shepway, with 17.2% of all Secondary school places vacant. The Year 7 cohort fluctuates over the coming years, but shows an overall increase of 153 pupils over the forecast period.

The rising Year 7 roll and reduced capacity brings the surplus capacity down to 6.2% by 2022. The increased number of pupils can be accommodated within existing provision.

Total Secondary school numbers continue to fall until 2016 – 17, when 20.5% of places will be vacant. As rolls rise in the subsequent years and capacity is reduced at Pent Valley School, surplus capacity will reduce to 10.8% by 2022.

Shepway Primary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Folkestone East	30 Bulge Reception Year places will be needed in 2014/15 (school to be identified).	We are commissioning a new 1FE school for September 2015.		
Hythe			Undertake statutory proposals to enlarge Palmarsh Primary School, from 1.5FE to 1FE subject to commencement of Nickolls Quarry development.	
Folkestone West	30 Bulge Reception Year places will be commissioned in 2014/15 (school to be identified).	30 Bulge Reception Year places will be commissioned in 2015/16 (school to be identified).		We propose commissioning a new Primary school in Shorncliffe Garrison (initially 1FE, expanding to 2FE as demand grows).
Sellindge		Subject to planned housing development commencing, expand Sellindge PS from 0.5FE to 1FE		

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Romney Marsh				Subject to housing development, expansion of St Nicholas and Greatstone Schools to 2FE each. (42 places at St Nicholas CEPS and 56 places at Greatstone PS)

Shepway Secondary School Commissioning

Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
2FE of capacity has been de-commissioned at Pent Valley School with effect from September 2014.			

13.10 DOVER

Overview

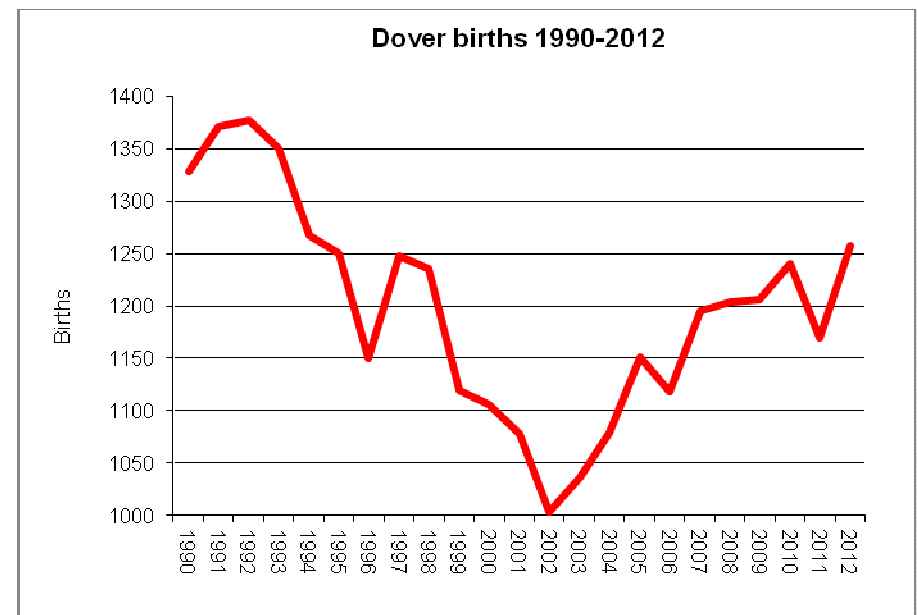
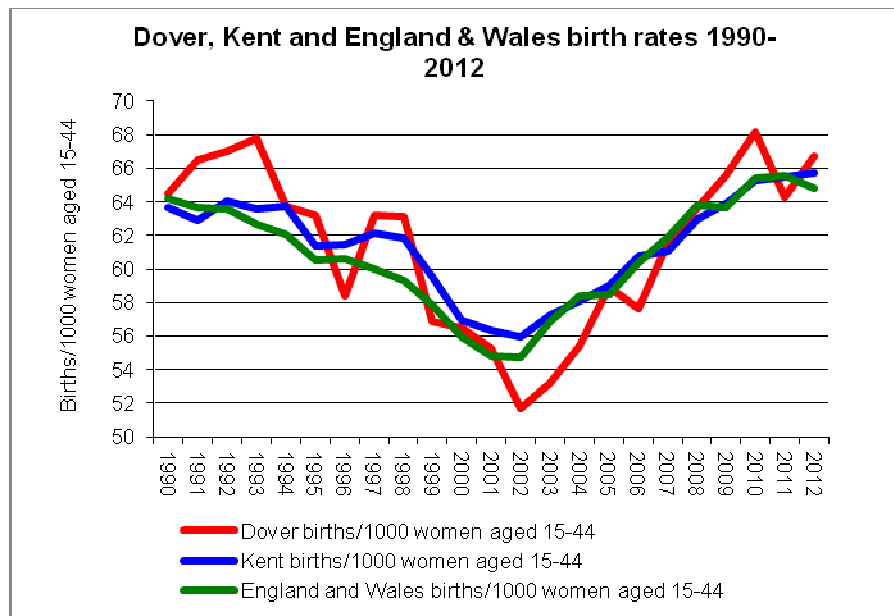
- The pressure points in Dover District are for Primary school places in Dover Town and Whitfield.
- 3,240 new homes are planned for Whitfield by 2031 with a further 2510 in the following decade. Ultimately these new homes will generate the need for at least three new 2FE Primary schools to serve the Whitfield community.

Review of 2012-13

The 2012 Plan did not identify any Basic Need requirement for either Primary or Secondary schools in Dover District in 2012-13. The amalgamation of Walmer Science College and Castle Community College, to ensure one strong, and viable school for the Walmer and Deal area, has proceeded as planned for September 2013

District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Dover District planning groups (Primary schools)	Year R capacity 2012-13	Year R roll 2012-13	Year R surplus / deficit capacity (%) 2012-13	Total capacity 2012-13	Total roll 2012-13	Total surplus / deficit capacity (%) 2012-13	Year R roll 2013-14 (F)	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Total roll 2013-14 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)
Ash and Wingham	90	88	2.2	627	585	6.7	83	69	66	67	68	587	568	555	538	521
Aylesham	87	49	43.7	642	357	44.4	54	56	56	63	59	366	379	388	395	400
Capel-le-Ferne	30	30	0.0	208	197	5.3	27	30	31	26	29	199	203	204	210	209
Deal	335	311	7.2	2423	2106	13.1	334	314	305	324	316	2161	2179	2212	2226	2270
Dover	430	404	6.0	3081	2701	12.3	458	466	454	486	464	2800	2924	3021	3129	3185
Eythorne and Shepherdswell	50	43	14.0	370	282	23.8	40	45	45	42	43	277	280	282	284	288
Sandwich and Eastry	96	81	15.6	688	604	12.2	91	70	68	65	65	591	572	549	521	497
St. Margaret's-at-Cliffe	62	54	12.9	426	395	7.3	64	66	67	69	68	407	416	412	426	439
Whitfield	89	89	0.0	623	604	3.0	94	105	100	97	97	603	622	636	633	637
Total	1269	1149	9.5	9088	7831	13.8	1244	1222	1193	1240	1210	7990	8142	8261	8363	8445
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1260	1260	1260	1260	1260	9032	8977	8937	8913	8902
Forecast surplus / deficit places	-	-	-	-	-	-	16	38	67	20	50	1042	835	676	550	457
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	1.2	3.0	5.3	1.6	4.0	11.5	9.3	7.6	6.2	5.1

There are currently 41 Primary schools in the Dover District and a total of 1260 places available in Reception Year in 2013-14.

Major new housing is projected for Dover in the period up to 2031 with up to 14000 new houses predicted over that period of which over 3,000 will be in Whitfield.

Reception Year forecasts in Dover District show surplus places fluctuating between 1.6% and 5.3% during the forecast period, which suggests that some temporary enlargements will be needed. However, District figures mask pressure points and areas of significant surplus. There are pressures in Dover Town, Whitfield and St Margaret at Cliffe, whereas in Aylesham, where the planned new house building has not so far impacted on demand for Primary school places, these are high levels of surplus capacity.

Additional Reception Year places are needed for September 2014 in Dover Town (30 places) and Whitfield (15 places) with up to 90 Reception Year places in total needing to be available for 2016 onwards. In Dover 2FE of permanent provision will need to be commissioned for 2017. We are proposing a 1FE expansion of White Cliffs Primary College for the Arts by September 2015. Whitfield is expected to have 6000 homes built over the next 27 years. The development is expected to provide education provision for its residents, thus a bespoke pupil forecast based on the housing trajectory for the site exists. This shows a need for a 1FE school (with the potential to expand to 2FE) to be commissioned by 2016. A further two 2FE schools will be needed in the longer term.

In St Margaret at Cliife, forecasts indicate a need for a further 10 Reception Year places throughout the forecast period. Discussions with local schools indicate that these will be able to ensure that all local children are placed within existing accommodation.

The long term District forecast sees the Primary school aged population increasing to about 9700 by 2021. This would require 1153 additional places (5.5FE) to those available in 2013/14 if a 5% surplus is to be maintained. A significant amount of this provision will be required to support the Whitfield development.

District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Dover District (Secondary schools)	2012-13 (A)	2013-14 (F)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7 capacity	1393	1310	1310	1310	1310	1310	1310	1310	1310	1310	1310
Year 7 roll	1187	1162	1167	1181	1244	1238	1326	1243	1351	1318	1295
Year 7 surplus / deficit places	206	148	143	129	66	72	-16	67	-41	-8	15
Year 7 surplus / deficit capacity (%)	14.8	11.3	10.9	9.9	5.0	5.5	-1.2	5.1	-3.1	-0.6	1.2
Total capacity (Years 7-11)	7040	6730	6655	6575	6550	6550	6550	6550	6550	6550	6550
Total roll (Years 7-11)	6203	5998	5855	5814	5872	5935	6100	6177	6347	6420	6476
Total surplus / deficit places (Years 7-11)	837	732	800	761	678	615	450	373	203	130	74
Total surplus / deficit capacity (Years 7-11) (%)	11.9	10.9	12.0	11.6	10.3	9.4	6.9	5.7	3.1	2.0	1.1
Post-16 roll	1394	1428	1399	1328	1276	1244	1226	1218	1228	1268	1287
Total roll (including Post-16)	7597	7427	7254	7143	7148	7178	7326	7395	7575	7688	7763

The number of Year 7 Secondary school places in Dover decreased from September 2013 when Walmer Science College and Castle Community College amalgamated. Currently, 11.3% of Year 7 places are vacant in Dover District, with 10.9% of all Secondary school places vacant. Therefore we will not need to commission additional places. The Year 7 cohort fluctuates slightly over the coming years, ranging from its current actual number of 1162 to 1351 in 2020/21 when the rolls begin to fall. Historically, Dover District has experienced net migration into its Secondary schools (for example from Thanet into Sandwich). As rolls rise, we would anticipate this migration reducing. As rolls rise in Year 7 in 2018/19 and again in 2021/22 onwards we may be required to commission some additional temporary places to create bulge year groups.

Dover Primary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Dover Town	In Dover Town we will commission 30 bulge Reception Year places for September 2014.	We are proposing a 1FE expansion of White Cliffs Primary College of the Arts for September 2015.	In Dover Town we will commission 30 bulge Reception Year places for September 2016.	
Whitfield	Commission 15 bulge Reception Year places for September 2014.	Commission 15 bulge Reception Year places for September 2015.	A 1FE Primary school will need to be commissioned by 2016 with the potential for expansion to 2FE.	Two further 2FE Primary schools will be needed in the longer term.
St Margarets at Cliffe	Work with local schools to ensure all local pupils are placed.			

Dover Secondary School Commissioning

Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
			The Local Authority will commission additional capacity in the District for bulge year groups in 2018/19 and 2021/22 dependent on the pace of housing development and inward migration of pupils from adjoining Districts.

