

EDUCATION CABINET COMMITTEE

Friday, 21st June, 2013

10.00 am

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





AGENDA

EDUCATION CABINET COMMITTEE

Friday, 21 June 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), Mr M A C Balfour, Mrs P T Cole, Mrs M E Crabtree, Mr S C Manion, Mr M J Northey, Mr J M Ozog, Mr C R Pearman 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

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	Substitutes	
A3	Election of Vice-Chairman	
A4	Declarations of Members' Interest relating to items on today's Agenda	
A5	Minutes of the meeting held on 19 March 2013 (Pages 1 - 24)	
A6	Verbal update by the Cabinet Member and Corporate Director (Pages 25 - 26)	10.10-10.30 am
B. Key or Significant Cabinet/Cabinet Member Decision(s) for Recommendation or Endorsement		
PROPOSED DISTRICT PRIMARY COMMISSIONING PLANS - EAST KENT		
B1a	Decision number: 13/00005 Proposed expansion of Lansdowne Primary School, Sittingbourne (Pages 27 - 34)	10.30-10.40am

B1b	Decision Number: 13/00006 - Expansion of Lower Halstow Primary School, Sittingbourne (Pages 35 - 42)	10.40-10.50 am
B1c	Decision Number: 13/00007 - Expansion of Newington Community Primary School and Nursery, Newington (Pages 43 - 50)	10.50-11.00 am
B1d	Decision number: 13/00008 Proposed expansion of Ospringe CE (Voluntary Controlled) Primary School, Ospringe, Faversham (Pages 51 - 58)	11.00-11.10 am
B1e	Decision Number: 13/00043 - The proposal to discontinue St Philip Howard Catholic Primary School with effect from 31 August 2013 (Pages 59 - 64)	11.10-11.20 am
B1f	Decision number: 13/00042 The Charles Dickens School's Governing Body proposal to expand the school by adding a sixth form (Pages 65 - 68)	11.20-11.30 am
B1g	Decision number: 13/00002 Proposed expansion of Bromstone Primary School, Broadstairs (Pages 69 - 76)	

OTHER DECISION ITEMS

B2a	Term Dates For The School Years 2014-15, 2015-16, 2016-17 (Pages 77 - 96)	11.30-11.40 am
B2b	Decision number: 13/00033 - Consultation Report on the draft Strategy for Special Education Needs and Disabilities (Pages 97 - 142)	11.40-12.00

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

PROPOSED DISTRICT COMMISSIONING PLANS - WEST KENT: PERMISSION TO CONSULT

C1a	Primary Commissioning - Tunbridge Wells District - permission to consult (Pages 143 - 146)	12.15-12.25 pm
C1b	Primary Commissioning in Gravesham District (Pages 147 - 150)	12.25-12.35 pm

PROPOSED DISTRICT COMMISSIONING PLANS - EAST KENT: PERMISSION TO CONSULT

C2a	Primary Commissioning - Swale District (Pages 151 - 152)	12.35-12.45 pm
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OTHER ITEMS

C3a	Education, Learning and Skills Priorities (Pages 153 - 180)	12.45-1.00 pm
C3b	Review of the Kent Commissioning Plan for Education 2012-2017 (Pages 181 - 206)	1.00-1.15 pm

D. Monitoring of Performance

D1	Education, Learning and Skills Performance Scorecard (Pages 207 - 248)	1.15-1.20 pm
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- D2 Ofsted Inspection Outcome Up-date September 2012 - May 2013 1.20-1.40 pm
(Pages 249 - 254)
- D3 ELS Bold Steps End of Year Business Plan Monitoring 2012/13 1.40-1.50 pm
(Pages 255 - 268)
- D4 Responses to the wider consultation following the review of Pupil Referral Units (PRUs) and Alternative Curriculum Provision 1.50-2.00 pm
(Pages 269 - 278)

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 2.00 pm
(Pages 279 - 330)

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, 13 June 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 Tuesday, 19 March 2013.

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

ALSO PRESENT: Mr M J Whiting and Mr J Tansley

IN ATTENDANCE: Mr P Leeson (Corporate Director Education, Learning and Skills Directorate), Mr K Shovelton (Director of Education Planning and Access), Ms S Rogers (Community Librarian), Mr D Adams (Area Education Officer - Mid Kent), Mr S Bagshaw (Head of Fair Access), Mrs M White (Area Education Officer - East Kent), Mr S Webb (Area Education Officer - West Kent), Ms S Dunn (Head of Skills and Employability), Ms Atkinson (Performance and Information Manager) and Mrs C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS

77. Minutes of the meeting held on 18 January 2013

(Item A4)

1. RESOLVED that the Minutes of the meeting held on 18 January 2013 are correctly recorded and that they be signed by the Chairman.

78. Verbal update by the Cabinet Member and Corporate Director

(Item A5)

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

1. The Cabinet Member, Mr Whiting, and the Corporate Director, Mr Leeson, gave their verbal updates advising of the following:

Apprenticeships

- Mr Whiting began by thanking the Skills and Employability Team for the “Kent Choices for You” live event held at the Delling Showground, Maidstone, which gave young people the opportunity to explore work and career opportunities Apprenticeships before they made decisions about their future. Over the two day event, 2000 young people attended as well as numerous employers from many sectors. The Duke of York was in attendance at the event following his visit to the Swale Skills Centre, where 190 people were currently studying engineering.
- Following the launch of the 14-19 Strategy there were now over 10,000 apprenticeship sign ups coupled with 147 apprentices starting in Kent schools and 70 apprenticeships at KCC. Mr Whiting looked forward to receiving the report from the Select Committee for Apprenticeships, chaired by Mr Kit Smith.

National Offer Day

- The 2011 secondary admissions round had been the most successful in recent years with 97.7% receiving one of their preferences and 84.2% receiving their first preference. Changes to government policy giving schools the freedom to expand and admit above admissions number had created the flexibility to provide greater choice for parents this coupled with KCC working with schools to see where school capacity could be increased to give children their preferred schools.
- There were projects by the Recruitment Team with 16 students from St Mary's and Minster Colleges, Belfast with 2 weeks of work experience, which was being financed by Mutual Understanding Fund [A fund from the Northern Ireland Office]. This was beneficial with students having the opportunity to experience teaching in the much wider context and schools making links with students they may wish to recruit in the future.

Sevenoaks Grammar Provision

- Mr Whiting referred to the press release regarding Lord Nash, Parliamentary Under Secretary of State Schools that cast doubt on the Wilderness site location for the new grammar provision. Mr Leeson had written a clear response to Lord Nash that this County Council would strongly oppose any attempt by the Department for Education to improperly or irrationally remove the land from KCC's ownership given that it was required currently by the Knole Academy and in the future by the grammar provision after the Knole Academy vacate in 2015. He would update Members in the future of further details.

2. Mr Leeson reflected that 84.2% of parents received their first preference of school was a significant achievement as many other authorities were around achieving 60%.

- There was continued progress in Ofsted inspections in Kent, more schools were receiving a good outcome compared to previous trends. Nearly 50% of those schools were previously judged satisfactory and were now judged good.
- Since the last meeting the 14 -19 Strategy had been published which was leading to; the commissioning of various new provision for young people in that age group to have more success and employment with training, more cooperation between schools and FE colleges and helping KCC to provide more support to the more vulnerable students.
- A report would be submitted to this Cabinet Committee on the progress on the commissioning and a Pilot "Kent Integrated Support Service" a programme for adolescents, which would bring together all services that KCC provided as well as services provided by the Health Service, Youth offending etc as a single access point, multi agency response for vulnerable adolescents. That service had begun to make a significant difference and plans were in hand to roll out the service in other districts including; Swale, Canterbury and Shepway.

3. Mr Whiting and Mr Leeson noted comments by Members and responded to questions on the information given in their verbal updates which included the following:

- a) In reply to a question, Mr Bagshaw advised on the breakdown of the primary and secondary school preferences received as follows:

Primary Preferences	Number of pupils	%
1st	14264	86.45%
2nd	1127	6.83%
3rd	447	2.71%
LA Allocations	661	4.01%

Secondary Preferences	Number of pupils	%
1st	12754	84.22%
2nd	1456	9.61%
3rd	448	2.96%
4th	129	0.85%
LA Allocations	357	2.36%

- b) Mr Whiting agreed to provide the response from Mr Leeson to Lord Nash to Members.
- c) Members praised the achievement of 84% of pupils receiving their first school preference.
- d) Concern was raised regarding misreporting on social media sites regarding local authority services and how the local authority needed to be prepared to respond authoritatively and quickly.
- e) In reply to a question, Mr Leeson explained that the Department for Education (DfE) had written two letters, one to the Director of Planning in Sevenoaks District Council about the Wilderness site land and consideration of its future use without KCC knowledge or warning and it was the first communication that the government was minded to use the powers that the Secretary of State had under the Academies Act to designate a piece of land for a free school. There had been previous correspondence with the DfE and Mr Leeson's office requesting that they consider the use of the Wilderness site for the proposed Free School, Trinity School. The response from KCC was that it had future educational use for the Wilderness site and it was not available. Mr Leeson received a letter from Lord Nash saying that the DfE was minded to start using the powers the Secretary of State had in the Academies Act. Mr Leeson advised that the DfE had not made a decision to initiate the process of using those powers hence his robust response on the plans for the land and therefore not available. Should the Secretary of State pursue the legal route KCC's legal team of advisors would look at the detail of the proposal and form its own legal position.
- f) In reply to question, Mr Whiting agreed that the 10,000 apprenticeships need to see future job prospects and he would be looking to see what more could be done. He looked forward to receiving the report by the Select Committee on Apprenticeships.
4. RESOLVED that the comments and responses to questions by Members and the information given in the verbal update be noted with thanks.

79. Request by the Public to Speak on Item B8a

(Item)

1. The Chairman made an announcement that he had received requests from members of the public to speak at this meeting on Item B8a "Decision number: 12/01977/2 Closure of Walmer Science College (Community) from September 2013". The Chairman advised that after considering the request he would not allow the public to speak on Item B8a.

2. Members were given the opportunity to discuss the issue. The Chairman asked Members to vote on whether the public should be allowed to speak on Item B8a. A request was made for a recorded vote, whereupon the votes cast were:

For (2)

Mr Christie, Mrs Dean

Against (8)

Mr Burgess, Mr Chell, Mrs Cole, Mr Craske, Mr Northey, Mr Ridings, Mr Smith, Mr Tolputt

Vote: Lost

3. RESOLVED that the request by the public to speak on Item B8a be denied.

80. Decisions Number 12/02025 - PRU / Alternative Provision / review of current services. The outcomes of the PRU Review and proposed new delivery models for Key Stage 3 and Key Stage 4 Pupil Referral Units and Alternative Curriculum Provision

(Item B1)

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

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

1. Mr Leeson introduced the report which sets out the proposals for the future delivery of PRU and Alternative Curriculum provision in eight localities based on district or double district configurations, following the PRU Review and consultation with Headteachers and PRU/AC Managers.

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

- a) In reply to a question, Mr Leeson advised that the Alternative Curriculum Programme was the description of a whole range of options for young people from the age of 14 onwards. There were a range of services commissioned in different ways and provided by a wide range of providers some of which were good and some very poor. The responsibility to commission the Alternative Curriculum was with the County Council that responsibility in law passes to Pupil Referral Units to the management

committees and the management committee would commission the alternative provision pathways.

- b) In response to a question, Mr Leeson advised that the funding for PRUs had been haphazard. There had been requests from schools for a transparent formula. The agreed formula was based on the levels of deprivation and numbers of pupils in parts of Kent, which was in line with government guidance. The figures given in table 1 of the report reflect the shifts of funding from current budget totals to the new formula funding that would be activated in 2014. Mr Leeson agreed to forward a summary of the data by district to Members outside the meeting.
- c) In reply to a question, Mr Leeson advised that there had been a review of the capital programme. A survey of the PRU accommodation was completed in March and was being analysed and there would be proposals to make steps to improve the accommodation.
- d) In reply to a question, Mr Leeson advised that there was a strong vocational offer which would include English and maths.
- e) In answer to questions, Mr Leeson advised that positions on the management committees would in the main be held by secondary school headteachers.
- f) Mr Leeson advised that the PRUs addressed a specific need for young people often aged 15 to 16 years old who do not have a school place and who it may be difficult to introduce into a GCSE examination programme in a main stream school their education was provided through the PRU provision through an alternative curriculum pathway. It was an expectation that Key Stage 3 should lead to reintegrating to mainstream school. However, from 14 years old and onwards sometimes it was better that the student did not return to the school where they were failing. The target was to maximise reintegration.