13.11 CANTERBURY

Overview

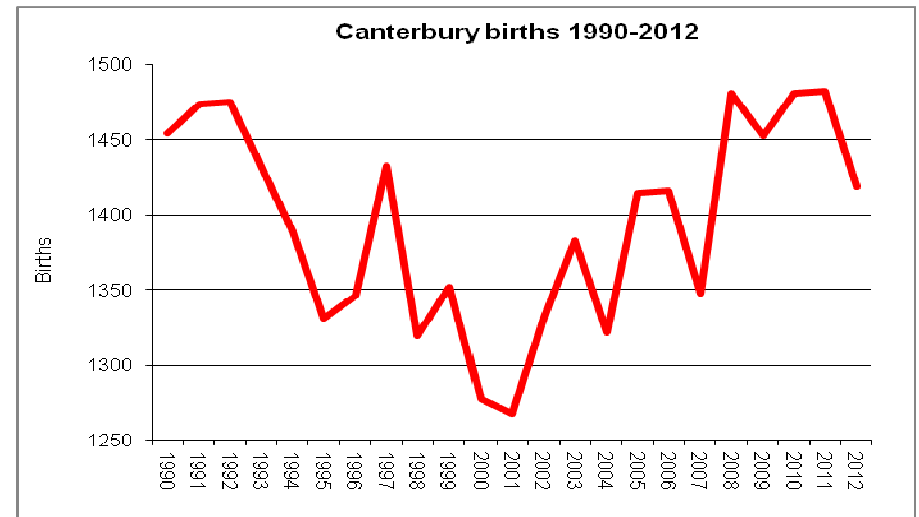
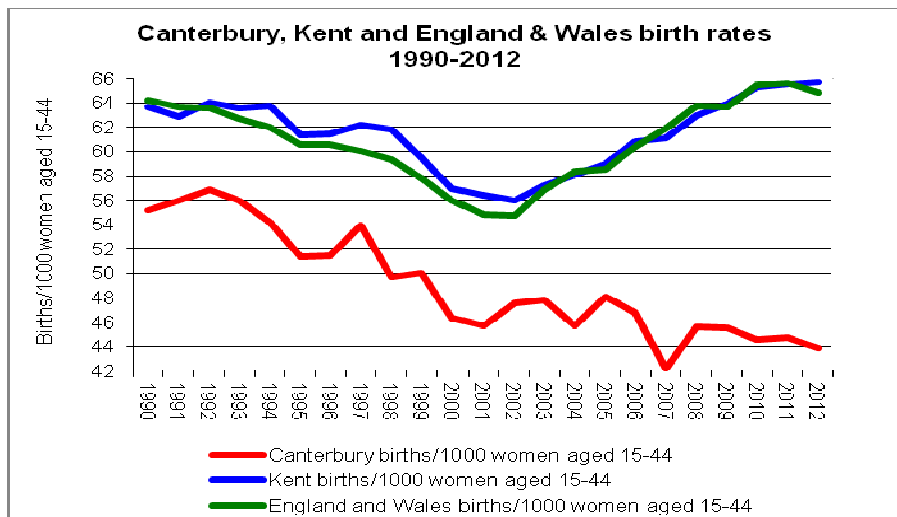
- The Canterbury birth rate differs to Kent and the national picture, as it is falling overall. There are however, specific localities within the Canterbury District where there is pressure due to inward migration and without the action proposed in this Commissioning Plan we would be facing a deficit of places in 2015 of 1.9%.
- As the larger numbers of Primary pupils feed through to the Secondary phase, the current surplus capacity will reduce and in the longer term (2022) new housing will necessitate additional Secondary capacity.

Review 2012 – 13

The 2012 Plan did not identify a need for additional Primary or Secondary School places but did identify a need to keep Primary School places in Herne Bay under review. The closure of St. Philip Howard School in Herne Bay was implemented following a Public Consultation with effect from August 2013. A temporary expansion of Joy Lane Primary School in Whitstable by 1 form of entry for September 2013 was agreed due to a number of children in Whitstable who could otherwise not have been offered a Whitstable school.

District Analysis – Primary

The chart below set out the birth rates and the table sets out the school population figures and forecasts:



Canterbury District planning groups (Primary schools)	Year R capacity 2012-13	Year R roll 2012-13	Year R surplus / deficit capacity (%) 2012-13	Total capacity 2012-13	Total roll 2012-13	Total surplus / deficit capacity (%) 2012-13	Year R roll 2013-14 (F)	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Total roll 2013-14 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)
Barham and Bridge	106	88	17.0	727	679	6.6	92	88	99	102	99	678	661	659	653	647
Canterbury	435	408	6.2	3185	2755	13.5	423	433	456	434	444	2784	2843	2923	2955	3007
Chartham and Petham	60	60	0.0	445	407	8.5	58	53	60	59	59	410	400	401	400	401
Herne	90	90	0.0	630	604	4.1	102	90	100	90	93	615	618	625	626	628
Herne Bay	370	327	11.6	2639	2251	14.7	326	325	353	350	348	2193	2176	2212	2253	2258
Littlebourne and Wickhambreaux	30	29	3.3	217	199	8.3	24	35	31	25	28	192	196	200	192	196
Sturry and Marshside	96	92	4.2	662	576	13.0	92	90	95	85	89	580	592	620	609	616
Whitstable	330	327	0.9	2337	2209	5.5	344	319	327	331	327	2259	2262	2283	2282	2285
Total	1517	1421	6.3	10842	9680	10.7	1460	1432	1521	1478	1487	9711	9749	9923	9969	10037
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1524	1492	1492	1492	1492	10579	10560	10535	10527	10526
Forecast surplus / deficit places	-	-	-	-	-	-	64	60	-29	14	5	868	811	612	558	489
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	4.2	4.0	-1.9	1.0	0.4	8.2	7.7	5.8	5.3	4.6

There are currently 35 Primary schools in the Canterbury District and a total of 1524 places available in Reception Year in 2013-14, reducing to 1492 in 2014. The number of Reception Year pupils is expected to peak in 2015/16 at 1521 places with an expected deficit of 1.9%. The number of surplus places across the whole Primary age range will reduce to 4.6% by 2017. In order to meet demand in Canterbury City and Whitstable, two forms of entry will be commissioned. Pressure on places in rural areas will be managed through discussions with schools to ascertain pressure points and explore ways of ensuring that all local children are placed.

For entry in September 2013, Joy Lane Primary School agreed a temporary expansion to take a bulge year (30 places for Reception Year). However, local knowledge demonstrates that pressure on admissions in the locality is growing and therefore we will commission a permanent form of entry from September 2014.

New housing development included in Canterbury City Council's Draft Local Plan, which is still under consultation, indicates that there will be up to 15,600 new dwellings during the period to 2031, with a build rate of 780 dwellings per annum across the District, with large developments planned in Canterbury, Herne Bay and the Sturry/Hersden locality.

The long term forecast of Primary pupils indicates numbers peaking between 2016 and 2021, beyond this point the pupil population begins to decline. In the longer term, beyond 2017/18, new Primary school provision will be required to meet the demand from new housing, with the timing and location of additional school places dependant on the pace of the new housing developments.

District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Canterbury District (Secondary schools)	2012-13 (A)	2013-14 (F)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7 capacity	1718	1648	1633	1633	1633	1633	1633	1633	1633	1633	1633
Year 7 roll	1446	1445	1504	1452	1541	1545	1506	1534	1590	1572	1648
Year 7 surplus / deficit places	272	203	129	181	92	88	127	99	43	61	-15
Year 7 surplus / deficit capacity (%)	15.8	12.3	7.9	11.1	5.6	5.4	7.8	6.1	2.6	3.8	-0.9
Total capacity (Years 7-11)	8590	8520	8435	8350	8265	8180	8165	8165	8165	8165	8165
Total roll (Years 7-11)	7668	7394	7334	7231	7276	7389	7450	7479	7618	7648	7751
Total surplus / deficit places (Years 7-11)	922	1126	1101	1119	989	791	715	686	547	517	414
Total surplus / deficit capacity (Years 7-11) (%)	10.7	13.2	13.1	13.4	12.0	9.7	8.8	8.4	6.7	6.3	5.1
Post-16 roll	2053	2090	2050	1995	1950	1883	1866	1904	1906	1934	1981
Total roll (including Post-16)	9721	9483	9383	9226	9226	9272	9317	9383	9524	9582	9733

The number of Secondary school Year 7 places in Canterbury is 1648 in 2013. The number of places available exceeds the projected demand for places over the coming 9 year period and is expected to peak in 2015 with 11.1% surplus Year 7 places and 13.4% overall.

No change in provision is expected to be required in the short or medium term, depending on progress rates of new housing. In the longer term, from 2020 onwards, as new housing developments proceed, the Local Authority need to commission additional provision.

Canterbury Primary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Canterbury	No change	An additional form of entry is being commissioned for Canterbury City at The Canterbury Primary School.		We will commission up to six forms of entry in this area, dependent on the rate of housing development set out in Canterbury City Council’s strategic plan.
Sturry and Marshside	No change	No change		We will commission up to one form of entry in this area, dependent on the rate of housing development set out in Canterbury City Council’s strategic plan
Herne Bay	No change	Increasing numbers will require additional places to be commissioned in existing schools	No change	We will commission up to three forms of entry in this area, dependent on the rate of housing development set out in Canterbury City Council’s strategic plan
Whitstable	For entry September 2013, 30 additional Reception Year places have been commissioned at Joy Lane Primary School for a bulge year.	We will commission one form of entry in Whitstable.	No change	As new housing developments proceed, KCC commission capacity in Whitstable, which is likely to be expansion of existing schools.

Canterbury Secondary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
			Should new housing come forward at an earlier date, additional capacity will need to be commissioned in existing schools.	As new housing developments proceed, we will commission additional Secondary provision across the Canterbury District. This may be through expansion of existing schools in Canterbury and Herne Bay/and or new provision

13.12 SWALE

Overview

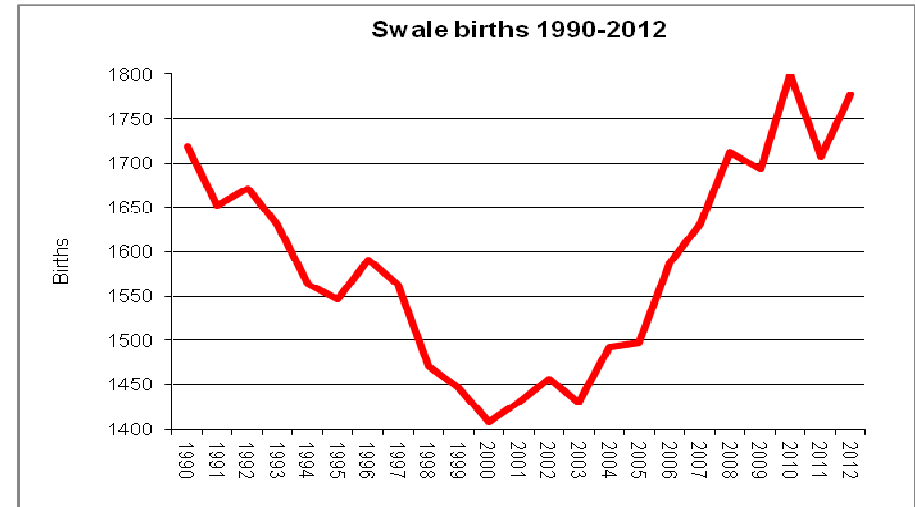
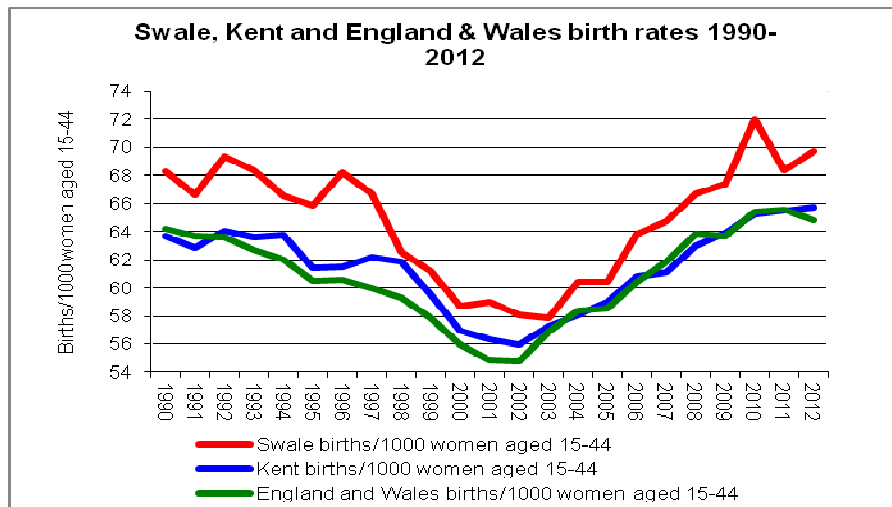
- Inward migration, in particular on the Isle of Sheppey, in recent months has created a significant pressure resulting in a need to commission urgent additional provision. This pressure is affecting both Key Stages 1 and 2.
- Successful bids for Targeted Basic Need funding will provide a new two form entry Primary school at Thistle Hill for September 2015.
- In addition, the successful bids for Targeted Basic Need funding for the Sittingbourne area will provide a one form entry expansion at Iwade Primary School from September 2015 and a one form entry expansion of Tunstall CE Primary School, which will relocate to a new site from September 2015.

Review 2012 – 13

Kent's 2012 Plan indicated a need to add a significant number of Primary school places to manage the predicted increase in numbers of children. This pressure on places was managed through temporary expansions for September 2012, adding 110 Year R places across Swale. Additional temporary expansion of one form of entry for September 2013 at Eastchurch Primary School is due to local population growth arising from inward migration.

District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Swale Borough planning groups (Primary schools)	Year R capacity 2012-13	Year R roll 2012-13	Year R surplus / deficit capacity (%) 2012-13	Total capacity 2012-13	Total roll 2012-13	Total surplus / deficit capacity (%) 2012-13	Year R roll 2013-14 (F)	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Total roll 2013-14 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)
Eastchurch and Warden Bay	60	57	5.0	420	399	5.0	79	70	73	87	80	424	442	468	496	520
Faversham	235	231	1.7	1535	1387	9.6	215	231	202	222	218	1400	1433	1462	1512	1530
Faversham Rural East	60	56	6.7	420	413	1.7	64	70	64	59	63	413	432	433	436	438
Faversham Rural South	71	79	-11.3	452	505	-11.7	69	72	70	69	70	502	505	505	506	507
Halfway and Minster	210	198	5.7	1320	1266	4.1	217	255	237	253	247	1302	1399	1480	1565	1639
Iwade	60	60	0.0	420	418	0.5	56	64	50	64	59	407	410	402	407	407
Queenborough and Rushenden	60	51	15.0	420	366	12.9	62	69	65	71	68	391	412	434	460	472
Sheerness	180	180	0.0	1260	1191	5.5	173	214	208	197	202	1218	1263	1322	1346	1372
Sittingbourne East	195	181	7.2	1365	1234	9.6	196	220	209	222	219	1220	1269	1300	1315	1347
Sittingbourne North	210	210	0.0	1530	1398	8.6	208	221	192	209	201	1412	1448	1441	1452	1449
Sittingbourne South	293	303	-3.4	1871	1937	-3.5	296	322	299	317	311	1956	2027	2048	2095	2143
Swale Rural West	95	84	11.6	665	582	12.5	68	70	58	65	65	571	572	544	520	502
Teynham	50	51	-2.0	320	293	8.4	41	42	48	46	46	312	322	330	340	337
Total	1779	1741	2.1	11998	11389	5.1	1742	1922	1775	1881	1849	11527	11936	12167	12449	12663
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1869	1824	1794	1794	1794	12115	12259	12373	12484	12595
Forecast surplus / deficit places	-	-	-	-	-	-	127	-98	19	-87	-55	588	323	206	35	-68
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	6.8	-5.4	1.1	-4.8	-3.1	4.9	2.6	1.7	0.3	-0.5

There are 49 Primary schools in the Swale District, providing 1869 Reception Year places in 2013-14. Even with this increase in the number of places available, a deficit of 98 Reception Year places (5.4%) is predicted in 2014, when Reception Year rolls are forecast to peak at 1922 pupils. More than two forms of entry of this deficit are on the Isle of Sheppey and this means urgent action is needed to increase capacity.

Up to 14000 new housing units are anticipated across Swale during the period to 2031. Sittingbourne is a growth area and school rolls are forecast to increase over the next five year period. An additional two to three forms of entry will be needed to meet demand on top of the 2.3 FE already commissioned (Westland Primary School, Lansdowne Primary School and Lower Halstow Primary School).

By September 2015 we will expand both Iwade Primary School (which is situated in an area of housing development) and Tunstall CE Primary School by one form of entry each. Tunstall CE Primary School will relocate to a new site.

In the longer term, from 2017/18 and beyond, new housing development is proposed for the Grovehurst Farm/Kemsley area and a site is included for a new 2FE Primary school.

On the Isle of Sheppey school rolls are forecast to increase over the next three years across the island. Action is therefore planned for expansion of Primary school capacity in Sheppey in response to the rising birth rate, inward migration and proposed housing development at Thistle Hill. Reception Year forecasts show a continual increase. Discussions with the schools on Sheppey are underway regarding temporary expansions, which will lead to permanent expansion in some cases. This includes the temporary expansion of Halfway Houses Primary School becoming permanent alongside the re-building of the school. It is anticipated that a further four forms of entry will be required across the island. This includes the new two form entry Primary school which will be built at Thistle Hill, with a planned opening date of 1 September 2015. Kent County Council will also commission one form of entry in Sheerness and one of entry to serve the Warden Bay community. In the longer term, from 2017/18 and beyond, a new Primary school will be required for the Rushenden development.

District Analysis – Secondary

The table below sets out the school population figures forecasts:

Swale Borough (Secondary schools)	2012-13 (A)	2013-14 (F)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7 capacity	1657	1660	1685	1685	1685	1685	1685	1685	1685	1685	1685
Year 7 roll	1504	1542	1527	1570	1624	1654	1715	1750	1771	1941	1804
Year 7 surplus / deficit places	153	118	158	115	61	31	-30	-65	-86	-256	-119
Year 7 surplus / deficit capacity (%)	9.2	7.1	9.4	6.8	3.6	1.8	-1.8	-3.9	-5.1	-15.2	-7.1
Total capacity (Years 7-11)	8247	8258	8294	8329	8372	8400	8425	8425	8425	8425	8425
Total roll (Years 7-11)	7883	7741	7658	7659	7708	7865	8039	8262	8463	8780	8930
Total surplus / deficit places (Years 7-11)	364	517	636	670	664	535	386	163	-38	-355	-505
Total surplus / deficit capacity (Years 7-11) (%)	4.4	6.3	7.7	8.0	7.9	6.4	4.6	1.9	-0.4	-4.2	-6.0
Post-16 roll	1795	1951	1951	1903	1871	1806	1789	1801	1817	1871	1910
Total roll (including Post-16)	9678	9692	9609	9563	9579	9671	9828	10063	10280	10651	10840

There are currently 1660 places in Year 7 in Secondary schools in Swale and this will increase to 1685 in 2014 with additional places provided at Fulston Manor School. This exceeds the demand for Secondary school places in the District until 2018 when a deficit of 30 places (-1.8%) is expected. Surplus capacity in Faversham and the Isle of Sheppey masks the pressure on Secondary places in Sittingbourne. Due to the increasing numbers of Isle of Sheppey students travelling to Sittingbourne Secondary schools, the pressure will become acute in Sittingbourne from 2015, resulting in a need for up to three forms of entry. This will involve consultation with providers to consider the expansion of existing provision. In the longer term, 2017/18 and beyond, new housing development is planned for the Grovehurst Farm/Kemsley area and includes a site for a new Secondary school

Swale Primary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Sittingbourne (East, North and South)	Permanent expansion of The Westlands Primary School, Lansdowne Primary School and Lower Halstow School will provide an additional 2.3 forms of entry	Two forms of entry will be provided through the expansion of Iwade Primary School and Tunstall CE Primary School.		We will commission 2FE of new provision to meet the demand for places, especially in the Kemsley locality.
Sheerness, Queenborough and Rushenden, Halfway and Minster, Eastchurch and Warden Bay	The forecast Reception Year increase will be managed through temporary arrangements with schools until permanent solutions are agreed. <ul style="list-style-type: none"> • Halfway Houses – 30 places • Eastchurch – 30 places Discussions are taking place with Sheppey	Up to five forms of entry will be required on a permanent basis to meet demand. <ul style="list-style-type: none"> • Permanent expansion of Halfway Houses Primary School (2FE to 3FE) when it is rebuilt under the Government's Priority Schools Building Programme. • The commissioning of 		A new one form entry school will be commissioned for the proposed Rushenden development with the infrastructure to allow expansion to two forms of entry as the housing progresses.

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
	Primary schools to identify further options for temporary expansion.	a new two form entry Primary school at Thistle Hill <ul style="list-style-type: none"> • We will commission one form of entry in Sheerness • We will commission one form of entry to serve the Warden Bay community. 		
Faversham	Permanent expansion of Bysing Wood Primary School, Ethelbert Road Primary School and Ospringe CE Primary School will provide an additional 1.5 FE.	No change		

Swale Secondary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Sittingbourne	An additional 25 Year 7 places have been commissioned on a permanent basis at Fulston Manor School.	We will commission one form of entry Secondary provision.	We will commission two forms of entry Secondary provision.	Increasing numbers and proposed new housing development will require new Secondary provision in Sittingbourne in the Kemsley locality.

13.13 THANET

Overview

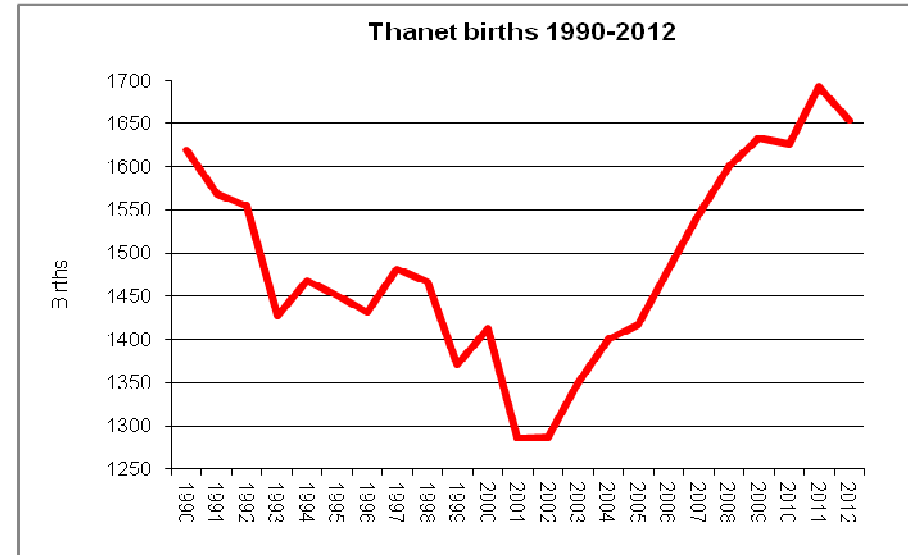
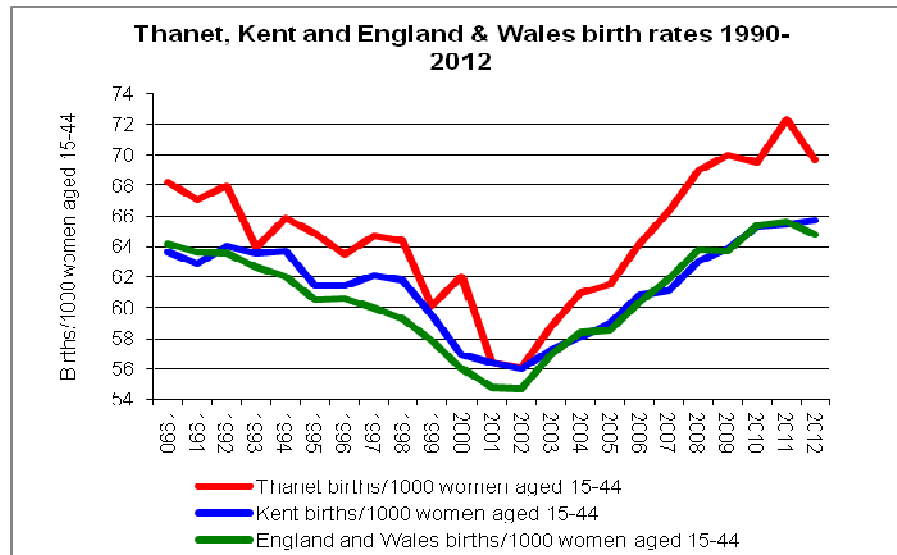
- Thanet has both a very high birth rate and high levels of inward migration which has increased further over the last 12 months. This has resulted in immediate and significant pressure across all Year Groups in the Primary Phase.
- The capacity for existing schools to expand is limited due to site constraints and the availability of sites to establish new schools in Thanet
- Maintaining sufficiently of provision in volatile due to high levels of pupil mobility.
- Additional Special School places have been commissioned at Laleham Gap School (18 places) and The Foreland School (40 places). It is proposed that both schools will relocate to new sites.

Review 2012 – 13

An additional three forms of entry was established as planned (Drapers Mills, Garlinge, Palm Bay and Northdown) and due to increased pressure arising from a high level of inward migration, an additional form of entry has been established at Bromstone Primary School in Broadstairs and Newington Community Primary School and Nursery in Ramsgate from September 2013.

District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Thanet District planning groups (Primary schools)	Year R capacity 2012-13	Year R roll 2012-13	Year R surplus / deficit capacity (%) 2012-13	Total capacity 2012-13	Total roll 2012-13	Total surplus / deficit capacity (%) 2012-13	Year R roll 2013-14 (F)	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Total roll 2013-14 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)
Birchington and Garlinge	240	233	2.9	1530	1505	1.6	240	256	226	291	266	1531	1582	1595	1682	1745
Broadstairs	300	303	-1.0	2102	2072	1.4	273	261	252	267	260	2081	2087	2044	2019	1981
Margate	465	433	6.9	3021	2849	5.7	474	487	536	512	515	2925	3021	3159	3282	3371
Ramsgate	510	522	-2.4	3346	3119	6.8	520	509	516	483	495	3191	3278	3353	3376	3401
Thanet Rural	105	106	-1.0	721	718	0.4	115	101	101	109	107	725	732	729	734	738
Total	1620	1597	1.4	10720	10263	4.3	1623	1613	1631	1662	1643	10453	10701	10881	11093	11236
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1620	1620	1620	1620	1620	10874	10974	11076	11228	11306
Forecast surplus / deficit places	-	-	-	-	-	-	-3	7	-11	-42	-23	421	273	195	135	70
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	-0.2	0.4	-0.7	-2.6	-1.4	3.9	2.5	1.8	1.2	0.6

There are 30 Primary schools in Thanet District, providing 1620 Reception Year places in 2013-14. This includes the temporary and proposed permanent expansion of Newington Community Primary School and Nursery and Bromstone Primary School, providing an additional 60 places.