3. Mr Whiting stated that he considered that having a family of school providing PRU provision was an exciting move forward and that PRU provision should not be viewed as a permanent destination.

4. Mr Leeson concluded by saying that some of the PRU provision was very good and took the opportunity of thanking Mrs Dunn and her Team for all the work carried out on the review.

5. RESOLVED that:

- a) the responses to comments and questions by Members be noted;
- b) the Education Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills on the decision to approve;
- i. the process for the re-constitution of new Management Committees with effect from April 2013 to include delegated powers over budget and staffing;

- ii. the establishment of 8 locality hubs for the delivery of Key Stage 3 and Key Stage 4 PRU and Alternative Curriculum Provision; and
- iii. a wider consultation on these 8 proposals with parents, young people and other key service providers before implementation in September 2013.

81. Decision No. 01/02002 - Proposed Co-Ordinated Schemes For Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2014 /1
(Item B2)

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

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

1. The Cabinet Committee considered a report which gave the outcomes of the consultation on the proposed admission arrangements and scheme for transfer to Primary and Secondary schools in September 2014 and the proposed process for non coordination In-Year Admissions.

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

- a) In reply to a question, Mr Bagshaw advised that the local authority was the admissions authority for community and voluntary controlled schools only. All other school where they are their own admissions authority ie foundation schools academies and free schools would carry out their own consultation and then determine their arrangements.
- b) In response to a question, Mr Bagshaw clarified that there were two parts to making the admission arrangements; 1. To set our admission arrangements for community and voluntary controlled schools and 2. As a coordinating authority, KCC was required to coordinate arrangements to the normal point of entry for all schools that are located in Kent other than independent fee paying schools.
- c) Mr Leeson confirmed that there was an error in the papers; referring to Appendix D, page 117 of the report, Members noted that Walmer Science College was not awaiting an academy order.
- d) In reply to a question, Mr Bagshaw advised that the admissions authority set the priority if a primary and junior school is linked.
- e) In answer to a question, Mr Bagshaw confirmed that it was lawful for schools to have catchment areas. The setting of a catchment area would be based on the schools locality and the pattern of its intake.
- f) Mr Bagshaw gave an assurance information regarding school transport would be given to schools to share with parents who are looking a different school options.

- g) In response to a question, Mr Bagshaw explained the local authority relied on the schools to check that the information given by parents regarding their address at the time when they were applying for school places was correct. If there was any evidence that this was incomplete or incorrect the school would investigate and the local authority would support them in doing this.
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 on the decision to determine the following:
 - i. The Coordinated Primary Admissions Scheme 2014/15 incorporating the In Year admissions process as detailed in Appendix A;
 - ii. The Co-ordinated Secondary Admissions Scheme 2014/15 incorporating the In Year admissions process as detailed in Appendix B;
 - iii. The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary schools in Kent 2014/15 as detailed in Appendix C (1);
 - iv. The oversubscription criteria relating to Community and Voluntary controlled Secondary schools in Kent 2014/15 as detailed in Appendix D (1);
 - v. The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2014/15 as set out in Appendix C (2);
 - vi. The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2014/15 as set out in Appendix D (2), and
 - vii. The relevant statutory consultation areas for Kent Primary Schools 2014/15 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2014/15 as set out in Appendix D (3).

82. Decision No.12/02000 - Proposed expansion of Harrietsham CE Primary School, Maidstone
(Item B3a)

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

(Mr K Shovelton, Director of Education Planning and Access and Mr D Adams, Area Education Officer, Mid Kent, were present for this item)

1. The Cabinet Committee considered a report that gave details of the Public Consultation held regarding the expansion of Harrietsham Church of England Primary School.
2. RESOLVED that:
 - a) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills on the decision to issue a public notice to expand Harrietsham Church of England Primary School;

- b) the decision to be signed by the Cabinet Member for Education Learning and Skills would be worded in such a way that the expansion was agreed unless any objections were received during the public notice period, and the Chairman and Opposition Spokesmen would be advised be noted; and
- c) if objections were received a 'part 2' decision would be taken in order to consider the responses before any final decision was taken. It was likely that these part 2 decisions should any be required would be taken outside of the Education Cabinet Committee meeting cycle, in accordance with urgency procedures contained within the council's constitution and statutory requirements, owing to the expansion timeframes be noted.

83. Decision No. 12/02012 - Proposed expansion of Fleetdown Primary School, Dartford
(Item B4a)

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

(Mr K Shovelton, Director of Education Planning and Access and Mr S Webb, Area Education Officer, West Kent, were present for this item)

1. The Cabinet Committee considered a report that gave details of the Public Consultation on the proposal to expand Fleetdown Primary School.

2. RESOLVED that:

- a) the Education Cabinet endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills on the decision to issue a public notice to expand Fleetdown Primary School;
- b) the decision to be signed by the Cabinet Member for Education Learning and Skills would be worded in such a way that the expansion was agreed unless any objections were received during the public notice period, and the Chairman and Opposition Spokesmen would be advised be noted; and
- c) if objections were received a 'part 2' decision would be taken in order to consider the responses before any final decision was taken. It was likely that these part 2 decisions should any be required would be taken outside of the Education Cabinet Committee meeting cycle, in accordance with urgency procedures contained within the council's constitution and statutory requirements, owing to the expansion timeframes be noted.

84. Decision No. 12/02013 - Proposed expansion of Dartford Bridge Primary School
(Item B4b)

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

(Mr K Shovelton, Director of Education Planning and Access and Mr S Webb, Area Education Officer, West Kent, were present for this item)

1. The Cabinet Committee considered a report that gave details of the results of the Public Consultation on the proposal to expand Dartford Bridge Primary School.

2. RESOLVED that:

- a) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills on the decision to issue a public notice to expand Dartford Bridge Primary School.
- b) the decision to be signed by the Cabinet Member for Education Learning and Skills would be worded in such a way that the expansion was agreed unless any objections were received during the public notice period, and the Chairman and Opposition Spokesmen would be advised be noted; and
- c) if objections were received a 'part 2' decision would be taken in order to consider the responses before any final decision was taken. It was likely that these part 2 decisions should any be required would be taken outside of the Education Cabinet Committee meeting cycle, in accordance with urgency procedures contained within the council's constitution and statutory requirements, owing to the expansion timeframes be noted.

85. Decision No. 12/02016 - Proposed expansion of Oakfield Community Primary School, Dartford
(Item B4c)

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

(Mr K Shovelton, Director of Education Planning and Access and Mr S Webb, Area Education Officer, West Kent, were present for this item)

1. The Cabinet Committee considered a report that gave details of the results of the Public Consultation on the proposal to expand Oakfield Primary School.

2. RESOLVED that:

- a) The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education, Learning and Skills on the decision to issue a public notice to expand Oakfield Primary School;
- b) the decision to be signed by the Cabinet Member for Education Learning and Skills would be worded in such a way that the expansion was agreed unless any objections were received during the public notice period, and the Chairman and Opposition Spokesmen would be advised be noted; and
- c) if objections were received a 'part 2' decision would be taken in order to consider the responses before any final decision was taken. It was likely that these part 2 decisions should any be required would be taken outside of the Education Cabinet Committee meeting cycle, in accordance with urgency

procedures contained within the council's constitution and statutory requirements, owing to the expansion timeframes be noted.

86. Decision No. 12/02020 - Proposed expansion of Knockhall Community Primary School, Dartford
(Item B4d)

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

(Mr K Shovelton, Director of Education Planning and Access and Mr S Webb, Area Education Officer, West Kent, were present for this item)

1. The Cabinet Committee considered a report that gave details on the results of the Public Consultation on the proposal to expand Knockhall Community Primary School.

2. RESOLVED that:

- a) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills on the decision to issue a public notice to expand Knockhall Primary School;
- b) the decision to be signed by the Cabinet Member for Education Learning and Skills would be worded in such a way that the expansion was agreed unless any objections were received during the public notice period, and the Chairman and Opposition Spokesmen would be advised be noted; and
- c) if objections were received a 'part 2' decision would be taken in order to consider the responses before any final decision was taken. It was likely that these part 2 decisions should any be required would be taken outside of the Education Cabinet Committee meeting cycle, in accordance with urgency procedures contained within the council's constitution and statutory requirements, owing to the expansion timeframes be noted.

87. Decision No. 12/02014 - Proposed expansion Manor Community Primary School, Swanscombe
(Item B4e)

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

(Mr K Shovelton, Director of Education Planning and Access and Mr S Webb, Area Education Officer, West Kent, were present for this item)

1. The Cabinet Committee considered a report that gave details on the results of the Public Consultation on the proposal to expand Manor Primary School.

2. RESOLVED that:

- a) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills on the decision to issue a public notice to expand Manor Primary School.
- b) the decision to be signed by the Cabinet Member for Education Learning and Skills would be worded in such a way that the expansion was agreed unless any objections were received during the public notice period, and the Chairman and Opposition Spokesmen would be advised be noted; and
- c) if objections were received a 'part 2' decision would be taken in order to consider the responses before any final decision was taken. It was likely that these part 2 decisions should any be required would be taken outside of the Education Cabinet Committee meeting cycle, in accordance with urgency procedures contained within the council's constitution and statutory requirements, owing to the expansion timeframes be noted.

88. Decision No. 12/02019 - Proposed expansion of Whitehill Primary School, Gravesend
(Item B5a)

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

(Mr K Shovelton, Director of Education Planning and Access and Mr S Webb, Area Education Officer, West Kent, were present for this item)

1. The Cabinet Committee considered a report that gave details on the results of the Public Consultation on the proposal to expand Whitehall Primary School, Gravesend.
2. Members were given the opportunity to make comments and ask questions which included the following:
 - a) Mr Webb confirmed that Whitehall Primary School was in the planning area of Gravesham West.
 - b) In reply to a question, Mr Webb advised that the education standard of Whithall School had improved of the last 5 years at Key Stage 2 to the school being one of the highest performing schools in Gravesham bearing in mind that a large proportion of the children first language was not English.
 - c) Mr Webb advised that the maintenance of the School roof was a maintenance issue for which the local authority may receive a bid from the school to consider under the Improvement Grant. The local authority could not use Basic Need Funding for anything other than the enlargement of schools.
3. RESOLVED that:
 - a) the comments and questions by Members be noted;
 - b) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills on the decision to issue a public notice to expand Whitehill Primary School;

- c) the decision to be signed by the Cabinet Member for Education Learning and Skills would be worded in such a way that the expansion was agreed unless any objections were received during the public notice period, and the Chairman and Opposition Spokesmen would be advised be noted; and
- d) if objections were received a 'part 2' decision would be taken in order to consider the responses before any final decision was taken. It was likely that these part 2 decisions should any be required would be taken outside of the Education Cabinet Committee meeting cycle, in accordance with urgency procedures contained within the council's constitution and statutory requirements, owing to the expansion timeframes be noted.

89. Decision No. 12/02017 - Proposed expansion of St John's Church of England Primary School, Sevenoaks
(Item B6a)

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

(Mr K Shovelton, Director of Education Planning and Access and Mr S Webb, Area Education Officer, West Kent, were present for this item)

1. The Cabinet Committee considered a report that gave details on the results of the Public Consultation on the proposal to expand St John's Primary School, Gravesend.
2. In reply to a question, Mr Webb advised that following the public meeting the local authority had engaged with the Highways Department on the concerns raised by residents and Highways Department had undertaken a highways assessment of the access roads and the report of their findings was awaited.
3. RESOLVED that:
 - a) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills on the decision to issue a public notice to expand St John's Church of England Primary School;
 - b) the decisions to be signed by the Cabinet Member for Education Learning and Skills would be worded in such a way that the expansion was agreed unless any objections were received during the public notice period, and the Chairman and Opposition Spokesmen would be advised be noted; and
 - c) if objections were received a 'part 2' decision would be taken in order to consider the responses before any final decision was taken. It was likely that these part 2 decisions should any be required would be taken outside of the Education Cabinet Committee meeting cycle, in accordance with urgency procedures contained within the council's constitution and statutory requirements, owing to the expansion timeframes be noted.