Forecast data indicates the number of places required in Reception Year from September 2016 will exceed the number of places available resulting in a 2.6% deficit. Up to an additional five forms of entry will be required by September 2015 in order to maintain sufficient places and we will commission two forms of entry for September 2014 and three forms of entry for September 2015. Further discussions are underway to identify how this additional capacity can be added, especially in Ramsgate (1FE), Margate (3FE), Birchington and Garlinge (1FE). Although the forecast numbers for the Ramsgate area appear to be reducing, these numbers reflect the current trend of children having to travel unacceptable distances for their Primary education. A new one form entry Primary school in the Ramsgate town area would provide places locally for children.

There will be major new housing in the Westwood Cross area and a new two form of entry Primary school will be commissioned in the medium term to meet additional demand from the new housing. During the period up to 2031, new housing units are expected to total 8200 across Thanet.

District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Thanet District (Secondary schools)	2012-13 (A)	2013-14 (F)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7 capacity	1544	1562	1544	1544	1544	1544	1544	1544	1544	1544	1544
Year 7 roll	1351	1355	1341	1428	1424	1458	1467	1549	1581	1575	1600
Year 7 surplus / deficit places	193	207	203	116	120	86	77	-5	-37	-31	-56
Year 7 surplus / deficit capacity (%)	12.5	13.2	13.1	7.5	7.8	5.5	5.0	-0.3	-2.4	-2.0	-3.6
Total capacity (Years 7-11)	7912	7834	7738	7738	7738	7738	7720	7720	7720	7720	7720
Total roll (Years 7-11)	7406	7099	6869	6826	6786	6896	7008	7216	7369	7520	7662
Total surplus / deficit places (Years 7-11)	506	735	869	912	952	842	712	504	351	200	58
Total surplus / deficit capacity (Years 7-11) (%)	6.4	9.4	11.2	11.8	12.3	10.9	9.2	6.5	4.5	2.6	0.8
Post-16 roll	1335	1432	1467	1380	1330	1283	1253	1237	1268	1308	1321
Total roll (including Post-16)	8741	8531	8336	8206	8116	8179	8260	8453	8637	8829	8982

Thanet has a capacity of 1562 places in Year 7 and a projected need for 1467 places by 2018. Numbers then begin to increase and demand for places exceeds supply in 2020 by 37 places resulting in a deficit of 2.4%. We will commission four forms of entry from 2019 onwards.

Thanet Primary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
Ramsgate	The commissioning of permanent expansion of Newington Community Primary School and Nursery to provide an additional 1 FE.	We will commission a new one form entry Primary provision to provide places for local children.	No change	
Broadstairs	The commissioning of permanent expansion of Bromstone Primary School to provide an additional 1 FE.		A new two form entry Primary school will be commissioned for the proposed new developments at the Westwood Cross and East Kent Opportunities sites.	
Margate	We will commission an additional one form of entry at Cliftonville Primary School.	We will commission a new two form entry Primary provision.		
Birchington and Garlinge	We will commission an additional one form of entry at Garlinge Primary School.		We will commission an addition one form of entry provision if demand for places continues to increase.	

Thanet Secondary School Commissioning

Planning Group or set of Planning Groups	Short Term Commissioning Position (by 2014 -15)	Short Term Commissioning Position (by 2015- 16)	Medium Term Commissioning Position (by 2016-17)	Longer Term Commissioning Position (by 2017-18 and After)
	No change			There will be a need to commission an additional 4 FE provision from 2019 onwards.

From: Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 27 September 2013

Subject: Proposed transfer of the Bower Grove secondary satellite provision and change of designated number of Bower Grove School.

Classification: Unrestricted

Future Pathway of Paper: Education Cabinet Committee – 4 December 2013

Electoral Division: Maidstone Central division

Summary: This report outlines the proposed transfer of the Bower Grove secondary satellite provision from Bower Grove School to St Augustine Academy for September 2014 and to change the designated number of Bower Grove School.

Recommendation(s):

The Education Cabinet Committee is asked to note that the public consultation on the proposal to transfer the Bower Grove secondary satellite provision from Bower Grove School to St Augustine Academy and change the designated number of Bower Grove School, is currently underway.

1. Introduction

- 1.1 Bower Grove School is a special school designated for pupils with Behaviour and Learning Needs. It has two satellite provisions; one based in Westborough Primary School, the second based in St Augustine Academy. The pupils attending the satellite provisions are diagnosed with Autistic Spectrum Disorders (ASD) and are on roll at Bower Grove School.
- 1.2 St Augustine Academy and its sponsor, The Woodard Academies Trust, have inclusive philosophies. The Academy initially proposed that the Bower Grove satellite, which is on its site, should transfer to St Augustine Academy to become resourced SEN provision run by the Academy. The pupils, staff and building would transfer to St Augustine, with an ongoing relationship with Bower Grove School to support all children. The Governing Bodies of Bower Grove School, St Augustine Academy and the Woodard Academies Trust have all agreed the proposal in principle.
- 1.3 The intended date for transfer is September 2014. If the proposal is agreed it will reduce the current (and proposed) designated number of Bower Grove School by 12 places. From this date the Academy would be commissioned by the LA, via a Service Level Agreement, to provide a specialist resourced provision for 12 pupils with ASD.

- 1.4 Bower Grove School is currently designated to admit 146 children in both the main building and the satellite provisions. Since 2009 the school has had around 200 children on roll and the school's designated number needs to be changed formally to better reflect current admissions patterns and school capacity. Therefore we propose to change the designated number to 183 (if the proposal to transfer the secondary satellite to St Augustine Academy is agreed) or 195 (if the transfer is not agreed).

2. Financial Implications

2.1 *Transfer of the Bower Grove secondary satellite provision from Bower Grove School to St Augustine Academy.*

a. Capital: The existing satellite building will be leased to St Augustine Academy by KCC. The Lease will be linked to the Service Level Agreement for the provision of a specialist resourced provision.

b. Revenue: St Augustine Academy will receive £228,000 (notional budget) for operating a 12 place specialist resourced based provision for pupils with ASD, in line with the Service Level Agreement.

c. Human: It is intended that staff who work in the satellite provision will transfer from Local Authority employment to the Woodard Academies Trust. The terms and conditions of staff will be protected via TUPE (Transfer of Undertakings Protection of Employment regulations).

2.2 *Change in designated number of Bower Grove School.*

a. Capital: The change has no capital costs. The school already accommodates the number of pupils proposed.

b. Revenue: There are no revenue implications. The school currently receives funding for pupils on roll.

c. Human: The school is already staffed to support the proposed designated number.

3. Bold Steps for Kent and Policy Framework

3.1 This proposal will help to:

- secure our ambitions to “ensure our priorities and services meet the needs of all Kent residents” and that “schools will always be at the heart of the local communities irrespective of their legal status, who runs them or who funds them” as set out in ‘Bold Steps for Kent’, and
- “develop the broadest range of providers to increase parental choice and offer provision which offers a flexible match to the needs of our children and young people” as set out in our ‘SEN and Disability Strategy’.

3.2 The ‘Kent Commissioning Plan for Education Provision’ referred to the need to review the future capacity of specialist SEN provision within special schools and within the mainstream sector.

4. Consultation

- 4.1 An early consultation has been undertaken with the families of pupils in the satellite provision.
- 4.2 A TUPE consultation will need to be undertaken with all affected staff.
- 4.3 Consultation is taking place with pupils, parents, staff and governors at Bower Grove School and St Augustine Academy, schools in the Maidstone district and other local Behaviour & Learning Schools, Members, LA Officers, neighbouring authorities and appropriate SEN support groups.
- 4.4 The outcome of the consultations will be reported to KCC, the Governing Bodies of Bower Grove School and St Augustine Academy and to Woodard Academies Trust. If the decision is made to continue with the proposal KCC will issue a statutory Public Notice regarding the changes at Bower Grove, following this the Cabinet Member for Education and Health Reform would conditionally determine the proposal. Woodard Academies Trust would make a business case to the Secretary of State of Education for agreement to incorporate the Specialist Recourse Based provision for pupils with ASD into St Augustine Academy. This business case would include details of the consultation and responses received.
- 4.5 **An Equality Impact Assessment has been completed and is available here:**
http://www.kent.gov.uk/education_and_learning/plans_and_consultations/school_consultations.aspx

5. Conclusions

- 5.1 Bower Grove's secondary satellite provision sits within the curtilage of St Augustine Academy. The Academy is happy and willing to take over the running of the satellite provision, indeed it was originally the idea of the Academy to do so. The Headteacher of Bower Grove and the Principal of St Augustine Academy have worked together to develop arrangements for future joint working and support for pupils with ASD. We are confident that this matter will proceed with little or no disruption to current pupils and their families.
- 5.2 The proposed change of designated number of Bower Grove School reflects both the number on roll at the school over the last five years and the likely demand for places going forward.

6. Recommendation(s)

<p>Recommendation(s): The Education Cabinet Committee is asked to note that the public consultation on the proposal to transfer the Bower Grove secondary satellite provision from Bower Grove School to St Augustine Academy and change the designated number of Bower Grove School, is currently underway.</p>

7. Background Documents

7.1 Bold Steps for Kent and Policy Framework

http://www.kent.gov.uk/your_council/priorities_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx

Kent Commissioning Plan for Education Provision 2012-2017

http://www.kent.gov.uk/education_and_learning/plans_and_consultations/education_plans.aspx

Education Cabinet Committee report dated 21 June 2013: “2013 Review of the Commissioning Plan for Education Provision”

<https://democracy.kent.gov.uk/documents/s40941/Item%20C3b%20-%20Review%20of%20the%20Kent%20Commissioning%20Plan%20for%20Education%202012-2017.pdf>

8. Contact details

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From: **Roger Gough, Cabinet Member for Education and Health Reform**

Patrick Leeson, Corporate Director for Education, Learning and Skills

To: **Education Cabinet Committee**

Subject: **Early Years and Childcare Strategy 2014 - 17**

Classification: **Unrestricted**

Future Pathway of Paper: **Education Cabinet Committee in December**

Electoral Division: **All**

Summary: This report provides the rationale for a new Early Years and Childcare Strategy, including its national and local context, its scope, what it will aim to achieve and the process and timescales for its development, consultation, final agreement and implementation.

Recommendation(s): Education Cabinet Committee is asked to consider and note the need for a new Early Years and Childcare Strategy and to endorse the process and timescales for achieving this.

1. Introduction

- 1.1 The reason for developing a new Early Years and Childcare Strategy now is to reflect the context of major changes that the Government is introducing for early education and childcare. It also comes at a time in Kent when significant steps are being taken to develop integrated working across a wide range of partners.
- 1.2 There are currently clear plans in place to improve quality and outcomes in the early years and to ensure there are sufficient childcare places to meet parental demand, The quality of provision and outcomes for children in the Early Years Foundation Stage in Kent are above average.
- 1.3 The scope of the proposed new Strategy will continue to be the sufficiency of and inclusive access to high quality Free Early Education universally for three and four year olds and for increasing numbers of two year olds. In addition it will be to secure sufficient childcare for all children and young people aged 0 – 14 and up to 18 where the young person has a special educational needs and/or disability (SEND). This applies to all early education and childcare provision of all types (pre schools, nurseries, nursery classes and Kent's one nursery school, childminders, before and after school and holiday childcare provision) and across all sectors, (maintained, voluntary, private and independent). Furthermore, there is a need now to develop more integration between early years settings, children's centres and schools, with other partner agencies as part of a new strategy.

2. Financial Implications

2.1 Following a recent consultation, the Government has stated it will not be making any changes to the regulations covering centrally retained funding and the Early Years Single Funding Formula. Over time, however, the Government will reform early education funding so that it is simpler and more transparent and that where possible more funding goes directly to providers. From the 2013-14 financial year local authorities are required to publish more information about how much funding they retain centrally and how this is used. The level of centrally retained budget in Kent – which funds our statutory roles in respect of early years – is already below the limits that the Government had considered imposing in the original consultation proposals and we do not anticipate any issues with providers when making more information available.

3. Bold Steps for Kent and Policy Framework

3.1 Bold Steps for Kent

The Early Years and Childcare agenda supports Bold Steps for Kent in the following ways:

- *Helping the economy to grow:* A thriving economy needs children and young people who aspire to and do become economically active as adults. This starts with good outcomes for children at the earliest age, so that children and young people are in the best possible position to progress and achieve at school, hence opening up pathways for employment and/or training. The early years and childcare agenda supports this by ensuring the availability of high quality early years provision, particularly that this provision is able to meet the needs of young children who are or may be vulnerable and disadvantaged. The early years and childcare agenda also helps the economy to grow through supporting the development and sustainability of the childcare market, for all children up to 14 and up to 16 where a young person has a special educational need and/or disability. This aims to ensure that the lack of childcare is not a barrier for parents who wish to work/study/train, all of which directly contribute to economic growth and reducing poverty and worklessness.
- *Putting the citizen in control:* Seeking the views and listening to the voice of children, young people and their families is essential to putting the citizen in control. At the heart of early years and childcare provision should be to work in partnership with children, young people and families in the development and delivery of the services that support them.
- *Tackling disadvantage:* Tackling disadvantage is integral to the core of early years and childcare. For a variety of complex reasons, certain groups in the community start from a point of disadvantage. Ensuring access to high quality early education and childcare provision should give every child the best start in life, linking with the Bold Steps priority to “ensure that all pupils to meet their full potential”.

3.2. Bold Steps for Education

Sitting in the broader context of Bold Steps for Kent is Bold Steps for Education. The vision states clearly that Kent '*should be the most forward looking area in England for education and learning so that it is the best place for children and young people to grow up, learn, develop and achieve*'. Strategic priorities are to ensure that all pupils meet their full potential, to shape education and skills provision around the needs of the Kent economy and improve services for the most vulnerable young people in Kent.

Bold Steps for Education priorities particularly relevant to early education and childcare are to:

- Develop a new partnership relationship with all schools and other providers, based on collaboration and shared effort, to build greater capacity in the system;
- Focus relentlessly on raising educational standards and support and challenge lower performing schools and other providers to improve quickly;
- Support greater choice for parents and families by commissioning a sufficient and diverse supply of places in strong schools and quality early years settings;
- Make the most effective and efficient use of the available resources to support improved Outcomes;
- Support vulnerable pupils, including looked after children and pupils with special educational needs and disabilities so that they achieve well and make good progress
- Ensure every child has fair access to all schools (*and other provision*);
- Promote and champion educational excellence and provide vision and drive for a world class system.

Bold Steps Early Years specific targets include that, by 2016:

- The percentage of all Early Years providers judged by OfSTED as good or outstanding will have risen to 89.5%
- The percentage of pupils achieving a 'good level' of development by the end of the EYFS will be 80%.

3.3 Interface with other Strategies and Plans.

Whilst this Strategy has a clear and specific scope, it interfaces and must strategically align with a number of other key strategies and initiatives, particularly strategies for Primary Education, SEND, the Kent Integrated Adolescent Support Services, Children's Services 0 – 11 Integration, Early Intervention and Prevention, Children's Centres.

4 Early Years and Childcare Strategy

4.1 National Context

In January 2013, the Government published *More Great Childcare*, setting out the steps it would take to improve the quality of children's early education and

childcare. Further to consultation, on 16 July, *More Affordable Childcare* was published, setting out the Government's plans to:

- help families to meet the costs of childcare;
- increase the amount of affordable provision; and,
- give parents the right information so they can make informed choices about childcare.

The key messages within *More Affordable Childcare* are:

(i) Helping families to meet the costs of childcare

(a) New Funding

Phasing in from autumn 2015, a new scheme will be introduced to offer tax-free childcare to working families. From April 2016, £200 million of additional support with childcare costs will be provided, within Universal Credit.

(b) Funded Early Education

The commitment remains to funding 15 hours a week of early education for all three- and four-year-olds, extending to around 20 per cent of two-year-olds from September 2013 and around 40 per cent of two-year-olds from September 2014.

(ii) Increasing the amount of affordable provision

(a) Improving regulation and removing barriers

The Government intends to improve regulation by bringing forward legislation to introduce a new childcare registration system, following consultation. This would replace the current system with a single, consistent set of welfare and safeguarding requirements for all childcare providers.

(b) Making better use of schools

The Government would like to see primary school sites open for more hours each day and for more weeks each year and intends to work with schools and childcare providers to look at ways in which it can be made easier for out-of-hours provision to be made available on school sites. Schools will continue to have autonomy to make decisions about the hours that they are open.

(iii) Improving quality

The Government intends to further improve the quality of early years provision by:

- reforming qualifications by introducing Early Years Teachers and Early Years Educators;
- strengthening the inspection regime, making OfSTED the sole arbiter of quality;
- introducing Childminder Agencies to increase the number of childminders and improve the training and support they can access.

(iv) Helping parents make informed choices

The Government wants parents to tell them how best to improve the information available about childcare providers in their area and intend to ask an independent

organisation to work with parents to find out what they think of the current information sources and make recommendations in the spring about which channels are most useful to parents and how services might be improved.

4.2 Implications for Local Authorities

4.2.1 Acting as ‘champions’ for disadvantaged children and their families

Local authorities play an important support and challenge role with schools as the ‘champions’ of children and parents, especially the most disadvantaged. They focus their resources on supporting and intervening in those schools which require most improvement. The Government wants to ensure local authorities take a similar role in the early years. As ‘champions’ of children and parents, local authorities will be required to identify harder-to-reach families, make sure they understand the early education and childcare support available to them, and support them to choose an early education provider for their child. It will be particularly important that local authorities play this role in supporting the implementation of early learning for two-year-olds.

4.2.2 Quality improvement

Local authorities will continue to play an important part in ensuring there is high quality provision in their areas. However, at a time when resources are under pressure, the Government believes local authorities should not undertake their own quality assessments of providers (which is Ofsted’s role) but should focus on challenging and securing support for early years providers who ‘require improvement’. The Government will therefore reform the law to no longer require local authorities to make additional quality-based requirements on good or outstanding private, voluntary and independent sector providers.

Where a provider receives a ‘requires improvement’ or ‘inadequate’ rating from OfSTED, this will continue to trigger intervention by the local authority, based on the issues raised by OfSTED in its inspection. Local authorities will therefore specify that these ‘requires improvement’ providers take-up appropriate support as a condition of funding. Local authorities will also need to ensure that these providers can access training and support, and where such support is not available, provide it directly.

We know that the quality of provision is particularly important for disadvantaged children. New guidance on early education therefore sets out the expectation that local authorities should only fund early learning places for two-year-olds in settings judged to be ‘good’ or ‘outstanding’. The Government is considering whether, from September 2015, to require that local authorities only fund early learning places for two-year-olds in settings judged to be ‘good’ or ‘outstanding’.

The Government will provide an annual update of existing benchmarking data on the proportion of providers rated ‘good’ or ‘outstanding’ in each local authority area. For the first time, from this year, it will include data on the proportion of children accessing their funded place in a provider rated as ‘good’ or ‘outstanding’ in each area.

4.2.3 Sufficiency

The local authority role in relation to the sufficiency of early years and childcare provision is unchanged; being to ensure that there is a diverse, sufficient and sustained market of early education and childcare provision.

4.3 Local Context

4.3.1 Integrated working

KCC Education, Learning and Skills has been developing more coordinated and integrated ways of working in districts, supporting schools, supporting learning and securing the best outcomes for children, young people and their families

Senior officers have been working with Early Intervention Delivery Managers (in KCC Families and Social Care), together with schools and agencies in their Districts to ensure that resources are being deployed against priorities to deliver improved outcomes. They will ensure that there is a coordinated focus on those schools, settings or groups of children and young people requiring support, co-ordinate developments across Districts and tackle any issues, including gaps in provision or inflexibility of services.

The majority of Kent's schools are now working in local partnerships with other schools to drive the improvement agenda; making better use of resources within the education system, exploring new ways of working, new ways of delivering school to school support and challenge.

In this broad context of more integrated Working, over the past year, significant progress has been made to integrate services for adolescents through the Kent Integrated Adolescent Support Service (KIASS). Plans are now also developing for a similar approach to the better integration of services for 0 – 11 year olds, within which Children's Centres and other early years settings are key.

We aim to ensure strong and sustainable working relationships between early years providers, children's centres, schools and health services, laying the early foundations for life long learning and good health. An important element of the Early Years and Childcare Strategy therefore will be to support integrated working for children and parents aged 0-11, working with early years providers.

4.4 The Strategy

4.4.1 The proposed strategy will be our response to More Affordable Childcare and the local context of more integrated, district based working. A Strategy Steering Group has been formed, representative of all relevant agencies, including the full range of early education and childcare providers themselves.

4.4.2. Vision

The draft Strategy is still in development, and its broad vision is proposed to be for a vibrant, increasingly diverse and thriving 'market' of early education and childcare provision that is sufficient, sustainable and sustained, accessible, inclusive and of the highest quality possible, integral to which:

- the culture and climate is one of collaboration, with the local authority, providers and parents working together in partnership to support and achieve the best possible outcomes for children, young people and their families;
- young children are supported to progress towards and achieve their full potential;
- providers are self reflective and evaluative and strive for continuous improvement;
- the voice and needs of children, young people and their families are central and paramount, with needs being consistently identified, reviewed, responded to and met and regularly reviewed.

4.4.3 Aims

The broad, proposed aims of the Strategy are, by working in a culture and ethos of partnership and collaboration with all stakeholders:

- to support progress through and improve outcomes at the end of the Early Years Foundation Stage for all children;
- to narrow the gaps between the achievement of and outcomes for children who are vulnerable to underachievement and all children, significantly incorporating those with special educational needs and/or who are disabled;;
- to make available to parents/carers good, accurate and timely information about early education and childcare provision and services;
- to ensure that there is a sufficient, diverse and sustained market of early education and childcare provision, (including places for two year olds);
- to ensure equality of access to and inclusivity within early education and childcare provision;
- to support the highest quality early education and childcare provision possible, within a climate of continuous improvement;
- to ensure that children are safeguarded within early education and childcare provision;
- to support good transition from early years provision into Primary education;
- to support parents/carers to work/study/train by ensuring that the absence of childcare is not a barrier;

4.4.4..Process and Timescales

A number of Working Groups are currently considering data and other information relevant to the above aims. The outcomes from and recommendations of the various Working Groups will inform the Strategy. A draft Strategy will then be presented to the Education Cabinet Committee in November, prior to consultation. Following the consultation, the results of this and the ensuing recommendations will come back to Education Cabinet Committee in March, for comment and amendment before approval by Cabinet. .

4.5 Equalities Implications

A full Equalities Impact Assessment is being undertaken integral to the development of the Strategy, which will be included in the consultation.

5. Conclusions

5.1 In the context of the Government's document *More Affordable Childcare* and also significant local developments for integrated, collaborative working, a new Early Years and Childcare Strategy for 2014 – 2017 is being developed in Kent, in readiness for consultation. Work is in progress to bring a draft Strategy to Education Cabinet Committee in November, prior to consultation. Further to consultation, a final draft Strategy will be presented to Education Cabinet Committee in March 2014 for comment and amendment before approval by Cabinet. .

6. Recommendation(s)

Recommendation(s)

6.1 The Education Cabinet Committee is asked to note the need for a new Early Years and Childcare Strategy and to endorse the proposals for achieving this.

7. Background Documents

7.1 DfE Policy Report - More Affordable Childcare

<https://www.gov.uk/government/publications/more-affordable-childcare>

8. Contact details

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From: Roger Gough, Cabinet Member for Education and Health Reform
Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 27 September 2013

Subject: Alternative Provision Health Needs Service

Classification: Unrestricted

Electoral Division: All

Summary:

This report outlines the proposals to develop an effective Health Needs Service across Kent which enables young people with Health Needs to access appropriate education provision.

Recommendations:

The Education Cabinet Committee is asked to consider the options for the establishment of a new Health Needs Service for Kent and endorse or make recommendations to the Cabinet Member for Education and Health Reform, including the intention to carry out a consultation with Schools, FE Colleges and other stakeholders.

1. Background

- 1.1 The first phase of reviewing Pupil Referral Units and Alternative Curriculum Provision for young people in Kent has resulted in the establishment of 8 PRU or managed service hubs across the county to support pupils at risk of exclusion, or who need alternative provision are age 14 and beyond. These hubs provide for young people who are unable to access education because of permanent exclusion or risk of permanent exclusion. They are:

Dover and Thanet
Swale
North West Kent
Shepway
Ashford
Maidstone and Malling
West Kent

- 1.2 These delivery hubs have also developed a range of early intervention strategies to support young people at risk of disengaging. New Management Committees, of

Secondary headteachers, have been established in each of the 8 hubs. The delegated and devolved budgets have also been allocated to these localities.

- 1.3 The second phase of this review considers Kent County Council's PRU and Alternative Provision for pupils with Health Needs. Currently there are 3 PRUs designed to support young people who because of health issues cannot attend mainstream school for periods of time.

Statutory Guidance from the Department for Education (DfE)

- 1.4 New statutory guidance on educating children with Health Needs was published on the 13th January 2013 and updated on the 20th May 2013. It states:

"Local authorities must arrange suitable full-time education for permanently excluded pupils, and for other children who, because of illness or other reasons, would not receive suitable education without such provision. This means that where a child cannot attend school because of health problems, and would not otherwise receive a suitable full-time education, the Local Authority is responsible for arranging provision and must have regard to this guidance.

There will be a wide range of circumstances where a child has a health need but will receive suitable education that meets their needs without the intervention of the LA. For example, where the child can still attend school with some support; where the school has made arrangements to deliver suitable education outside of school for the child; or where arrangements have been made for the child to be educated in a hospital by an on-site hospital school. We would not expect the LA to become involved in such arrangements unless it had reason to think that the education being provided to the child was not suitable or, while otherwise suitable, was not full-time or for the number of hours the child could benefit from without adversely affecting their health. This might be the case where, for example, the child can attend school but only intermittently."

- 1.5 The guidance is clear about the requirement to provide a service when:
"It is clear that a child will be away from school for 15 days or more, whether consecutive or cumulative."
- 1.6 Pupils are entitled to this provision when they would otherwise not receive suitable education because of illness. The guidance refers to pupils of compulsory school age.

2. Current Provision for Health Needs

- 2.1 There are two Health Needs Pupil Referral Units in Kent. The Willows in Canterbury serving East Kent and Woodview, near Leybourne, serving West Kent. Woodview has two satellite units. The districts covered are:

East Kent (The Willows): Ashford, Canterbury, Dover, Shepway, Swale and Thanet.