90. Decision No. 12/02015 - Proposed expansion of Langton Green Primary School, Tunbridge Wells

(Item B7a)

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

(Mr K Shovelton, Director of Education Planning and Access and Mr S Webb, Area Education Officer, West Kent, were present for this item)

1. Mr Webb introduced the report on the results of the Public Consultation on the proposal to expand St John's Primary School, Gravesend.
2. In reply to a question Mr Webb advised that the Local Member had been advised of the proposal.
3. RESOLVED that:
 - a) the Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education, Learning and Skills on the decision to issue a public notice to expand St John's Church of England Primary School;
 - b) the decisions to be signed by the Cabinet Member for Education Learning and Skills would be worded in such a way that the expansion was agreed unless any objections were received during the public notice period, and the Chairman and Opposition Spokesmen would be advised be noted; and
 - c) if objections were received a 'part 2' decision would be taken in order to consider the responses before any final decision was taken. It was likely that these part 2 decisions should any be required would be taken outside of the Education Cabinet Committee meeting cycle, in accordance with urgency procedures contained within the council's constitution and statutory requirements, owing to the expansion timeframes be noted.

91. Decision No. 12/02009 - Proposal to expand Southborough Church of England Primary School, Tunbridge Wells

(Item B7b)

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

(Mr K Shovelton, Director of Education Planning and Access and Mr S Webb, Area Education Officer, West Kent, were present for this item)

1. The Cabinet Committee considered a report on the results of the Public Consultation on the proposal to expand Southborough Church of England Primary School.
2. RESOLVED that:

- a) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education, Learning and Skills on the decision to issue a public notice to expand Southborough Church of England Primary School;
- b) the decisions to be signed by the Cabinet Member for Education Learning and Skills would be worded in such a way that the expansion was agreed unless any objections were received during the public notice period, and the Chairman and Opposition Spokesmen would be advised be noted; and
- c) if objections were received a 'part 2' decision would be taken in order to consider the responses before any final decision was taken. It was likely that these part 2 decisions should any be required would be taken outside of the Education Cabinet Committee meeting cycle, in accordance with urgency procedures contained within the council's constitution and statutory requirements, owing to the expansion timeframes be noted.

92. Decision No. 12/02018 - Proposed expansion of Pembury Primary School, Tunbridge Wells
(Item B7c)

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

(Mr K Shovelton, Director of Education Planning and Access and Mr S Webb, Area Education Officer, West Kent, were present for this item)

1. The Cabinet Committee considered a report on the results of the Public Consultation on the proposal to expand Pembury Primary School.
2. The Chairman invited Mr Tansley, Local Member, Tunbridge Wells East, to speak. Mr Tansley advised that 474 were against the proposal and 7 were in favour. The main concern was that Pembury Primary School was being look upon to solve what was considered by local people a Tunbridge Wells problem, as the majority of the children that would fill the third class room would be from Tunbridge Wells. Further concerns included; the character of the school would be diluted, the admissions criteria relating to siblings would mean that there would be a risk that children from Pembury would not be admitted to the school further down the line, and a major concern was the risk of increased congestion on Lower Green road within Pembury and on the access roads to Pembury. Mr Tansley advised that he had spoken with Mr Webb regarding alternatives. He understood that the investment required to admit 3 forms was £1.8 million and this was a lower figure than one of the other proposals on the expansion of Claremont School, Tunbridge wells.
3. Mr Tansley asked that the Cabinet Committee considered further work be carried out on a possible further expansion of St Peter's School, Tunbridge Wells that was due to be expanded. St Peter's School was due to move to a green field site and expanded from a one form entry to a two form entry. Mr Tansley considered that as the majority of the children would be coming from Tunbridge Wells to the proposed expansion of Pembury School this would be a better solution, ensuring that; the pupils attended a school from the area where they live; there was no additional congestion in Pembury road and the £1.8 million that was proposed for the expansion at Pembury Primary School could be used for a tailor made solution for a

3 form entry school on a green field site. Mr Tansley said that he recognised that there were pressures to find places for September 2013 and saw that a compromise may be for Pembury Primary School to have a temporary additional form, provided that this did not breach any statutory obligations to move to a permanent expansion to accommodate the pressing need for places and the additional time was used to look at the proposal to expand a school that was closer to where the children lived. Mr Tansley concluded by advising that the Pembury village as a whole was opposed to the expansion of Pembury Primary School.

4. Mr Shovelton advised that it was possible to look into the proposal by Mr Tansley and for Pembury Primary School to be temporarily expanded whilst the proposal was being investigated. He explained that the expansion of St Peter's School was in the Commissioning Plan but did not meet the immediate demands partly because the Local Plan for Tunbridge Wells Borough Council did not yet include the development of that site, it was expected to be included shortly and nothing could proceed until such time. Mr Shovelton said when it was in the Tunbridge Wells plan with the planning and property development it would be 2016 before St Peter's on the new site would open. It would provide the extra capacity that was needed but not immediately.

5. In reply to a question, Mr Shovelton explained that having the option to expand Pembury Primary School for two years would be preferable to allow time for the options to be considered and ensure that the right option was chosen and could be delivered then put through planning and the buildings to be created. To do this in 12 months would be difficult.

6. Mr Webb referred to page 213 paragraph 4.1 of the report and advised that there was an error and it should read "The majority of the respondents were not in favour of the proposal".

7. Following discussions, Mr Christie proposed, Mr Smith seconded that Pembury Primary School, Tunbridge Wells be temporarily expanded for one year to give officers time to explore alternative options for additional primary capacity within the Tunbridge Wells area.

Vote: Unanimous

8. RESOLVED that:

- a) the responses to comments and questions by Members be noted; and
- b) the Education Cabinet Committee recommends to the Cabinet Member for Education, Learning and Skills that the Pembury Primary School to be temporarily expanded for one year to give officers time to explore alternative options for additional primary capacity within the Tunbridge Wells area.

93. Decision number: 12/01977/2 Closure of Walmer Science College (Community) from September 2013
(Item B8a)

(Report 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 on the proposal to expand Walmer Science College (Community) from September 2013.
2. Members were given the opportunity to make comments and ask questions which included the following:
 - a) Mr Smith, Local Member, Deal, advised that that the information on page 228 paragraph 2.3 in the report should be removed as Dover District Council had made no decision regarding Walmer Science College. Mr Smith listed the number of opportunities that members of the public had to respond to the proposal to close Walmer Science College and that no substantial changes had been raised and asked that the decision to close Walmer Science School be taken.
 - b) In reply to a question, Mr Leeson advised that this proposal was about two schools coming together creating one secondary school for the people of Deal and the technical way to bring this about was to close Walmer Science College.
 - c) Officers agreed to respond to the request for the breakdown of the 58 comments quoted in paragraph 2.2 of the report and the number of signatures in the petition outside the meeting.
 - d) Mr Christie suggested that; this consultation had been badly handled; the voice of the local people not being allowed to be heard was a failing of this Cabinet Committee. He suggested that a cruel blight had been put on Walmer as the number of pupils applying this year would be affected with the pending decision to close the School and that he would be opposing
 - e) In reply to a question, Mr Leeson advised that the Academy would be independent of the local authority control however; the local authority had a responsibility for the education of every child and young people in Kent and could request academies to give an account of their performance and their progress. KCC had a good working relationship with the academies in Kent so this would not be a problem. There was a partnership arrangement in Deal on this being a success, the local authority was working in partnership with Castle Academy on this project to gain the best education for the young people of Deal.
 - f) The Chairman invited Mr Cowan to speak. Mr Cowan considered that Dover District Council should have been in a position to make a decision regarding the Walmer Science School. He gave an account of the meeting of Dover Scrutiny Policy and Performance Board he attended where the future of Walmer Science School was discussed and raised concerns about the lack of engagement by KCC in that meeting. He advised that the Scrutiny Policy and Performance Board was unanimous in its recommendation that Walmer

Science School should not close and listed the Boards concerns in making that decision. He urged the Cabinet Committee not to close Walmer Science School.

- g) Concern was raised about the clarity of information and terminology used in the decisions and reports to the Cabinet Committee. Officers would be mindful of the wording in reports in future.
- h) In reply to a question, Mr Leeson advised that there were TUPE arrangements being negotiated at present regarding the teachers.
- i) In response to questions, Mr Leeson advised that the Secretary of State had agreed to a new funding arrangement for Castle Academy which fully guaranteed with full funding the rebuilding of the school to accommodate the pupil admission number it would have for the future as a result of the amalgamation of the two schools. It was anticipated that the new school would be ready in 2016. The Walmer site would continue to be used for the provision of the newly amalgamated school and beyond that would continue to be used for educational purposes.

3. The Chairman requested and Members agreed that officers report back on the data regarding pupils, housing etc in the Dover/Deal area to this Cabinet Committee on a regular basis.

4. Mr Smith moved, Mr Craske seconded the recommendations set out in the report.

5. The Chairman then put the recommendations to the vote. Mr Christie requested the vote to be recorded, whereupon the number of votes cast were:

For (8)

Mr Burgess, Mr Chell, Mrs Cole, Mr Craske, Mr Northey, Mr Ridings, Mr Smith, Mr Tolputt

Against (2)

Mr Christie, Mrs Dean

Carried

6. RESOLVED that:

- a) the responses to comments and questions by Members be noted;
- b) a regular report be submitted to this Cabinet Committee on the data regarding the numbers of pupils and housing etc in the Dover/Deal area be noted;
- c) no statutory objections were received during the public notice period be noted;
- d) the responses received from members of the public would be considered by the Cabinet Member when taking the decision;
- e) that the Education Cabinet Committee endorses the decisions to be taken by the Cabinet Member for Education, Learning and Skills to;

- (i) close Walmer Science College; and
- (ii) authorise the Director of Property and Infrastructure in consultation with the Director of Governance and Law to enter into any necessary contracts/agreements on behalf of the County Council.

94. Primary Commissioning and relocation of Special Schools (Special School Review)- Thanet District
(Item B9a)

(Report 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 gave an update on the arrangements in place to ensure sufficient school places were available in Thanet and the planned relocation of Laleham /Gap Special School.
2. RESOLVED that the Education Cabinet Committee endorses the Proposal to:
 - a) Increase capacity for September 2013 by adding temporary places in Year R at the following schools:
 - i.30 places at Bromstone Primary School
 - ii.30 places at Newington Community Primary School and Nursery;
 - b) Consult on the permanent enlargement of Bromstone Primary School, Newington Community Primary School and Nursery and Cliftonville Primary School from September 2014;and
 - c) Consult on the relocation of Laleham/Gap Special School from its current site to a new site at Westwood Cross.

95. Primary Commissioning - Swale District
(Item B9b)

(Report 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, Mid Kent, were present for this item)

1. The Cabinet Committee considered a report that updated Members on the arrangements in place to ensure sufficient school places were available in Swale and the proposals to commission additional provision.
2. RESOLVED that:

1. the Education Cabinet Committee endorses the Expansion Proposals listed below:
 - a) Consult on the significant enlargement of Lower Halstow Primary School from September 2014 through adding 10 places per year group, expanding the school to 1 FE
 - b) Support the Swale Academy Trust's consultation on the significant enlargement of The Westlands Primary School to permanently expand the school from 2 FE to 3 FE
 - c) Commence the process of commissioning additional Primary education capacity to serve Thistle Hill on the Isle of Sheppey
 - d) The temporary expansion of Eastchurch CE Primary School by increasing the admission number from 60 to 90 for September 2013 and 2014; and
2. the Education Cabinet Committee notes that the decision to issue a public notice on the permanent expansion of Ethelbert Road Primary School would need to be taken outside the Education Cabinet Committee meeting cycle, which was due to time constraints attached to work on the buildings that would need to take place before the 2013 summer holiday period to ensure that the school had the accommodation in place for September 2014.