West Kent (Woodview): Maidstone, Tonbridge and Malling, Tunbridge Wells, Sevenoaks, Gravesend and Dartford

- 2.2 The current function of these Health Needs PRUs is to provide outreach to schools to create capacity for pupils to remain in their home schools wherever possible. For example, they provide advice and training about risk assessments and care plans, or condition specific training for conditions such as acquired brain injury or epilepsy. The offer also includes:
- Home tuition for pupils who are so unwell that they cannot leave home
 - Tuition at home/school for post-operative care
 - Tuition at bases for those who need small group teaching and the specialist knowledge of their conditions
 - GCSE courses for those in Years 10 and 11 who are unable to reintegrate into their home schools.
- 2.3 In addition there is [Oakfields Education Unit](#) (PRU) in Staplehurst which provides education for all young people who are inpatients in the Kent and Medway Adolescent Unit, which is a CAMHS Tier 4 provision. This provision is managed by the South London and Maudsley NHS Trust, under a tender awarded in 2010 by NHS Eastern and Coastal Kent, NHS West Kent and NHS Medway Trusts.
- 2.4 Tier 4 CAMHS provision provides specialist services for children and young people with the most complex mental health needs. Most referrals are through CAMHS Tier 3 providers. There are 24 residential places and the average length of stay is 6 weeks. There is also provision for a day service for a maximum of 6 places.
- 2.5 All admissions have a mental health diagnosis and some are sectioned under the Mental Health Act. The health profile of learners supported by the Oakfields Education Unit is significantly different to the Willows Health Needs PRU and Woodview Health Needs PRU.
- 2.6 The following tables give details of the current Kent provision, which includes learner numbers by locality and district:

Learner numbers: Table 1

Number of learners on roll - 3 year trend January Census for the Health Needs PRU's

Table 1.	West Kent HNES			East Kent HNES			Oakfields
	Jan-11	Jan-12	Jan-13	Jan-11	Jan-12	Jan-13	Jan-13
Year 11s	59	45	52	50	32	40	7
Primary	82	66	84	34	5	4	0
Psychiatric	91	73	85	70	49	56	19
Medical	35	33	45	93	37	25	19
Statemented	17	16	10	11	9	4	0
ASD	18	18	19	6	4	9	
CAF	2	6	16				
CIC	2	1	0		4	1	
Number on roll - January	126	106	131	156	76	73	

Table 2. Learner Numbers by District

District Number of Learners on Roll – January 2013 Census			
East Kent HNES		West Kent HNES	
Ashford	11	Ashford	4
Canterbury	18	Dartford	21
Dover	16	Gravesham	17
Maidstone	1	Maidstone	30
Shepway	10	Sevenoaks	8
Swale	10	Thanet	1
Thanet	11	Tonbridge and Malling	23
Dartford	1	Tunbridge Wells	16

Table 3. Number on Roll for 2012-2013

The number of young people on roll at the Health Needs PRUs changes over the course of the academic year depending on the medical needs of learners.

West Kent HNES	East Kent HNES	Oakfields
Range 87 - 163	TBC	24 learners on roll and continually admitted & discharged.
Average 135		
Total: 227	Total: 108	Total: 180

3. Proposals for a New Kent Health Needs Service

3.1 The KCC policy on “The education of children and young people with medical needs” was last amended in March 2008. In the light of the new national guidance and the Kent review of PRUs and Alternative Provision, it is necessary to ensure that a new policy is agreed as part of this review of Health Needs provision.

3.2 The principles underpinning this review are to

- 1) Develop a flexible and responsive service managed by headteachers.
- 2) Consult on a revised policy statement, review of referral systems and reintegration processes in line with the SEND strategy.
- 3) Establish a more integrated delivery model for learners with health needs, ensuring appropriate links with home schools and FE colleges.
- 4) Ensure there are better opportunities for young people with health needs to remain in their home school, other schools or other provisions including colleges.
- 5) Develop a service more available to all pupils with health needs across the county.

- 6) Ensure there are explicit links with KIASS, (Kent Integrated Adolescent Support Service) CAMHS, Inclusion, Educational Psychologists, school nurses and KCC Families and Social Care.
 - 7) Provide access to an appropriate curriculum offer including English and Maths for all pupils with health needs.
 - 8) Develop stronger links to the 7 Clinical Commissioning Groups in the NHS, so that there is common understanding between Health and Education about the Health Needs Service.
- 3.3 The review is intended to establish clear criteria and guidance on the profile of children and young people who will need to access this service, for Schools and FE colleges and health professionals. It is proposed that the new service will encompass:
- Education provision for pupils going into hospital
 - Pupils able to remain in their home school or another school with support
 - Pupils who have medical certification stating that they are unlikely to be in a fit state of health to attend school.
 - Pupils with long term medical conditions where the individual's needs must be assessed. The length of time a child is likely to be out of school is an important factor.
 - And develop effective partnership and commissioning arrangements with the Health Authorities.
- 3.4 A child unable to attend school because of health needs must not be removed from the school roll without parental consent and certification from the KCC school medical officer.
- 3.5 The current Medical Needs structures for Kent do not meet the requirements of the DFE guidance and following the review of PRUs and Alternative Provision, options for a new delivery model will be needed.
- 3.6 There are two possible models for delivery of the reviewed service:

Option 1:

Establish a county service with no PRU, based on the 8 Alternative Provision hubs recently established. Expand the Management Committees to ensure appropriate representation of Health Needs learners. This would assimilate the Health Needs service within the new PRU and Alternative Provision.

Option 2:

Establish one Health Needs PRU separate from the 8 Alternative Provision hubs, delivering a service across the county. This would retain a PRU provision for Health Needs pupils only.

4. Resource Implications

- 4.1 In line with new government regulation, funding for Health Needs PRUs has been delegated to reconstituted Management Committees. The intention of this change in the management of PRUs is to improve outcomes for all learners unable to access mainstream education, in this case because of health needs.
- 4.2 In 2012/13 the budget was overspent by almost £300k. A similar overspend occurred in 2011/12.
- 4.3 The budgets delegated to the Health Needs PRUs total £2.4m. Transport costs are a further £187k and an additional £360k is spent on out of county hospital school placements (these are for young people in hospital for more than 15 days). These costs vary from £68 to £400 per day. The current budget for provision for pupils with health needs is therefore approximately £3.2m. The estimated overspend of £56k (Oakfield) and £237k (West Kent) means that the actual cost in 2013/14 is likely to be almost £3.5m, similar to previous years.
- 4.4 There is no evidence of recoupment of AWPU on pupil premium from referring schools, which will need to be addressed as part of this review. Willows East Kent has no recoupment system but to eliminate the current deficit in the Woodview PRU, the West Kent Management Committee have approved recoupment in principle for year 11 pupils only, of around £3500 per learner. This is to be implemented from September 2013. West Kent also have funding agreements in place with two schools for short respite places. New recoupment arrangements will need to be developed for the new Health Needs Service which are equitable and transparent across the county.
- 4.5 Budgets 2013-14: Table 4

	PRU Provision	Home Tuition
	£,000	£,000
East Kent	757.4	256.9
West Kent	1,410.7	
Oakfields	231.9	N/A
Hospital School Places funded (by SEN)	360.0	
Transport	187.0	
TOTAL	£2,947.0	256.9

The 56k overspend at Oakfield Education Unit arose from the removal of temporary addition funding allocated to this provision follow relocation from Maidstone.

Average Costs per pupil

£12 – 14k per full time place	East Kent
£12.5k per full time place	West Kent
N/A	Oakfields

(These costs do not include any outreach support to schools).

4.6 The two principal units are; The Willows PRU, located in Canterbury on the site of Canterbury Academy, and West Kent Health Needs PRU (WKHN).

- **East Kent** The Willows PRU is a site that is no longer viable and must be re-located within the next year. The Willows accommodation in Canterbury is under review and relocation will be necessary. The provision at Willows is small and currently caters for two key stages in three classes. WKHN is larger and situated in independent grounds.
- **West Kent** The Woodview PRU, near Leybourne. This provision has two satellite units at Hawkwell Business Units, near Tunbridge Wells and at Seal at Seal Church Hall, Sevenoaks.
- **Oakfields Education Unit** in Staplehurst provides education for children who are attending the Kent and Medway Adolescent Unit at Woodland House in Staplehurst managed by South London and Maudsley Health. This unit, by virtue of its linkage to a specialist unit run by a health authority, is not part of the review. KCC does not own this property in terms of accommodation but has an agreement to use accommodation at this unit for educational purposes.

4.7 There are staff implications for both options and a full consultation will be undertaken.

East Kent HNES	West Kent HNES	Oakfields (Complex needs)
Headteacher FT	Headteacher FT	Headteacher FT
Deputy Head	Deputy Head	Deputyhead FT
2 Teachers.8 FTE	1 Teacher 1/C	
2 Teachers.7 FTE 2 Teachers.6 FTE	5 FTE Teachers	1.2 Teachers FTE
1 Teacher.4 FTE	8 TAs	1 TA FT
2 Part time TAs	3.5 Admin Support	3 TA FT
2 Admin – Part time	2 Premises Officers	1 Admin
30 zero hour contracted tutor	32 zero hours contracted tutors	1 zero hours contracted tutor

4.8 Quality of Provision

The current Ofsted grades are as follows: East Kent was rated as Good by Ofsted in March 2013, and West Kent was judged to be Outstanding in October 2010. Oakfields was judged to be Good in 2012.

5. Next steps

July 2013	Early Consultation with Managers and Chairs of Management Committees
27th September 2013	Report to Education Cabinet Committee with proposal to consult.
October – December 2013	Wider consultation with key stakeholders
January 2014:	Outcomes of Consultation reported to Education Cabinet Committee
January / February	Member decision taken
1st April 2014	Implementation

6. Recommendations

The Education Cabinet Committee is asked to consider the options for the establishment of a new Health Needs Service for Kent and endorse or make recommendations to the Cabinet Member for Education and Health Reform, including the intention to carry out a consultation with Schools, FE Colleges and other stakeholders.

7. Background documents

7.1 DfE: Ensuring a good education for children who cannot attend school because of Health Needs. Updated May 2013

<http://www.education.gov.uk/aboutdfe/statutory/g00219676/health-needs-education>

7.2 DfE: Alternative Provision Statutory Guidance for local authorities.

<http://www.education.gov.uk/aboutdfe/statutory/g00211923/alternative-provision/statutory-guidance>

7.3 Kent County Council: Policy on Education of Children & Young people with Medical Needs.

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Health_needs_education/hne-policy-education-medical-needs0308.pdf

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From: Roger Gough, Cabinet Member for Education and Health Reform
 Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 27 September 2013

Subject: **A Review of Ofsted School Inspections in Kent 2012-2013**

Classification: **Unrestricted**

Summary: This report provides an overview of Ofsted Inspections in Kent overall and provides a detailed overview of the Ofsted Inspections in Kent for the school year 2012-13. This paper also indicates the improvement rate for Kent overall in terms of Ofsted outcomes and in particular the improvement and progress achieved in improving the quality of education in Kent schools in 2012-13.

Recommendation:

The Education Cabinet Committee is asked to note the positive outcomes and improved progress for Kent schools in Ofsted inspection outcomes in the 2012-13

1. Introduction

1.1 All schools are subject to regular Ofsted Inspections. Schools are judged to be outstanding, good, requires improvement or inadequate. The expectation is that all schools will be at least good. Schools that are judged to require improvement now receive regular Ofsted HMI monitoring visits with the expectation that they will be re-inspected and judged Good within two years. Schools that are judged to be Good or Outstanding are normally re-inspected within a three to five year schedule, depending on Ofsted's risk assessments. Following the risk assessment in the third year following inspection, some schools that are Good or Outstanding are informed by Ofsted that their inspection has been deferred for a further twelve months. Schools that are judged inadequate in their Ofsted inspection are expected to convert to academy status and be managed by another school or chain under the government's sponsored academy programme.

2. School Breakdown

2.1 Following inspections in the last school year, 54% of schools are now judged by Ofsted to be good schools and 16% of schools are judged outstanding. A total of 70% of schools are good or outstanding overall in Kent. The national average is 78%. The south east region average is 77% and Kent is ranked 15 out of 18 south east local authorities. The range is 64% to 88% for good and outstanding schools in these local authorities. In comparable counties such as Hampshire and Surrey the figure is 80% or more good and outstanding schools. We have more to do, therefore, to bring about the necessary improvement in the quality of schools in Kent to achieve our target figure of 85%.

2.2 The progress in Kent during the past year, however, represents significant improvement compared to September 2012 when 59% of schools were judged

good or outstanding, and 2011 when the figure was 56%. Nationally there has been a nine point increase and in Kent an eleven point increase in the number of good and outstanding schools in the past year. This is significant.