96. Decision number: 12/01962/2 - Proposal to expand The Discovery School, Kings Hill, Decision number: 12/02024/2 - Proposal to expand Palm Bay Primary School (Community), Decision number: 12/02001/2 - Proposal to expand Hawkinge Primary School, Decision Number: 12/01961/2 - Proposal to expand Repton Manor Primary School, (Item B10)

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

(Mr K Shovelton, Director of Planning and Access, and Mr D Adams, Area Education Officer were present for this item)

1. The Cabinet Committee considered a report on the results of the public notice period that recently closed for schools in the Mid Kent Area.
2. Mr Adams noted comments and responded to questions by Members including:
 - a) In reply to a question, Mr Adams advised that the provision of a new [third] primary school in Kings Hill would not impact on The Discovery School but potentially on Kings Hill School. The local authority had just received planning consent to have two classrooms to the front of The Discovery School that would provide for the bulge for September 2013 and 2014. It was planned that the new school would be in place for 2015 for either 2 or 3 form entry.
3. RESOLVED that:
 - a) the outcomes of the Statutory Public Notices be noted; and

- b) the Education Cabinet Committee endorses, the decision to be taken by the Cabinet Member for Education, Learning and Skills on the decision to:
- i. implement the expansions to Palm Bay Primary School, The Discovery School, Hawkinge Primary School, and Repton Manor Primary School; and
 - ii. authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council; and
 - iii. authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

97. Post 16 Transport Policy

(Item C1)

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

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

1. Mr Bagshaw introduced the report that sets out proposed arrangements for Post 16 Transport in line with KCC's statutory duties and outlined the details of the successful Post 16 Transport arrangements in 2012/13 and proposes the continued support and operation of the Kent 16+ Travel card.
2. Mr Bagshaw noted the comments and responded to questions by Members which included the following:
 - a) In reply to a question, Mr Bagshaw advised that aside from the policies across London KCC's Transport policy was not matched anywhere else in the country.
 - b) Mr Bagshaw advised that the results of the consultation would be reported back to a future meeting of this Cabinet Committee.
3. RESOLVED that:
 - a) the results of the consultation would be reported back to a future meeting of this Cabinet Committee;
 - b) the success of the 16+ Travel Card be noted;
 - c) the proposed Post 16 Transport Policy for consultation (a continuation of existing arrangements) be noted; and
 - d) the Cabinet Committee continue to support the operation of a Kent 16+ Travel Card.

98. Priorities for the Strategy for Special Education Needs and Disabilities

(Item C2)

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

(Ms S Rogers, Director, Standards and Improvement, was present for this item)

1. The Cabinet Committee considered a report that sought its views on proposed priorities for the Special Educational Needs and Disabilities (SEND) Strategy in Kent, based on a review carried out during 2012 and anticipating statutory change through the Children and Families Bill which was likely to be enacted with effect from September 2014.

2. Ms Rogers and Mr Leeson noted the comments and responded to questions by Members which included:

- a) In reply to a question, Mr Leeson advised that there were serious gaps in the provision of speech and language needs across Kent and in response £100,000 had already been allocated to SEND schools across Kent.
- b) In reply to a question, Mr Leeson advised that joint commissioning, with the NHS and Social Care would be challenging that there was a general commitment to the integrated arrangements. He advised that it would be the responsibility of the Health and Wellbeing Board to monitor that this worked.
- c) In answer to a question, Mr Leeson confirmed that the consultation was between April and June and would include a lot of face to face meetings and consultation which had already been arranged.
- d) In reply to a question, Mr Leeson advised that 45 responses were received from schools with SEND resources.

3. Mr Leeson confirmed that the stakeholder consultation would be forwarded to this Cabinet Committee before it was sent to the public.

4. RESOLVED that:-

- a) the responses to comments and questions by Members and the consultation on the draft proposals be forwarded to Members outside the meeting be noted;
- b) the priorities for the Strategy for Special Educational Needs and Disabilities be noted;
- c) the plans for the stakeholder consultation be endorsed; and
- d) the outcomes of consultation would be brought back to this Committee for its further consideration in June before final approval by Cabinet in July 2013 be noted.

99. Update on the Kent Test Procurement Process

(Item C3)

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

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

1. Mr Bagshaw introduced the report that sets out the proposed approach to future assessment arrangements in Kent in the light of a recent review and survey of Headteacher opinion on the Kent test.

2. Mr Bagshaw noted comments and replied to questions by Members which included the following:

- a) An opinion was expressed that it was wrong to decide a child's future on a one day examination.
- b) A view was expressed that it would be difficult to find a test that could not be coached for.
- c) In reply to questions, Mr Whiting explained that the aim was for the test to be as uncoachable as possible to have a level playing field for all children.
- d) In reply to questions, Mr Bagshaw explained that; 1. The review group of Headteachers were from all schools both primary and secondary, 2. There had been misreporting in the newspapers and Kent test papers were not reused. The organisation that produced the Kent test papers did produce tests that were sold in the high street but they were not the same test papers. 3. Kent was due to go out to tender with new organisation who could provide the test, 4. The local authority could not move the time that SATs were taken as they were set by the national timescale.
- e) In reply to questions, Mr Whiting explained that; 1. He did not consider that the local authority was in a position to say that every child took the Kent test now and that there would be objection to such a proposal. 2. The number of children taking the Kent test was over 60% across the County and 3. All that could be done to close the gap for deprived children would be carried out and would be reported on and monitored through the Scorecard. The indications were that the Key Stage 2 gap was closing.
- f) A comment was made on the stringent control within the Headteacher Panels on assessing students work across the County.
- g) The Chairman then put the recommendations to the vote.

Vote: 4 for and 2 against Carried

3. RESOLVED that:

- a) the responses to comments and questions by Members be noted;
- b) the summary of views from the survey in Appendix 1 of the report be noted; and
- c) the proposed procurement specification set out in Appendix 2 of the report be noted.

100. St Philip Howard RC Primary School, Herne Bay

(Item C4)

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

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

1. The Cabinet Committee considered a report which informed of the decision taken by the governors of St Phillip Howard RC (Aided) Primary school, Herne Bay, to consult on the closure of the school by the 31 August 2013.
2. Mr Sholveton and Mrs White noted the comments and replied to questions by Members agreeing to ensure that Local Members were consulted on changes to schools in their electoral divisions and given the opportunity to comment.
3. RESOLVED that:
 - a) Officers consult Local Members of changes to schools in their electoral division and given the opportunity to comment be noted; and
 - b) the information set out in the report and the proposed timetable for consultation including the timing of the Cabinet Member decision on closure be noted.

101. Education, Learning & Skills Directorate Financial Monitoring 2012/13

(Item D1)

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

1. The Cabinet Committee introduced the regular report on the third quarter's full budget monitoring report for 2012/13 reported to Cabinet on 18 March 2013.
2. RESOLVED that the revenue and capital forecast variances from budget for 2012/13 for the Education, Learning & Skills Portfolio based on the third quarter's full monitoring to Cabinet be noted.

102. Education Learning and Skills Performance Scorecard

(Item D2)

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

(Mrs K Atkinson, Performance and Information Manager, was present for this item)

1. The Cabinet Committee considered a report which provided progress against all the targets set out in the business plans for key performance indicators.
2. RESOLVED that the ELS Performance Scorecard be noted.

103. Ofsted Inspection Outcome Up-date September 2012 - February 2013

(Item D3)

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

(Mrs S Rogers, Director of Standards and Improvement, was present for this item)

1. The Cabinet Committee considered a report that gave a summary on the performance of the Kent schools in Ofsted inspections during the period September 2012 to February 2013 and reflected on the overall Kent position on Ofsted Inspections.
2. Members were given the opportunity to make comments and ask questions which included the following:
 - a) In reply to a comment, Mr Leeson advised that the national figures were published by Ofsted in October so there was a time difference to those produced by the local authority.
 - b) Members praised the significant improvement that had been achieved to date.
3. RESOLVED that the progress achieved to date in improving Ofsted inspection outcomes be noted.

104. Decision No. 12/02022 - Proposed enlargement of Otford Primary School, Sevenoaks

(Item E1)

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

1. RESOLVED that Decision No. 12/02022 - Proposed enlargement of Otford Primary School, Sevenoaks was taken in accordance with the urgency procedure set out in Appendix 4 part 7 paragraph 7.18 the Constitution be noted.

105. Decision No. 12/02021 - Proposed expansion of Maypole Primary School, Dartford

(Item E2)

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

1. RESOLVED that Decision No. 12/02022 - Proposed enlargement of Maypole Primary School, Dartford was taken in accordance with the urgency procedure set out in Appendix 4 part 7 paragraph 7.18 the Constitution be noted.

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

To: Education Cabinet Committee – 21 June 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: -

- Introduction by Roger Gough
- Pilot Programme for Adolescents
- Primary Admissions 2013

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 21 June 2013
Subject	Decision number: 13/00005 Proposed expansion of Lansdowne Primary School, Sittingbourne
Classification:	Unrestricted
Future Pathway of Paper	Cabinet Member Decision
Electoral Division	Swale East

Summary:	This report sets out the results of the public consultation.
Recommendation	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 Lansdowne Primary School (Community), Sittingbourne

1. Introduction

- 1.1 The Swale section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Sittingbourne area.
- 1.2 On 19 March 2013, Education Cabinet Committee recommended to the (former) Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Lansdowne Primary School (Community), Sittingbourne.
- 1.3 This report sets out the results of the public consultation, which took place between 15 April 2013 and 24 May 2013. A public meeting was held on 29 April 2013.

2. Proposal

- 2.1 It is proposed to enlarge Lansdowne Primary School by 30 reception year places, taking their PAN to 60 (2 FE) for the September 2014 intake. Successive Reception Year intakes will offer 60 places each year and the school will eventually have a total capacity of 420 pupils.

3. Bold Steps and the Kent Commissioning Plan

- 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 can have fair access to school places” as set out in Bold Steps for Kent.
- 3.2 The Swale section of the Commissioning Plan indicates a need to commission additional primary capacity across the whole of Swale, including the Sittingbourne locality.

4. Outcomes of the Public Consultation

- 4.1 A total of 3 responses were received objecting to the proposal.

- 4.2 A summary of the comments received during the consultation period are given in appendix 1.
- 4.3 A summary of the views and comments given at the public consultation meeting is attached as appendix 2.

5. Views

5.1 Local Member

Mr Andrew Bowles is the local member for Swale East and attended the public meeting. He commented that most children attending the school lived in the local vicinity and that he had the responsibility to ensure that the local community could access facilities including schools. However, it was essential to see that adequate measures were put in place to safeguard the local residents and improve parking and access.

5.2 Governing Body

The Governing Body of Lansdowne Primary School has supplied the following response to the consultation:

“The governors of Lansdowne School have been approached with the suggestion of increasing the size of the school from one to two forms of entry. The rationale for this is that the school age population of the town is increasing, and the County authority is looking to expand good schools, which are oversubscribed and have the physical space required. Lansdowne satisfies all these requirements and governors addressed themselves to questions of how the school would manage the transition and the potential problems. Chief among these are the potential for the existing traffic congestion to worsen, provision of staff parking and the additional demand placed on the kitchens, which currently serve other schools as well.

At the consultation with local residents about the initial expansion to accommodate an extra class, the concerns about the traffic were echoed by the residents, and assurances were given by county members that everything possible would be done to address their concerns.”

5.3 Area Education Officer

This is a popular and successful school that is regularly oversubscribed. Increasing pupil numbers in the Sittingbourne area, including in the vicinity of Lansdowne, mean that expansion is necessary to ensure sufficient school places for local children. We will work closely with the school on the provision of additional accommodation and the planning for the works on site in order to ensure that this supports the smooth running of the school, is in keeping with the vision that the governing body has for Lansdowne Primary School and provides for a permanent solution for September 2014. The school at that time would also produce a new travel plan in liaison with Highways and taking into consideration the views of the local residents.

6. Equality Impact Assessment

- 6.1 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/LansdowneSchool/consultationHome>

The conclusion following the public consultation is that the presumptions made in the initial assessment still remain and that it is not necessary to initiate a further Equality Impact Assessment.

7. Recommendations

- 7.1 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 Lansdowne Primary School.

8. Background Documents (and links to them)

COMMISSIONING PLAN FOR EDUCATION PROVISION 2012-17

[http://kent590w3:9070/documents/s34295/FINAL%20VERSION%20Kent%20Comm%20Plan%20Ed%20Prov%202012-](http://kent590w3:9070/documents/s34295/FINAL%20VERSION%20Kent%20Comm%20Plan%20Ed%20Prov%202012-17%20attached%20to%20WEB%20SITE%2020%20SEPT.pdf)

[17%20attached%20to%20WEB%20SITE%2020%20SEPT.pdf](http://kent590w3:9070/documents/s34295/FINAL%20VERSION%20Kent%20Comm%20Plan%20Ed%20Prov%202012-17%20attached%20to%20WEB%20SITE%2020%20SEPT.pdf)

Education Cabinet Committee report – 12 September 2012 Primary Commissioning - Swale District

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

The public consultation document is available via the following link:

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

Lead Officer Contact details

Marisa White, Area Education Officer

01227 284407

marisa.white@kent.gov.uk

The Proposed Expansion of Lansdowne Primary School from 210 pupil places to 420, increasing the PAN from 30 to 60.

Summary of written responses

Consultation documents (hard copies) distributed: 400
Responses received: 3

	Support	Against	Undecided	Total
Parents/Carers	0	1	0	1
Governors	0	0	0	0
Members of Staff	0	0	0	0
Interested Parties	0	2	0	2
Total	0	3	0	3

Against the proposal

Parent

- I think a better idea would be to build another school.

Other interested parties

- I cannot agree with the proposal until the traffic problems are made public knowledge.
- To enlarge the school would add to the congestion which affects the roads in the surrounding area of the school.
- To add to the situation would be dangerous and unwelcome to residents and children alike.

The Proposed Expansion of Lansdowne Primary School from 210 pupil places to 420, increasing the PAN from 30 to 60.

Summary of the public meeting held on Monday 30 April at Lansdowne Primary School

The meeting was chaired by Mr Gary Cooke and was attended by approximately 15 people including Mr Andrew Bowles, local member

A short presentation outlining the proposal for expansion was given Marisa White, Area Education Officer.

Richard Calvert, Chair of Governors explained that the governors had been approached by KCC about the idea of expansion due to the increasing population in the area. The governors considered the proposal and the opportunities that a larger school could bring such as a better range of education with more specialised teachers and decided it would be good for Lansdowne.

Tanya O'Connor, Headteacher explained that the decision to expand was not a rash one and that the main aim was to ensure that the children received an excellent education. There would be many benefits for the children, staff and parents and therefore the proposal had her full support.

Views and comments are listed below:

- Consideration needs to be given to parking and traffic problems. People are unable to get out of their drives and are subject to abuse when trying to move their cars.
- There is a need for better parking facilities on the school site.
- Would the building work be staggered and in term time.

The questions raised with regard to traffic and parking were answered and the meeting was informed that options for improving the access were being explored and Highways would look at ways of reducing impact of additional traffic.

Safeguarding the children during the building work would be part of the planning process.

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Education and Health Reform

DECISION NO:

13/00005

For publication

Subject: Proposed expansion of Lansdowne Primary School, Sittingbourne

Decision:

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

- (i) ISSUE a public notice to expand Lansdowne Primary School, Sittingbourne ,

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

- (ii) Expand the school

Should objections 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 Swale section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Sittingbourne area.

The expansion of Lansdowne Primary School, Sittingbourne 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 29 April 2013, and those put in writing in response to the consultation;
- the views of the local MP, 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 Sittingbourne area.

19 March 2013

The Committee recommended to the (former) Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Lansdowne Primary School (Community), Sittingbourne.

21 June 2013

To be entered after the meeting and considered by the Cabinet Member when taking the decision.

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:

.....
signed

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.....
date

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 21 June 2013
Subject	Decision number: 13/00006 Proposed expansion of Lower Halstow School (Community Primary), Lower Halstow, Sittingbourne
Classification:	Unrestricted
Future Pathway of Paper	Cabinet Member decision
Electoral Division	Swale Central

Summary:	This report sets out the results of the public consultation.
Recommendation	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 Lower Halstow (Community Primary), Lower Halstow, Sittingbourne

1. Introduction

- 1.1 The Swale section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Sitingbourne area.
- 1.2 On 19 March 2013, Education Cabinet Committee recommended to the (former) Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Lower Halstow School (Community Primary), Lower Halstow, Sittingbourne.
- 1.3 This report sets out the results of the public consultation, which took place between 15 April 2013 and 24 May 2013. A public meeting was held on 8 May 2013.

2. Proposal

- 2.1 It is proposed to enlarge Lower Halstow School by 10 reception year places, taking their PAN to 30 (1 FE) for the September 2014 intake. Successive Reception Year intakes will offer 30 places each year and the school will eventually have a total capacity of 210 pupils.

3. Bold Steps and the Kent Commissioning Plan

- 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 can have fair access to school places" as set out in Bold Steps for Kent.
- 3.2 The Swale section of the Commissioning Plan indicates a need to commission additional primary capacity across the whole of Swale, including the Sittingbourne area.

4. Outcomes of the Public Consultation

- 4.1 A total of 26 responses were received with 9 objecting to the proposal, 13 supporting the proposal and 4 undecided.
- 4.2 A summary of the comments received during the consultation period is given in appendix 1.
- 4.3 A summary of the views and comments given at the public consultation meeting is attached as appendix 2.

5. Views

5.1 Local Members

The local members are Mr Roger Truelove and Mr Lee Burgess

5.2 Governing Body

“The Governing Body of Lower Halstow and Newington CEP Schools fully supports the proposal to expand Lower Halstow School from a Published Admission Number of 20 to 30. This would enable the school to become a single form entry school and remove the present situation of 5 mixed year classes thus allowing children to move through the school with their peers. From a teaching perspective the school would be able to broaden the range of staffing skills and expertise. The facilities already on site, i.e. the Dining Hall, Sports Hall and ICT Suite, will accommodate the increased numbers. As a Governing Body we are keen to revise our School Travel Plan to take into account issues which arise through the proposed expansion.”

5.3 Pupils

The pupils were consulted and these are some of their views:

- Good because children in the same year group will be in the same class.
- Good because we will be able to make more friends.
- Not good as there is not enough space at the moment.
- Good as there will be more chance of going to school with people who live in your area.
- Not good because the village would become too busy and we might lose the small village community.
- Good as the school will be more popular.

5.4 Area Education Officer

This is a popular and successful school that is regularly oversubscribed. Increasing pupil numbers in the Sittingbourne area, including in the vicinity of Lower Halstow, mean that expansion is necessary to ensure sufficient school places for local children. We will work closely with the school on the provision of additional accommodation and the planning for the works on site in order to ensure that this supports the smooth running of the school, is in keeping with the vision that the governing body has for Lower Halstow School and provides for a permanent solution for September 2014. The school at that time would also produce a new travel plan in liaison with Highways and taking into consideration the views of the local residents.

6. Equality Impact Assessment

- 6.1 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/LowerHalstowSchool/consultationHome>

The conclusion following the public consultation is that the presumptions made in the initial assessment still remain and that it is not necessary to initiate a further Equality Impact Assessment.

7. Recommendations

- 7.1 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 Lower Halstow School.

8. Background Documents (and links to them)

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>

Education Cabinet Committee report – 19 March 2013 Primary Commissioning - Swale District

<http://kent590w3:9070/documents/s38809/Item%20B9b%20Primary%20Commissioning%20Swale%20District.pdf>

The public consultation document is available via the following link:

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

Lead Officer Contact details

Marisa White, Area Education Officer

01227 284407

marisa.white@kent.gov.uk

The Proposed Expansion of Lower Halstow School from 140 pupil places to 210, increasing the PAN from 20 to 30.

Summary of written responses

Consultation documents (hard copies) distributed: 250
Responses received: 26.

	Support	Against	Undecided	Total
Parents/Carers	4	6	1	9
Governors	2	0	0	2
Members of Staff	7	0	0	7
Interested Parties	0	3	3	6
Total	13	9	4	24

In support of the proposal

Parents

- The school should expand as more families are moving into the village.
- I agree with the expansion; however the ongoing problem with parking will need to be addressed.
- Single age entry classes would be of benefit to the children.
- The choice available to local children would be improved as Lower Halstow is a very popular primary school.

Staff

- One form year groups will be more beneficial for the children and staff and children will be able to stay with their own peer group all through the school.
- Lower Halstow is a great school with great facilities and more children should be able to attend.
- Single age classes will allow teachers to plan for clear progression.
- The staff will work hard to ensure the current ethos of the school remains the same

Governors

- It would negate the need for mixed year group teaching
- It should further enhance curriculum opportunities for all pupils
- It would allow the school to benefit from the monies that additional pupils will bring.
- On the whole my view is that this is a positive proposal as long as the traffic situation in and around the school can be managed in a way that is safe for the pupils.

Other interested parties

- We live in the village and our son will be starting school in September 2014 and we are concerned that if the school is not expanded, he and others in his friendship group may not get a place at the village school.
- As a local resident we share the access road with Lower Halstow School. The school is well managed, with good standards and I agree with the expansion but

with vehicles turning in the road, mounting the footpath it is a serious health and safety issue.

Against the proposal

Parent

- We do not want further expansion in the village.
- The teacher to pupil ratio would increase.
- Increasing the size would no doubt mean more traffic in an area that it already overwhelmed.
- The extra places would probably be filled by children from outside the village. This would also implicate that more traffic would be travelling through the village, adding to pollution and increasing the congestion and parking problems at the beginning and end of the school day.
- Lower Halstow is a village that requires a village school to accommodate the children that are here, not children from Sittingbourne, etc.
- Proposed expansion of the school building will lead to a reduction of sports areas and larger class sizes.

Other interested parties

- The school should be for the residents of the village.
- The increase in vehicles, either parked or not, would increase the danger to children.
- The village is still struggling to come to terms with the very recent imposition of an entirely new housing estate and should the school be expanded I fear there will be more people within this closely knit community moving out of the village.

The Proposed Expansion of Lower Halstow School from 140 pupil places to 210, increasing the PAN from 20 to 30.

Summary of the public meeting held on Monday 30 April at Lansdowne Primary School

The meeting was chaired by Mr Kevin Shovelton and was attended by approximately 30 people including parents, governors, staff and other interested parties such as local residents.

A short presentation outlining the proposal for expansion was given Marisa White, Area Education Officer

Cathy Walker, Headteacher spoke in support of the proposal explaining the current issues with teaching in 5 mixed age classes including managing resources for mixed ages and children having to spend two years in a mixed Year 1 and Year 2 class. The facilities of the school are very good and would more than cope with increased numbers. Although there could be concerns about the atmosphere and ethos changing as the school expands, the children and teachers would remain at the heart of the ethos.

Peter Marshall, Chair of Governors spoke in support of the proposal and saw it as an opportunity to move forward. A larger school would help to finance better facilities for the children and extra staff would bring extra skills and could ensure the security of the local village school.

Views and comments are listed below:

The main concerns raised at the public meeting were:

- The number of applications for places at the school from families living outside of the village.
- Parking and dangerous access.
- The school being part of a federation with Newington Primary School and the capacity to expand with only one headteacher leading the two schools.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough, Cabinet Member for Education and Health Reform

DECISION NO:

13/00006

For publication
Subject: Proposed expansion of Lower Halstow School (Community Primary), Lower Halstow, Sittingbourne
Decision:

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

- (i) ISSUE a public notice to expand Lower Halstow School (Community Primary), Lower Halstow, Sittingbourne

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

- (i) Expand the school

Should objections 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 Swale section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Faversham area.

The expansion of Lower Halstow School (Community Primary), Lower Halstow, Sittingbourne 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 8 May 2013, and those put in writing in response to the consultation;
- the views of the local MP, 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:

On 19 March 2013,

The Committee recommended to the (former) Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Lower Halstow School (Community Primary), Lower Halstow, Sittingbourne

21 June 2013

To be entered after the meeting and considered by the Cabinet Member when taking the decision.

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:

signed

date

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 21 June 2013
Subject	Decision number: 13/00007 Proposed expansion of Newington Community Primary School & Nursery, Ramsgate
Classification:	Unrestricted
Future Pathway of Paper	Cabinet Member decision
Electoral Division	Ramsgate

Summary:	This report sets out the results of the public consultation.
Recommendation	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 Newington Community Primary School & Nursery, Ramsgate.

1. Introduction

1.1 The Thanet section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Ramsgate area.

1.2 On 19 March 2013, Education Cabinet Committee recommended to the (former) Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Newington Community Primary School & Nursery, Ramsgate.

1.3 This report sets out the results of the public consultation, which took place between 15 April 2013 and 24 May 2013. A public meeting was held on 30 April 2013.

2. Proposal

2.1 It is proposed to enlarge Newington Community Primary School & Nursery by 30 reception year places, taking their PAN to 90 (3FE) for the September 2014 intake. Successive Reception Year intakes will offer 90 places each year and the school will eventually have a total capacity of 630 pupils.

3. Bold Steps and the Kent Commissioning Plan

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 can have fair access to school places" as set out in Bold Steps for Kent.