- 2.2 In addition there are 139 (23.5%) schools that still require improvement. This figure includes 114 Primary schools, 17 Secondary schools, and 8 Special Schools and PRUs and is a significant improvement on September 2012 when there were 210 schools (36%) requiring improvement. 22 schools (3.7%) are inadequate. A small number of schools do not have an Ofsted judgement following recent amalgamation or conversion to academy status.
- 2.3 There has been significant improvement in the number of 'good' schools (54%) compared to September 2012 when 40% of schools were rated good. While there is a small decrease the number of outstanding schools from 98 to 93, in the same period to September 2013, overall there has been a significant rise in good and outstanding provision in Kent. This is very welcome.
- 2.4 There are 22 schools currently in an Ofsted category of concern. This number is an increase of 2 schools from September 2012. However, during the course of the year 12 schools came out of category following re-inspection and were judged good or requiring improvement.
- 2.6 From September 2013, there are 29 schools currently without an Ofsted judgement because they are considered to be new schools (16 Primary academies, 3 Maintained Primary schools, 2 Primary Free schools, 5 Secondary academies and 3 Secondary Free schools).

3. Primary Schools Overall

- 3.1 As of September 2013 there are 297 (66%) good or outstanding Primary schools in Kent. This is a significant improvement on 2012 when there were 246 (55%) good or outstanding Primary schools. Our Bold Steps target for this year was 64%.
- 3.2 Similarly between 2012 and September 2013 there has been a significant reduction in the number of schools requiring improvement. This has decreased from 177 (40%) in 2012 to 114 (25%) in September 2013.
- 3.3 There are 18 Primary Schools currently in an Ofsted category of concern, having been judged inadequate.
- 3.4 As of September 2013 out of the 450 Primary schools, there are 21 schools that do not have a current Ofsted judgement.

4. Secondary Schools Overall

- 4.1 As of September 2013 there are 74 Secondary schools (74%) that are judged good or outstanding compared to 68% last year. Our Bold Steps target for this year was 77%.
- 4.2 17 Secondary schools (16%) require improvement and 3 schools (2.9%) have been judged inadequate. There are 8 schools without an Ofsted inspection

judgement as a result of being a new school, a recently converted academy or an amalgamated school.

- 4.3 This is a significantly improved position on 2012 when there were 68 (68%) good and outstanding Secondary schools, 23 schools (23%) requiring improvement and 5 schools (5%) judged inadequate, in an Ofsted category of concern.

5. Special Schools Overall

- 5.1 As of September 2013, among the 24 Special schools there are 18 schools (75%) judged good or outstanding. Our Bold Steps target for this year was 85%. Five schools (21%) require improvement and one school is inadequate.

- 5.2 This is a slightly reduced position on September 2012 when there were 19 (80%) good and outstanding Special schools and 4 schools (17%) requiring improvement. One school (3%) was inadequate. This small decline is disappointing.

6. Pupil Referral Units Overall

- 6.1 In the past year before the PRU Review there were 16 Pupil Referral Units in Kent and 12 (75%) were judged good or outstanding by Ofsted. Three Pupil Referral Units (19%) require improvement and one is inadequate.

- 6.2 This is an improved position on 2012 when there were 11 Pupil Referral Units (69%) judged good and outstanding and 3 (19%) requiring improvement and one (6%) inadequate. (Please note that the 2012 data includes one PRU that had not had its first inspection due to an amalgamation)

7. Inspections during 2012 – 2013

- 7.1` During the 2012-13 school year, there were 202 Ofsted inspections in Kent Primary and Secondary schools. 58% of Primary and Secondary schools that were inspected during 2012 – 2013 achieved a good or outstanding judgement. 35% of the schools inspected were judged to require improvement and 7% were found to be inadequate. These latter figures are too high, and although we are seeing an improving trend we cannot achieve our goal of every child attending a good school if 35% of schools most recently inspected are no better than 'requires improvement' or 7% are rated inadequate.

- 7.2 83% of Special schools and 100% of PRUs inspected during 2012-2013 achieved a good or outstanding judgement by Ofsted. No Special schools or PRUs were judged to be inadequate.

8. Direction of Travel

- 8.1. The overall position for all Kent schools is that on their latest inspection judgements 196 schools improved compared to their previous inspection judgement, 196 schools maintained the same level of performance and 78 schools declined.

8.2 During the 2012-2013 school year, of the 202 Primary and Secondary school inspections that took place, 88 schools (44%) improved compared to 39% nationally, 74 schools (37%) maintained their performance compared to 41% nationally, and 40 schools (19%) declined compared to 18% nationally. Six schools had no previous inspection history on which to determine their direction of travel. Overall 71 schools inspected improved from Satisfactory to Good.

9. Conclusion

9.1 The improving trend and increase in the number of good schools is positive. A greater proportion of schools inspected in 2012-13 improved compared to the national figure. The rate of improvement in the schools that have moved from satisfactory to good is more or less in line with the national trend in the past year.

9.2 However too many schools declined in 2012-13 and too many (35%) were judged to require improvement. There is still much to do to ensure we achieve our target of 85% of Secondary and Primary schools achieving a good inspection outcome, and all Special schools being at least good. The rate of improvement has to gather more pace in the coming school year and the focus will be on ensuring the 114 Primary Schools and the 17 Secondary Schools that require improvement become good schools within the next two years. In addition we need to ensure that all schools that are good or outstanding retain their judgements and that more good schools move to outstanding. As we move forward no school should go into an Ofsted category of concern.

9.2 The School Improvement Service is clearly focused on the support and challenge required to drive this improvement and working with individual schools, with collaborations, Teaching Schools and other partners, we intend to see no schools in category after a further nine months and all schools requiring improvement will be good within two years.

10. Recommendation(s)

The Education Cabinet Committee is asked to note the positive outcomes and improved direction of travel for Ofsted inspection outcomes in Kent schools both overall and in particular the improvements achieved in the 2012-13 school year.

10. Contact details

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From: Roger Gough, Cabinet Member for Education and Health Reform
 Patrick, Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee –27 September 2013

Subject: Decisions taken outside of the Cabinet Committee’s meeting cycle

Classification: Unrestricted

FOR INFORMATION ONLY

Summary: The following decisions were taken in accordance with the governance arrangements set out in the Council’s constitution

- 1.1 In accordance with the new governance arrangements, all Significant or Key Decisions must be listed in the Forward Plan of Key Decisions and should be submitted to the relevant Cabinet Committee for endorsement or recommendation prior to the decision being taken by the Cabinet Member or Cabinet.
- 1.2 For the reasons set out in the attached decisions it has not been possible for these decisions to be discussed by the Cabinet Committee prior to them being taken by the Cabinet Member or Cabinet. Therefore, in accordance with process set out in Appendix 4 Part 7 paragraph 7.18 of the Constitution, the Chairman and Group Spokespersons for this Cabinet Committee and the Chairman and Spokesmen for the Scrutiny Committee were consulted prior to the decision being taken and their views were recorded on the Record of Decision. After the decision was taken, it was published to all Members of this Cabinet Committee and the Scrutiny Committee.

2. Recommended:

That Decision numbers:
 13/00013/2 - Proposed relocation of Laleham Gap (Special) School
 13/00065 - Valley Invicta Partnership agreement

were taken in accordance with the process in Appendix 4 Part 7 paragraph 7.18 be noted

Background documents:

Cabinet Member decision - 13/00013 - Proposed relocation of Laleham Gap (Special) School and increase designated number of pupils
<https://democracy.kent.gov.uk/ieDecisionDetails.aspx?ID=464>

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough

Cabinet Member for Education and Health Reform

DECISION NO:

13/00013/2

For publication

Subject: **Proposed Relocation of Laleham Gap (Special) School and increase the designated number from 152 to 170.**

Decision:

As Cabinet Member for Education and Health Reform I agree to relocate Laleham Gap (Special) School and increase the designated number from 152 to 170.

Reason(s) for decision:

- 1.1 The Special Educational Needs section of the Kent Commissioning Plan for Education Provision 2012-17 identifies the current provision available across the County and outlines plans for providing new/enhanced accommodation for ten Special schools including Laleham Gap School.
- 1.2 The proposal is coming forward following a successful bid for funding to rebuild the school through the Government's Priority Schools Building programme. This will mean that for the first time the school can be consolidated in purpose built buildings on a single site. The proposed new site is at New Haine Road in Ramsgate currently owned by EKO at Westwood Cross, adjacent to the Marlowe Academy
- 1.3 A consultation has been conducted regarding the proposed relocation of Laleham Gap (Special) School, Margate and the increase in the designated number of the school from 152 to 170 and took place between 15 April 2013 and 27 May 2013. A public meeting was held on 2 May 2013.
- 1.4 On 5 June 2013, the Cabinet Member for Education and Health Reform, following consideration of the consultation responses, took the decision to issue a Statutory Public notice regarding the proposed relocation of Laleham Gap (Special) School, Margate and the increase in the designated number of the school from 152 to 170. The Notice ran between 13 June 2013 and 28 July 2013.
- 1.3 Following the receipt of 3 objections to the Statutory Public Notice the Cabinet Member for Education and Health Reform is required to consider these responses before taking his final decision.

2. Local Urgency Procedures

- 2.1 If the decision is not taken outside of the Cabinet Committee cycle, via the procedures outlined in the council's constitution there will be insufficient time to procure and deliver the works. This would lead to a negative impact on the implementation of the project and necessary building works would be delayed with the real possibility of the school not being built in time. The County could fail to meet its statutory obligations to provide school places, and would incur significant reputational risk.
- 2.2 In accordance with the procedures set out in the Council's Constitution the Chairman of the Scrutiny Committee, and other required consultees agreed that the decision could not reasonably be deferred until the Cabinet Committee in order to follow KCC's normal governance procedures. Comments were requested from those contacted and these are included within the report for consideration when taking the decision.
- 2.3 Senior Managers Rebecca Spore, Director of Property and Infrastructure Support and Patrick Leeson, Corporate Director of Education, Learning and Skills also agreed that the decision could not be reasonably deferred to the next Cabinet meeting.

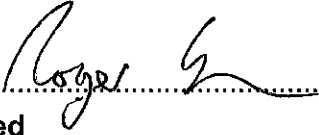
4. Cabinet Committee recommendations and other consultation:

- 3.1 A report was presented to Education Cabinet Committee at its meeting on 19 March 2013 outlining the proposal and the financial implications. It was also explained that the decision to issue a Statutory Public Notice will be taken outside of Committee under the provision set out in the Councils constitution.
- 3.2 A public consultation was conducted, the result of which the cabinet member took regard of in taking the decision to issue a Statutory Public Notice (Decision – 13-00013).
- 3.3 A Statutory Public Notice was issued, the outcome of which the cabinet member will consider in taking this decision. They are also referred to in the appendices.
- 3.4 The local members Mr Alan Terry, Ms Zita Wiltshire, Ms Mo Elenor, Mr William Scobie, Mr Trevor Shonk and Mr Martyn Heale have been informed and as per the council's constitution are included in the report to the Cabinet member, to which he will have regard on taking the decision.

4. **Any alternatives considered:**

- 4.1 Alternatives were considered fully as part of the Commissioning Plan and the conclusion of those investigations was that the relocation and increase in designated number of pupils of this school was the most appropriate solution to issues identified.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:
None


.....
Signed

21 August 2013
.....
date

From: **Patrick Leeson, Corporate Director, Education, Learning and Skills**

To: **Roger Gough, Cabinet Member for Education & Health Reform**

Decision No: **13/00013/2**

Subject: **Proposed relocation of Laleham Gap (Special) School**

Classification: **Unrestricted**

Past Pathway of Paper: **Education Cabinet Committee 19 March 2013 and 21 June 2013**

Future Pathway of Paper: **Cabinet Member decision**

Electoral Division: **Thanet**

Summary:

This report seeks the agreement of the Cabinet Member to relocate Laleham Gap (Special) School and increase the designated number of pupils on roll, following the completion of the Statutory Public Notice period. The decision is being taken without consideration by a Cabinet Committee, in accordance with procedures set out in the Council's Constitution for such occasion.

Recommendations:

The Cabinet Member for Education and Health Reform is asked to consider the responses to the Statutory Public Notice and agree to relocate Laleham Gap (Special) School and increase the designated number from 152 to 170.

1. Introduction

- 1.1 The Special Educational Needs section of the Kent Commissioning Plan for Education Provision 2012-17 identifies the current provision available across the County and outlines plans for providing new/enhanced accommodation for ten Special schools including Laleham Gap School.
- 1.2 On 19 March 2013, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to relocate Laleham Gap (Special) School and increase the designated number.
- 1.3 The public consultation took place between 15 April 2013 and 27 May 2013. A public meeting was held on 2 May 2013. A total of 22 responses were received with 14 supporting the proposal and 7 objecting to the proposal.
- 1.4 On 5 June 2013, the Cabinet Member for Education and Health Reform, following consideration of the consultation responses, took the decision to issue a Statutory Public notice.
- 1.5 The Statutory Public Notice ran between 13 June 2013 and 28 July 2013.
- 1.6 The responses to the Statutory Public Notice are set out below.

2. Financial Implications

2.1 The costs associated with the relocation of Laleham Gap School from January 2015 are outlined below.

a. Capital: The new build is funded through the Government's Priority Schools Building programme

b. Revenue: There are no additional revenue implications

c. Human: There are no human resource implications

3. Bold Steps for Kent and Policy Framework

3.1 This proposal will help to secure our ambition, "to ensure every child can go to a good school where they make good progress and to support vulnerable pupils, including pupils with special educational needs and disabilities, so that they achieve well and make good progress".