3.2 The Thanet section of the Commissioning Plan indicates a need to commission additional primary capacity across the whole of Thanet, including the Ramsgate locality.

4. Outcomes of the Public Consultation

- 4.1 A total of 6 responses were received - 5 supporting the proposal and 1 undecided.
- 4.2 A summary of the comments received during the consultation period are given in appendix 1.
- 4.3 A summary of the views and comments given at the public consultation meeting is attached as appendix 2.

5. Views

5.1 Local Member

The local members are Mr Trevor Shonk and Mr Martyn Heale

5.2 Governing Body

“The Governing Body of Newington Community Primary School & Nursery wholeheartedly supports the proposed expansion. We are a popular and successful school and this proposal will give us the opportunity to reach out to more families within our community.”

5.3 Pupils

Comments from pupils in support of the proposal:

- There will be new people to be friends with.
- We can play together and get to know more people.
- Opportunities for meeting new children from a range of backgrounds.
- Being large will help us to prepare for secondary school.
- We can learn from other children e.g. languages, culture.
- It will give more children the opportunity to join our great school.

Comments from pupils against the proposal:

- Not enough resources.
- The dinner ladies might run out of food.
- We might forget where the new classes are in the school.
- We might get all squashed when we sit in the hall for assembly.
- There will be a lot more children in the playgrounds, therefore less space.
- Children might get lost in a large school.

5.4 Area Education Officer

This is a popular and successful school that is regularly oversubscribed. Increasing pupil numbers in the Ramsgate area, including in the vicinity of Newington, mean that expansion is necessary to ensure sufficient school places for local children. We will work closely with the school on the provision of additional accommodation and the planning for the works on site in order to ensure that this supports the smooth running of the school, is in keeping with the vision that the governing body has for Newington Community Primary School & Nursery and provides for a permanent solution for September 2014. The school at that time would also produce a new travel plan in liaison with Highways and taking into consideration the views of the local residents.

6. Equality Impact Assessment

- 6.1 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/NewingtonPrimarySchool/consultationHome>

- 6.2 The conclusion following the public consultation is that the presumptions made in the initial assessment still remain and that it is not necessary to initiate a further Equality Impact Assessment.

7. Recommendations

- 7.1 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 Newington Community Primary School & Nursery.

Background Documents

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>

17%20attached%20to%20WEB%20SITE%2020%20SEPT.pdf

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>

The public consultation document is available via the following link:

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

Lead Officer Contact details

Marisa White, Area Education Officer

01227 284407

marisa.white@kent.gov.uk

**The Proposed Expansion of Newington Community Primary School & Nursery
from 420 pupil places to 630, increasing the PAN from 60 to 90.**

Summary of written responses

Consultation documents (hard copies) distributed: 600
Responses received: 6

	Support	Against	Undecided	Total
Parents/Carers	5	0	1	6
Governors	0	0	0	0
Members of Staff	0	0	0	0
Interested Parties	0	0	0	
Total	5	0	1	6

In support of the proposal

Parents

- I fully support expanding the school to allow more children to attend Newington but I hope this will not stretch resources to the extent that it could potentially impact on children's learning.
- This is a very good proposal.

Undecided

My concern at the proposed expansion is how it will affect the Pre-School Nursery.

Thanet District Council

A letter was received from Thanet District Council saying that the council has no comments to make with regard to the consultations but will be interested to see the outcome and receive formal consultation should the proposals for the sites continue.

**The Proposed Expansion of Newington Community Primary School & Nursery
from 420 pupil places to 630, increasing the PAN from 60 to 90.**

**Summary of the public meeting held on Thursday 25 April at Newington
Community Primary School & Nursery**

The meeting was chaired by Mr Kevin Shovelton and was attended by 4 people including parents and governors.

A short presentation outlining the proposal for expansion was given Marisa White, Area Education Officer.

Mike Harrison, Chair of Governors explained that the governors had been approached by KCC with regard to expanding the school and had agreed with the proposal providing the school could continue to maintain its excellent ethos. The staff and governors were working towards becoming an outstanding school and did not want mobiles placed on the site. They had been reassured with regard to the accommodation especially since seeing the new accommodation at Callis Grange.

Views and comments are listed below:

- A query was raised regarding nursery and pre-school provision in the area and whether this was adequate.
- Would the school become too big to remain friendly.
- The children love the school and enjoyed coming.
- Would families moving into the area stretch classes.
- Would the proposed development at Westwood Cross bring more children.
- Will extended services be a high priority given that there might be more people coming from London and Eastern Europe.

The questions raised were answered:

- It was explained that the expansion of the current nursery was not part of the consultation but capacity in the area was being looked at by KCC's Early Years Team.
- The headteacher confirmed that the current model of class sizes would remain.
- It is proposed to expand Bromstone on its current site and there will be a new school at Westwood Cross as new housing comes on. Numbers would be kept under constant review.
- The local authority is responsible for deploying resources and to provide integrated services to support children and families beyond the school provision.

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Education and Health Reform

DECISION NO:

13/00007

For publication

Subject: Proposed expansion of Newington Community Primary School & Nursery, Ramsgate

Decision:

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

- (i) ISSUE a public notice to expand Newington Community Primary School & Nursery, Ramsgate,
And, subject to no objections being received to the public notice expand the school
- (ii) Expand the school

Should objections 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 Thanet section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Ramsgate area.

The expansion of Newington Community Primary School & Nursery, Ramsgate 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 30 April 2013, and those put in writing in response to the consultation;
- the views of the local MP, 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 Ramsgate area.

19 March 2013

The Committee recommended to the (former) Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Newington Community Primary School & Nursery, Ramsgate

21 June 2013

To be entered after the meeting and considered by the Cabinet Member when taking the decision.

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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signed

.....
date

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 21 June 2013
Subject	Decision number: 13/00008 Proposed expansion of Ospringe CE (Voluntary Controlled) Primary School, Ospringe, Faversham
Classification:	Unrestricted
Future Pathway of Paper	Cabinet Member decision
Electoral Division	Swale East

Summary:	This report sets out the results of the public consultation.
Recommendation	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 Ospringe CE (Voluntary Controlled) Primary School, Ospringe, Faversham

1. Introduction

- 1.1 The Swale section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Faversham area.
- 1.2 On 12 September 2012, Education Cabinet Committee recommended to the (former) Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Ospringe CE (Voluntary Controlled) Primary School, Ospringe, Faversham.
- 1.3 This report sets out the results of the public consultation, which took place between 15 April 2013 and 24 May 2013. A public meeting was held on 9 May 2013.

2. Proposal

- 2.1 It is proposed to enlarge Ospringe CE Primary School by 15 reception year places, taking their PAN to 45 (1.5 FE) for the September 2014 intake. Successive Reception Year intakes will offer 45 places each year and the school will eventually have a total capacity of 315 pupils.

3. Bold Steps and the Kent Commissioning Plan

- 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 can have fair access to school places" as set out in Bold Steps for Kent.
- 3.2 The Swale section of the Commissioning Plan indicates a need to commission additional primary capacity across the whole of Swale, including the Faversham locality.

4. Outcomes of the Public Consultation

- 4.1 A total of 30 responses were received with 18 objecting to the proposal, 9 supporting the proposal and 3 undecided.
- 4.2 A summary of the comments received during the consultation period are given in appendix 1.
- 4.3 A summary of the views and comments given at the public consultation meeting is attached as appendix 2.

5. Views

5.1 Local Member

The local member is Mr Andrew Bowles

5.2 Governing Body

The Governing Body of Ospringe CE Primary School unanimously supports the proposed expansion of the school.

“During recent years, the numbers of children attending the school have gradually increased as a result of increasing popularity, more children in the locality, and the inclusivity of the school. This proposed expansion is a logical next step in securing appropriate provision for our community.

The Governing Body and staff of the school have worked with local residents, parents, the Parish Council and the Local Authority over the years to attempt to alleviate issues relating to traffic flows and parking in Water Lane. We shall continue to do so in order to mitigate any additional pressures which may arise directly or indirectly from expansion.

Our school is a good school, working towards becoming an outstanding one. Increasing the intake and provision will enable us to complete that journey successfully for the benefit of all local stakeholders”.

5.3 Area Education Officer

This is a popular and successful school that is regularly oversubscribed. Increasing pupil numbers in the Faversham area, including in the vicinity of Ospringe, mean that expansion is necessary to ensure sufficient school places for local children. We will work closely with the school on the provision of additional accommodation and the planning for the works on site in order to ensure that this supports the smooth running of the school, is in keeping with the vision that the governing body has for Ospringe CE Primary School and provides for a permanent solution for September 2014. The school at that time would also produce a new travel plan in liaison with Highways and taking into consideration the views of the local residents.

6. Equality Impact Assessment

- 6.1 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/OspringeSchool/consultationHome>
The conclusion following the public consultation is that the presumptions made in the initial assessment still remain and that it is not necessary to initiate a further Equality Impact Assessment.

7. Recommendations

- 7.1 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 Ospringe CE Primary School.

8. Background Documents (and links to them)

COMMISSIONING PLAN FOR EDUCATION PROVISION 2012-17

[http://kent590w3:9070/documents/s34295/FINAL%20VERSION%20Kent%20Comm%20Plan%20Ed%20Prov%202012-](http://kent590w3:9070/documents/s34295/FINAL%20VERSION%20Kent%20Comm%20Plan%20Ed%20Prov%202012-17%20attached%20to%20WEB%20SITE%2020%20SEPT.pdf)

[17%20attached%20to%20WEB%20SITE%2020%20SEPT.pdf](http://kent590w3:9070/documents/s34295/FINAL%20VERSION%20Kent%20Comm%20Plan%20Ed%20Prov%202012-17%20attached%20to%20WEB%20SITE%2020%20SEPT.pdf)

Education Cabinet Committee report – 12 September 2012 Primary Commissioning - Swale District

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

The public consultation document is available via the following link:

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

Lead Officer Contact details

Marisa White, Area Education Officer

01227 284407

marisa.white@kent.gov.uk

The Proposed Expansion of Lansdowne Primary School from 210 pupil places to 420, increasing the PAN from 30 to 60.

Summary of written responses

Consultation documents (hard copies) distributed: 350
Responses received: 30

	Support	Against	Undecided	Total
Parents/Carers	6	3		9
Governors				
Members of Staff				
Interested Parties	3	15	3	21
Total	9	18	3	30

In support of the proposal

Parents

- Ospringe has had and still has a very good reputation within the local community and I support the proposal.
- I have no objections to the proposal but have concerns volume of traffic this expansion will generate. Could there be a one way system or a new access route from the farmer's field which runs behind the school.

Other interested parties

- I am aware that there are insufficient school places in Faversham and therefore I am pleased to see that a proposal for permanent expansion is in place for Ospringe Primary.

Against the proposal

Parent

- Pupils would suffer due to larger class sizes and the confusion of mixed years.
- The road is dangerous enough as it is without all the extra cars and traffic and I believe we would see a rise in traffic accidents.
- I don't want my child's education to suffer due to the school overextended its resources to accommodate the extra pupils.

Other interested parties

- There does not appear to be any consideration in the proposal to address obvious increase to the amount of traffic that will want to use what is a very narrow lane.
- Clearly expansion of the school cannot take place unless a solution to the vehicle problem is found.
- There is the issue of air quality. Heavy use of the junction of Water Lane and the A2 results in queuing traffic along the A2 resulting in high levels of pollutants.
- We do not agree to the proposal to increase the intake and would welcome a reduction. We would also encourage the school to take responsibility for the negative impact that they have on the local environment and deliver a step change improvement to the traffic and parking issues that result from their operation.

- The only solution for the school is to relocate.
- Children and families currently trying to get to school are often put at risk as cars mount the pavement to pass, and expansion of pupils accessing the school will put more children at risk.

Undecided

Other interested parties

- Our main concern for the expansion is the traffic congestion and parking problems in Water Lane. Provided these problems are addressed and resolved we support the expansion.
- I am unable to support the proposal unless the residents' parking problem is sorted out at no cost to the residents.

Response from the Diocese of Canterbury

The Canterbury Diocesan Board of Education confirmed their full support for the proposal to permanently expand Ospringe Church of England (Voluntary Controlled) Primary School as outlined in the public consultation document.

Response from Ospringe Parish Council

The Parish Council commented as follows:

- The problems in Water Lane and on the A2 mainly related to the vehicular movements to and from the school during the daily school run.
- The increased traffic flow would lead to even more traffic congestion.
- Poor air quality standards as a result of traffic congestion have already been identified by Swale Borough Council who are monitoring the situation.
- Local residents have to contend with damaged cars and having their driveways blocked.
- Any plans to ameliorate these issues and to expand the school outside of its current plot by using land currently used as paddocks or allotments or other land in this rural area will be strenuously opposed by the parish council.

Response from Faversham Town Council

The Town Council is, in principle, supportive of expansions to Faversham primary schools and therefore wishes to give in principle support to the expansion of Ospringe CE Primary School. The Town Council is concerned about the build up of traffic at the significant traffic hotspot as this adversely impacts on residents and wish to see more details in due course as to how KCC intends to improve traffic flow at school start and finish times.

The Proposed Expansion of Lansdowne Primary School from 210 pupil places to 420, increasing the PAN from 30 to 60.

Summary of the public meeting held on Monday 30 April at Lansdowne Primary School

The meeting was chaired by Mr Gary Cooke and was attended by approximately 24 people including parents, staff, governors and local residents.

A short presentation outlining the proposal for expansion was given Marisa White, Area Education Officer.

Amanda Ralph, Headteacher spoke in support of the proposal explaining that the school had slowly expanded and if this proposal went ahead that expansion would continue. The school had taken more children including those with disabilities. At the last ofsted inspection the school had been judged as good and the school was now working hard to progress that to outstanding. The school was aware of the concerns coming from the local residents and although this consultation is about the education of the children, it was important to keep sight of other issues particularly traffic. Ideas were being looked at to build into the plans that would help to manage the issue and the school would continue to work with the local residents to ensure that it served its community.

Views, questions and comments are listed below:

- Had the local authority looked at whether new housing would secure a site for a new school and would enter into discussions with developers for contributions to build a new school.
- Has KCC given consideration to building a new school given that the numbers are increasing and the schools proposed for expansion are increase where access will be an issue.
- The issue of air pollution was raised as Swale Borough Council regularly monitors air quality along the A2 including Ospringe.
- Congestion on Water Lane and the access to the road from the A2 is very bad and with the historical building on the corner it would not be possible to widen the road.
- Would it be possible for all the residents in Water Lane to be provided with dropped kerbs to improve parking.
- There will be an increase in staff needing to park on the street.
- Parents queried whether the school would be teaching in mixed aged classes all through the school.
- If the expansion goes ahead will Teddies Nursery have to move?

The questions raised were responded to including the fact that Highways would want to be fully assured that mitigation was in place and that they would object to any planning until the requirements were met. Additional parking on the site will be investigated as part of the planning process and a revised school travel plan would commit to reducing the number of car journeys to the school. Alternative places for parking would be investigated that would provide a shorter walking journey.

Teddies Pre-school would be remaining on the school site and would be exploring staggering start times to reduce traffic.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Education and Health Reform

DECISION NO:

13/00008

For publication

Subject: Proposed expansion of Ospringe CE (Voluntary Controlled) Primary School, Ospringe, Faversham

Decision:

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

- (i) ISSUE a public notice to expand Ospringe CE (Voluntary Controlled) Primary School, Ospringe, Faversham

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

- (i) Expand the school

Should objections 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 Swale section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Faversham area.

The expansion of Ospringe CE (Voluntary Controlled) Primary School, Ospringe, Faversham 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 9 May 2013, and those put in writing in response to the consultation;
- the views of the local MP, 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 recommended to the (former) Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Ospringe CE (Voluntary Controlled) Primary School, Ospringe, Faversham

21 June 2013

To be entered after the meeting and considered by the Cabinet Member when taking the decision.

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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signed

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date

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 21 June 2013
Subject	Decision number: 13/00044 Governing Body proposal to close St Philip Howard Catholic (Aided) Primary School
Classification:	Unrestricted

Summary:	This report sets out for consideration 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.
Recommendation	The Education Cabinet Committee is asked to: <ul style="list-style-type: none"> (i) Note the outcome of the Statutory Public Notice; (ii) Comment, endorse, or make recommendations to the Cabinet Member for Education and Health Reform on the decision to agree that the Governing Body of St Philip Howard Catholic Primary School should implement the closure of the school.
Future Pathway of Paper	Cabinet Member decision
Electoral Division	Herne Bay

1. Introduction

- 1.1 St. Philip Howard Catholic Primary School is a 1FE Aided primary school in Herne Bay. The majority of pupils come from Herne Bay and around 50% of pupils are Catholic. At the start of the consultation the number of pupils on roll was 91 (now 34) with 10 pupils in Year 6 who will be moving into secondary education in September 2013 and 5 first preferences (9 second preferences) for Year R in September 2013. The school is on the government list for Priority School Building funding but this has been at risk from the start due to the lack of sustainability arising from the low number of current and projected pupils.
- 1.2 The school has faced immense difficulties in recruiting and retaining staff and has experienced high levels of pupil turnover. The school went into Special Measures following inspection in May 2012. Working with the Diocese of Southwark, an Executive Headteacher and Head of School (seconded) were secured and the school has had extensive support from the Local Authority.
- 1.3 The three most recent HMI visits have reported reasonable progress and positive developments in the school's teaching environment due to financial support from the LA and the efforts of the Executive Headteacher and Head of School.
- 1.4 The school is projecting a budget deficit of £36,000 with further demands on the budget due to infrastructure needs.
- 1.5 At the start of the year several meetings took place with the Diocese and school to review the position of St Philip Howard Primary. At a meeting on the 12 February which included the Chair of Governors, Executive Headteacher and

Head of School, it was clear to all parties that the future of the school was not sustainable - despite many permutations that were put forward and considered.

2. Public Consultation

- 2.1 The Governing Body of St. Phillip Howard met on the 25 February and voted on a resolution to consult on closure of the school. A paper was taken to the 19 March Education Cabinet Committee.

The consultation timetable:

Consultation Period	11 March to 26 April 2013
Public Meeting Date	20 March 2013
Governing Body decision to issue a Public Notice	29 April 2013
Public Notice period	2 May to 14 June 2013
ECC following the Public Notice period re recommendation for closure	21 June 2013
Cabinet Member decision on closure	26 June 2013
Appeal period	26 June to 24 July 2013
Implementation	31 August 2013

- 2.2 As part of the consultations, meetings were held with a range of people including members of the governing body and staff employed at the school. Principally, a meeting with staff and union representation took place on 12 March 2013, a meeting for current parents (approx. 30 in attendance) was held on 13 March and a public meeting (approx. 30 in attendance) was held at St Philip Howard School on 20 March 2013.
- 2.3 The majority of responses at the parents' meeting on 13 March centred on the particular needs of individual children and, as such, did not focus on the proposal to close the school. Some disappointment was expressed that the closure is proposed despite the academic improvements experienced over the last year and at the loss of a community asset. The views expressed at these meetings and in the written responses were taken into account at a meeting of the governors on 29 April 2013 where the decision was made to issue the public notice.
- 2.4 Three written responses were received; two disagreed with the proposal but 'accepted' it and the other one was of a purely technical nature regarding clarification on the consultation process.

3. Local Authority Support

- 3.1 The Local Authority has been working with the school, the Diocese and Herne Bay and Whitstable primary schools to ensure that all children are provided with places in other schools and that siblings are placed together.

4. Responses to the Statutory Public Notice

- 4.1 At the time of print no comments or statutory objections to the notice had been received.

5. Equality Impact Assessment

- 5.1 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/consultati/StPhilipHoward/consultationHome>

- 5.2 The conclusion following the public consultation is that the presumptions made in the initial assessment still remain and that it is not necessary to initiate a further Equality Impact Assessment.

6. Recommendations

Education Cabinet Committee is asked to

- (i) Note the outcomes of the statutory public notice;
- (ii) Comment, endorse, or make recommendations to the Cabinet Member for Education and Health Reform on the decision to agree that the Governing Body of St Philip Howard Catholic Primary School should implement the closure of the school.

7. Background Documents

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>

Education Cabinet Committee report – 19 March 2013

<https://democracy.kent.gov.uk/documents/s38873/Item%20C4%20St%20Philip%20Howard%20RC%20Primary%20School%20Herne%20Bay.pdf>

The public consultation document is available via the following link:

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

Lead Officer Contact details

Marisa White, Area Education Officer

01227 284407

marisa.white@kent.gov.uk

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Education and Health Reform

DECISION NO:

13/00044

For publication

Subject: Governing Body proposal to close St Philip Howard Catholic (Aided) Primary School

Decision:

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

- (i) The Governing Body of St Philip Howard Catholic Primary School implementing their proposal to discontinue the school.

Reason(s) for decision:

- 1.1 The Governing Body of St. Phillip Howard met on the 25 February and voted on a resolution to consult on closure of the school due to a falling school roll, the school going into Special Measures following inspection in May 2012 and a projected budget deficit of £36,000 with further demands on the budget due to infrastructure needs.
- 1.2 The consultation period ran from 11 March to 26 April 2013 with a public meeting being held on 13 March 2013. The views expressed at the meetings and in the written responses were taken into account at a meeting of the governors on 29 April 2013 where the decision was made to issue the public notice.
- 1.3 The Public Notice ran from 2 May to 14 June 2013 and (at the time of print) no objections had been received
- 1.4 In reaching this decision I have taken into account:
- The views of the Governing Body of St. Phillip Howard
 - the views expressed by those attending the public consultation meeting on 20 March 2013, and those put in writing in response to the consultation;
 - the views of the Archdiocese of Southwark;
 - the views of the Local Members;
 - 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:

19 March 2013

The Committee was informed of the Governing Body's decision to consult on the closure of the school and resolved: Officers consult Local Members of changes to schools in their electoral division and given the opportunity to comment be noted; and the information set out in the report and the proposed timetable for consultation including the timing of the Cabinet Member decision on closure be noted.

21 June 2013

To be entered after the meeting and considered by the Cabinet Member when taking the decision.

Any alternatives considered:

The Commissioning Plan for Education Provision 2012-17 identifies the issue of over capacity in primary provision in the Herne Bay locality and the need to consider removing capacity in the future.

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

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By:	Roger Gough, Cabinet Member for Education & Health
	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 21 June 2013
Subject	Decision number: 13/00042 The Charles Dickens School's Governing Body proposal to expand the school by adding a sixth form.
Classification:	Unrestricted
	Cabinet Member decision
Electoral Division	Broadstairs and Sir Moses Montefiore

Summary:	This report sets out for consideration the results of the public notice period recently closed 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
Recommendation	The Education Cabinet Committee is asked to: <ul style="list-style-type: none"> (i) Note the outcome of the Statutory Public Notice; (ii) Comment, endorse, or make recommendations to the Cabinet Member for Education and Health Reform on the decision to agree that The Charles Dickens should implement the expansion by adding a sixth form.

1. Introduction

1.1 The school seeks to provide a sixth form that contributes to local provision and capacity and has for some time been discussing the idea of adding a sixth form with other secondary schools and further education providers in Thanet. Both parents and pupils have expressed a wish for The Charles Dickens School to provide opportunities post-16 as an extension of their existing pathways pre-16 and to reduce the number of pupils who do move on from the school and who drop out of education at their destination institution.

1.2 The Skills and Employability team has been working with the school to inform the proposal to establish a new sixth form and develop an appropriate curriculum offer. The original proposal was not considered broad and flexible enough to meet the gaps in provision evidenced through recent analysis of post-16 learning in Thanet. Further work and discussion with the school has taken place in order to review the original curriculum proposal and enable the school to develop an offer which takes advantage of the flexibilities available through the new Key Stage 5 Study Programme and to complement the post-16 offer in other local secondary schools.

2. Area Education Officer Views

2.1 Charles Dickens is a good and popular school and we support its proposal to develop a sixth form based on an amended curriculum offer that better reflects the

current gaps in local provision and the need to provide a more flexible Key Stage 5 Study programme.

3. Public Consultation

3.1 Consultation Timetable:

Consultation Period	25 February to 05 April 2013
Governing Body decision to issue a Public Notice	April 2013
Public Notice period	2 May to 30 May 2013
ECC following the Public Notice period re recommendation for expansion	21 June 2013
Cabinet Member decision on expansion	27 June 2013
Implementation	31 August 2013

3.2 Responses to the consultation:

	Support	Against	Undecided	Total
Parents/Carers	96	0	0	96
Members of Staff	11	1	0	12
Students	717	74	123	914
Interested Parties	9	6	0	15
Total	833	81	123	1037

4. Responses to the Statutory Public Notice

No comments or statutory objections to the notice were received.