3.2 The Special Educational Needs section of the Commissioning Plan relating to the future provision for children with special educational needs will be updated in line with the development of the Kent's Strategy for SEN and Disability. Kent's Strategy for SEN and Disability's overarching aim is to improve the health, well being, attainment and progress, and quality of provision, for children and young people with SEN. An important aspect of this is to review and develop the capacity of special schools.

4. The Proposal

4.1 The proposal is coming forward following a successful bid for funding to rebuild the school through the Government's Priority Schools Building programme. This will mean that for the first time the school can be consolidated in purpose built buildings on a single site. The proposed new site is at New Haine Road in Ramsgate currently owned by EKO at Westwood Cross, adjacent to the Marlowe Academy. A planning application is due to be submitted and subject to planning permission, building work is expected to start on the site from early 2014 with the intention that the school will be operating from the new site by September 2015. It is also proposed to increase the designated number of the school from 152 to 170.

5. Outcome of Statutory Public Notice

5.1 Three responses objecting to the proposal were received.

5.2 Two of the three respondents had previously provided a reply to the public consultation and these were taken into consideration when the Cabinet Member took his decision to issue the Statutory Public Notice.

5.3 The third respondent suggested that the school would benefit more by increasing staff levels and availability of Therapists. The AEO for East Kent provided the following response to the objection: The Priority Schools Building Programme capital funding cannot be used for revenue costs such as increasing staff levels and availability of Therapists. In addition the current school buildings are insufficient and outdated.

6. Legal Implications

6.1 Should the decision not be taken at this stage, there is a risk that delay to the project to replace the school will affect the delivery of the capital programme and prolong the current school provision which is insufficient and outdated.

7. Equality Implications

- 7.1 An Equality Impact Assessment was carried out at the start of this consultation and is available via the following link:
<http://consultations.kent.gov.uk/consult.ti/LalehamGapSchool/consultationHome>

8. The Officer Scheme of Delegation

- 8.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it. For information it is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

9. Urgency

- 9.1 If the decision is not taken outside of the Cabinet Committee cycle, via the procedures outlined in the council's constitution there will be insufficient time to procure and deliver the works. This would lead to a negative impact on the implementation of the project and necessary building works would be delayed with the real possibility of the school not being built in time. The County could fail to meet its statutory obligations to provide school places, and would incur significant reputational risk.
- 9.2 In accordance with the procedures set out in the Council's Constitution the Chairman of the Scrutiny Committee, and other required consultees agreed that the decision could not reasonably be deferred until the Cabinet Committee in order to follow KCC's normal governance procedures. All local members have been informed of the further decision.
- 9.3 Senior Managers Rebecca Spore, Director of Property and Infrastructure Support and Patrick Leeson, Corporate Director of Education, Learning and Skills also agreed that the decision could not be reasonably deferred to the next Cabinet Committee meeting.

10. Conclusions

- 10.1 The proposal to relocate Laleham Gap School and increase the designated number of the school from 152 to 170 and will provide a purpose built school to cater for pupils with Special Educational Needs.
- 10.2 Two of the three objections received to the Statutory Public Notice had been considered previously by the Cabinet Member when taking his original decision to issue the Statutory Public Notice.
- 10.3 Funding has already been secured for the proposal to commence.

11. Recommendation(s)

Recommendation(s): The Cabinet Member for Education and Health Reform is asked to consider the responses to the Statutory Public Notice and agree to relocate Laleham Gap (Special) School and increase the designated number from 152 to 170.

12. Background Documents

12.1 Commissioning Plan For Education Provision 2012-17

<http://kent590w3:9070/documents/s34295/FINAL%20VERSION%20Kent%20Comm%20Plan%20Ed%20Prov%202012-17%20attached%20to%20WEB%20SITE%2020%20SEPT.pdf>

12.2 Education Cabinet Committee report – 19 March 2013 Primary Commissioning and relocation of Special Schools (Special School Review) – Thanet District

<http://kent590w3:9070/documents/s38884/Item%20B9a%20Primary%20Commissioning%20and%20Relocation%20of%20Special%20Schools.pdf>

12.3 The public consultation document is available via the following link:

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

12.4 The Cabinet Member Decision to issue the Statutory public notice is available via the following link:

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

12.5 The Statutory Public Notice is available via the following link:

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

13. Contact details

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Relevant Director:

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- Director Of ELS Planning and Access
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From: Patrick Leeson, Corporate Director Education, Learning and Skills

To: Roger Gough, Cabinet Member for Education and Health Reform

Decision No: 13/00065

Subject: Partnership Working for grammar provision in Sevenoaks area.

Classification: Unrestricted

Electoral Division: Sevenoaks and surrounding areas

Summary: This reports asks the Cabinet Member for Education, Learning and Skills to sign the agreement between Valley Invicta Academy Trust (VIAT) and KCC to work in partnership to devise and deliver a proposal, for the Secretary of State's consideration, for grammar provision in Sevenoaks.

Recommendation:

That the Cabinet Member for Education and Health Reform agree to sign the agreement between Valley Invicta Academy Trust (VIAT) and KCC to work in partnership to devise and deliver a proposal, for the Secretary of State's consideration, for grammar provision in Sevenoaks.

1. Introduction

- 1.1 In 2012 at a meeting of the full council, Kent County Council took a decision to pursue proposals for grammar provision in Sevenoaks. The Council's decision was the result of a very well supported petition from parents expressing a clear view that they wanted Kent to establish grammar provision in Sevenoaks.
- 1.2 Sevenoaks does not have grammar provision at present. Instead every day 1150 Sevenoaks children travel to the six grammar schools in Tonbridge and Tunbridge Wells, a round trip of up to 25 miles.
- 1.3 In response to local demand, Kent County Council has been pursuing proposals to provide grammar provision for boys and girls in the Sevenoaks area. A number of options were considered and the County Council believes the best and most straightforward option is for one existing grammar school to expand to manage satellite co-educational provision.
- 1.4 Actual Primary school numbers from the 2013 spring school census mapped onto the likely intake of the six selective schools in the Tonbridge and Tunbridge Wells towns demonstrate there is an increasing shortfall of Year 7 places in grammar schools in the area to meet the demand of increasing pupil numbers. By 2017 -18 an additional 5.5 forms of entry of grammar provision is required and an additional 7.5 forms of entry by 2018-19.
- 1.5 After exploratory discussions with several schools, Valley Invicta Academies Trust came forward with a proposal to expand their school by creating additional provision in Sevenoaks. Kent County Council has been working closely with Valley Invicta Academies Trust for several months to develop the proposal. The VIAT proposal to expand their school on a site in Sevenoaks complies with the statutory guidance for the expansion of any maintained school.

- 1.6 The agreement between Valley Invicta Academy Trust (VIAT) and KCC to work in partnership has been formalised in a legal document which covers all the technical aspects and expenses in preparing the proposal for the Secretary of State to consider. The agreement is time-limited to the process of preparing and despatching the proposal and the expenses are capped at £75k.

2. Financial Implications

- 2.1 The contract will commit Kent County Council to providing Valley Invicta Academy Trust with funding, capped at £75k to cover the expenses of preparing and despatching the bid to the Secretary of State.

3. Bold Steps for Kent and Policy Framework

- 3.1 These proposals will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in ‘Bold Steps for Kent’.
- 3.2 The ‘Kent Commissioning Plan for Education Provision’ referred to additional demand for 2014 - 2016 to be met by commissioning an additional x places in the area.

4. Urgency

- 4.1 As there are a limited number of Cabinet Committee meetings and the contract had not been finalised by the last meeting the decision will need to be taken under the procedures outlined in the Councils constitution.
- 4.2 If the decision is not taken outside of the Cabinet Committee cycle, via the procedures outlined there may be a negative impact on the proposal to provide grammar school provision in the Sevenoaks area as the Valley Invicta Academy Trust could withdraw from the agreement.
- 4.3 In accordance with the procedures set out in the Council’s Constitution. the Chairman of the Scrutiny Committee and other required consultees agreed that the decision could not reasonably be deferred until the Cabinet Committee in order to follow KCC’s normal governance procedures.

5. Cabinet Committee recommendations and other Consultation:

- 5.1 On 29 March 2012, County Council agreed to pursue proposals for expanded grammar school provision in Sevenoaks. The Council’s decision was the result of a very well supported petition from parents expressing a clear view that they wanted Kent to establish grammar provision in Sevenoaks.
- 5.2 On 19 March 2013, Education Cabinet Committee were verbally updated of the progress of the proposal on a grammar school in the Sevenoaks area and the interest of the Valley Invicta Academy Trust.

6. Conclusions

- 6.1 KCC received a petition with over 2500 signatures campaigning for grammar school provision in the Sevenoaks area. This petition prompted a full discussion by County Council on 29 March 2013, where the council agreed to pursue grammar school provision in the Sevenoaks area. After extensive talks with the grammar schools in the surrounding areas in 2012, Valley Invicta Academy Trust was the only interested party. From this point on KCC has been in discussion with the school to formulate a proposal to provide grammar provision in the Sevenoaks area although The Weald of Kent Grammar School launched a consultation on a similar proposal late in the process with

no prior notification to KCC. This agreement will formalise the collaboration between KCC and VIAT to devise and deliver the proposal.

7. Recommendation(s)

Recommendation:

- 7.1 That the Cabinet Member for Education and Health Reform agree to sign the agreement between Valley Invicta Academy Trust (VIAT) and KCC to work in partnership to devise and deliver a proposal, for the Secretary of State's consideration, for grammar provision in Sevenoaks area

8. Background Documents

Bold Steps for Kent and Policy Framework

[http://www.kent.gov.uk/your_council/priorities, policies and plans/priorities and plans/bold_steps_for_kent.aspx](http://www.kent.gov.uk/your_council/priorities,_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx)

Kent Commissioning Plan for Education Provision 2012-2017

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20\(Sept-2012\).pdf](https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20(Sept-2012).pdf)

10. Contact details

Relevant Director:

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KENT COUNTY COUNCIL - RECORD OF DECISION

DECISION TAKEN BY

Roger Gough

Cabinet Member for Education and Health Reform

DECISION NO.

13/00065

Unrestricted

Subject: Partnership Working for grammar provision in Sevenoaks area.

Decision:

As Cabinet Member for Education and Health Reform I agree to sign the agreement between Valley Invicta Academy Trust (VIAT) and KCC to work in partnership to devise and deliver a proposal, for the Secretary of State's consideration, for grammar provision in Sevenoaks.

Reason(s) for decision

- 1.1 In 2012 at a meeting of the full council, Kent County Council took a decision to pursue proposals for grammar provision in Sevenoaks. The Council's decision was the result of a very well supported petition from parents expressing a clear view that they wanted Kent to establish grammar provision in Sevenoaks.
- 1.2 Sevenoaks does not have grammar provision at present. Instead every day 1150 Sevenoaks children travel to the six grammar schools in Tonbridge and Tunbridge Wells, a round trip of up to 25 miles.
- 1.3 In response to local demand, Kent County Council has been pursuing proposals to provide grammar provision for boys and girls in the Sevenoaks area. A number of options were considered and the County Council believes the best and most straightforward option is for one existing grammar school to expand to manage co-educational provision.

Urgency

- 2.1 As there are a limited number of Cabinet Committee meetings and the contract had not been finalised by the last meeting the decision will need to be taken under the procedures outlined in the Councils constitution.
- 2.2 If the decision is not taken outside of the Cabinet Committee cycle, via the procedures outlined there may be a negative impact on the proposal to provide grammar school provision in the Sevenoaks area as the Valley Invicta Academy Trust could withdraw from the agreement.
- 2.3 In accordance with the procedures set out in the Council's Constitution the Chairman of the Scrutiny Committee, and other required consultees agreed that the decision could not reasonably be deferred until the Cabinet Committee in order to follow KCC's normal governance procedures. Comments were requested from those contacted and these are included within the report for consideration when taking the decision.

Cabinet Committee recommendations and other consultation

- 3.1 On 29 March 2012, County Council agreed to pursue proposals for expanded grammar school provision in Sevenoaks. The Council's decision was the result of a very well supported petition from parents expressing a clear view that they wanted Kent to establish grammar provision in Sevenoaks.
- 3.2 On 19 March 2013, Education Cabinet Committee was verbally updated of the progress of the proposal on a grammar school in the Sevenoaks area and the interest of the Valley Invicta Academy Trust.

- 3.3 The views of the local member Mr Nick Chard have been sought, and as per the council's constitution, his response is included in the report to the Cabinet Member, to which he will have regard on taking the decision.
- 3.4 In accordance with the procedures set out in the Council's Constitution the Chairman of the Scrutiny Committee, and other required consultees were contacted. Comments were requested from those contacted and these are included within the report for consideration when taking the decision.

Any alternatives considered:

- 4.1 KCC received a petition with over 2500 signatures campaigning for grammar school provision in the Sevenoaks area. This petition prompted a full discussion by County Council on 29 March 2012, where the council agreed to pursue grammar school provision in the Sevenoaks area. After extensive talks with the grammar schools in the surrounding areas in 2012, Valley Invicta Academy Trust was the only interested party, at that time. If this decision is not taken as urgent there would be a negative impact on the proposal to provide grammar school provision in the Sevenoaks area as the Valley Invicta Academy Trust may withdraw from the agreement and not submit the bid to the Secretary of State.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer: None

signed

date

7 August 2013