5. Recommendations

Education Cabinet Committee is asked to

- (i) Note the outcomes of the statutory public notice;
- (ii) Comment, endorse, or make recommendations to the Cabinet Member for Education and Health Reform on the decision to agree that The Charles Dickens School should implement its proposal to expand the school by adding a sixth form.

Background Documents (and links to them)

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>

Education Cabinet Committee report – 19 March 2013

<https://democracy.kent.gov.uk/documents/s38873/Item%20C4%20St%20Philip%20Howard%20RC%20Primary%20School%20Herne%20Bay.pdf>

The public consultation document is available via the following link:

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

Lead Officer Contact details

Marisa White, Area Education Officer

01227 284407

marisa.white@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY: Cabinet Member for Education and Health Reform	DECISION NO: 13/00042
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For publication

Subject: The Charles Dickens School's Governing Body proposal to expand the school by adding a sixth form.

Decision:

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

- (i) the governing body of The Charles Dickens School, Broadstairs implementing their proposal to expand the school by increasing the upper age limit and adding a 6th form.

Reason(s) for decision:

- 1.1 The Charles Dickens School is a good and popular school that seeks to provide a sixth form that contributes to local provision and capacity. The school has for some time been discussing the idea of adding a sixth form with other secondary schools and further education providers in Thanet. Both parents and pupils have expressed a wish for The Charles Dickens School to provide opportunities post-16 as an extension of their existing pathways pre-16 and to reduce the number of pupils who do move on from the school and who drop out of education at their destination institution.
- 1.2 The consultation period ran from 25 February to 5 April and the majority of those responding to the consultation agreed with the proposal including strong support from primary headteachers.
- 1.3 The Public Notice ran from 2 May to 30 May and no objections were received.

In taking this decision I have taken into account:

- the number of responses to the public consultation in support of the proposal;
- the views of the Area Education Officer and the Skills and Employability Service;
- the views of the Education Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:
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21 June 2013

To be entered after the meeting and considered by the Cabinet Member when taking the decision.

Any alternatives considered:

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

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date

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 21 June 2013
Subject	Decision number: 13/00002 Proposed expansion of Bromstone Primary School, Broadstairs
Classification:	Unrestricted
Future Pathway of Paper	Cabinet Member decision
Electoral Division	Broadstairs and Sir Moses Montefiore

Summary:	This report sets out the results of the public consultation.
Recommendation	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 Bromstone Primary School.

1. Introduction

1.1 The Thanet section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Broadstairs area.

1.2 On 19 March 2013, Education Cabinet Committee recommended to the (former) Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Bromstone Primary School.

1.3 This report sets out the results of the public consultation, which took place between 15 April 2013 and 24 May 2013. A public meeting was held on 25 April 2013.

2. Proposal

2.1 It is proposed to enlarge Bromstone Primary School by 30 reception year places, taking their PAN to 90 (3FE) for the September 2014 intake. Successive Reception Year intake will offer 90 places each year and the school will eventually have a total capacity of 630 pupils.

3. Bold Steps and the Kent Commissioning Plan

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 can have fair access to school places" as set out in Bold Steps for Kent.

3.2 The Thanet section of the Commissioning Plan indicates a need to commission additional primary capacity across the whole of Thanet.

4. Outcomes of the Public Consultation

4.1 A total of 12 responses were received with 8 objecting to the proposal and 4 supporting the proposal.

4.2 A summary of the comments received during the consultation period are given in appendix 1.

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

5. Views

5.1 Local Member

The local member, Mr Alan Terry supports the proposal.

5.2 Ms Laura Sandys MP responded to the consultation as follows:

"I have recently met with Mr Utton, Headteacher of Bromstone Primary School regarding their proposals to expand by 30 places per year group.

I am fully supportive of the School and their plans to expand and do hope my representations will be taken into account when making the final decision."

5.2 Governing Body

The Governing Body of Bromstone Primary School fully supports the permanent expansion of the school to 3 form entry with a PAN of 90. This expansion will:

- Relieve the pressure on current classes which have had to go over PAN.
- Improve the on-site facilities; particularly as we are no longer expecting a full rebuild on another site.
- Improve parking and congestion by creating an additional entrance with parking facilities.
- Improve provision for some pupils who are currently being taught in undersized classrooms and/or dilapidated temporary buildings.
- Allow the school to employ additional staff to complement and enhance our skills pool.
- Have minimal impact on the outside space and local area, as the proposed footprint of the new building covers a similar area to the current, temporary buildings.
- Further raise the profile of the school in the local area.

5.3 Pupils

Comments from the pupils:

- If our school gets bigger we will be helping people with their education.
- I think having a bigger school would be a great idea because if we have a bigger school people with disabilities will have more room and more staff to help them learn.
- We could have a bigger deaf class and help for Miss Potts. (BSL interpreter).
- The builders will make the school more environmental to attract more students and teachers. If there's more students there will be more friendships and if there are more teachers the school will have more supervisors to keep students safe.
- We will get more and more children to come to our school and get more friends.
- There will be more space in the classroom.
- There will be more space for children who find it hard to work and concentrate.
- At our school the new children will have a brilliant education and better creativity.
- Please can we have a swimming pool for year 3, 4, 5 and 6 and a little swimming pool for year 1 and 2?
- It will be good to develop more friendships and meet new people with different cultures and learn new things.

5.4 Area Education Officer

This is a popular and inclusive school that is regularly oversubscribed. Increasing pupil numbers in the Broadstairs/Ramsgate area, including in the vicinity of Bromstone, mean that expansion is necessary to ensure sufficient school places for local children. We will work closely with the school on the provision of additional accommodation and the planning for the works on site in order to ensure that this supports the smooth running of the school, is in keeping with the vision that the governing body has for Bromstone Primary School and provides for a permanent solution for September 2014. The school at that time would also produce a new travel plan in liaison with Highways and taking into consideration the views of the local residents.

6. Equality Impact Assessment

6.1 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/BromstonePrimarySchool/consultationHome>

The conclusion following the public consultation is that the presumptions made in the initial assessment still remain and that it is not necessary to initiate a further Equality Impact Assessment.

7. Recommendations

7.1 The Education Cabinet Member 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 Bromstone Primary School.

8. Background Documents (and links to them)

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>

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>

The public consultation document is available via the following link:

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

Lead Officer Contact details

Marisa White, Area Education Officer
01227 284407

marisa.white@kent.gov.uk

The Proposed Expansion of Bromstone Primary School from 420 pupil places to 630, increasing the PAN from 60 to 90.

Summary of written responses

Consultation documents (hard copies) distributed: 600
Responses received: 12

	Support	Against	Undecided	Total
Parents/Carers	3	2	0	5
Governors	0	0	0	
Members of Staff	1	0	0	1
Interested Parties	0	6	0	6
Total	4	8	0	12

In support of the proposal

Parents

- I agree with the proposal but also think that pre-school provision should be increased in the locality.

Against the proposal

Parent

- The building is far too small for any more children

Other interested parties

- The majority of 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.

Thanet District Council

A letter was received from Thanet District Council saying that the council has no comments to make with regard to the consultations but will be interested to see the outcome and receive formal consultation should the proposals for the sites continue.

Appendix 2

The Proposed Expansion of Bromstone Primary School from 420 pupil places to 630, increasing the PAN from 60 to 90.

Summary of the public meeting held on Thursday 25 April at Bromstone Primary School

The meeting was chaired by Mr Gary Cooke and was attended by 4 people including a parent, a governor and two local residents.

Views and comments are listed below:

The main concerns raised at the public meeting were:

- Whether the school hall and other facilities would be adequate for additional pupils.
- The way parents currently park on junctions, across driveways and that this problem would increase if the school expanded.

Mr Nigel Utton, Headteacher spoke about the steps the school had taken to reduce the problem with parking including contacting the police and naming and shaming parents in newsletters. The school has updated its travel plan and would continue to look for ways to mitigate the problems with parking.

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Education and Health Reform

DECISION NO:

13/00002

For publication

Subject: Proposed expansion of Bromstone Primary School, Broadstairs

Decision:

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

(i) ISSUE a public notice to expand Bromstone Primary School, Broadstairs

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

(i) Expand the school

Should objections 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 Thanet section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Broadstairs area.

The expansion of Bromstone Primary School, Broadstairs 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 25 April 2013, and those put in writing in response to the consultation;
- the views of the local MP, 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:

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 expand Bromstone Primary School.

21 June 2013

To be entered after the meeting and considered by the Cabinet Member when taking the decision.

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:

.....
signed

.....
date

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 21 June 2013
Subject	Decision No. Term Dates For The School Years 2014-15, 2015-16, 2016-17
Classification:	Unrestricted
Future Pathway of Paper	Cabinet Member decision
Electoral Division	All

Summary:	This report informs Members of the results of the Public Consultation.
Recommendations:	Education Cabinet Committee is asked to consider and make recommendations to the Cabinet Member for Education and Health Reform on the decision to determine the School Year dates for 2014-15 and in light of amendments made following consultation.2015-16, and 2016-17.

1. Introduction

- 1.1 KCC is responsible for setting term dates for community and voluntary controlled schools, while governing bodies of foundation and voluntary aided schools are responsible for setting their own term dates. Academies (and free schools) have the freedom to change the length of terms.
- 1.2 In previous years the Local Government Association (LGA) has coordinated the preparation of a Standard School Year draft for each year. However, the LGA has decided to stop coordinating the development of draft models for standard school years. This is because only around 40% of areas are now following the Standard School Year. The government's policies to promote academies and free schools will mean that increasingly school governing bodies will be determining the school term dates for their schools.
- 1.3 In determining the proposed future school term dates, KCC is required to consult on the proposed dates.
- 1.4 The final calendars will be determined by the Cabinet Member following consideration by Education Cabinet Committee and the agreed school term dates calendar for 2014-15, 2015-16, 2016-17 will be published.

2. Consultation arrangements

- 2.1 KCC consulted on the proposed term dates for the academic years 2014-15, 2015-16 and 2016-17 from 11 March to 27 April 2013. The consultation was circulated to all schools via the e-bulletin and with other key stakeholders such as governors (including parent groups), the diocesan bodies, trade unions and our neighbouring authorities.
- 2.2 The proposed calendars are attached as appendix 1.

3. Responses to the Consultation

- 3.1 There were 8 responses to the consultation. A breakdown of the responses is attached as appendix 2.
- 3.2 Following consultation, the proposed dates for 2014-15 remain as originally drawn up in draft form for the consultation.
- 3.3 The proposed dates for 2015-16 have been modified slightly to address concerns identified over the positioning of the end of term 4 break. Even though the LGA recommends a two-week spring break in early April, irrespective of the incidence of the Easter bank holiday, schools felt that the Easter break should be incorporated into the two bank holidays. The changes to the proposed dates are attached as appendix 3.
- the proposed date for the beginning of Term 1 has been put back to Thursday, 3 September 2015 (from Wednesday 2 September)
 - the proposed date for the end of term 4 will be brought forward to Thursday, 24 March 2016 and conclude on Friday, 8 April 2016 (from Monday, 4 April 2016 to Friday, 15 April 2017).
- 3.4 The proposed dates for 2016/17 have been modified slightly to address concerns identified by a neighbouring authority over the positioning of the February half term and end of term 4 break.
- 3.3 The LGA recommends that there should be equal teaching and learning blocks, and a two-week spring break in early April, irrespective of the incidence of the Easter bank holiday and taking this into consideration the following changes to the proposed dates have been made and are attached as appendix 4:
- the proposed date for the end of Term 2 has been put back to Wednesday, 21 December 2016 (from Friday, 16 December)
 - the proposed date for the end of term 3 has been brought forward to 10 February 2016 (from Friday, 17 February 2017).
 - the proposed date for the end of term 4 will be brought forward to Friday, 31 March 2017 and conclude on Tuesday, 16 April 2017 (from Monday, 10 April 2017 to Friday, 21 April 2017).
 - The proposed date for end of term 6 will subsequently be brought forward to Friday, 21 July 2017 (from Wednesday, 26 July 2017).

4. Bold Steps for Kent

- 4.1 Setting school term dates contributes to meeting the following '*Bold Steps*' priority: KCC will 'ensure that the maximum number of children and young people of statutory school age are enabled to attend education provision on a full time basis.'

5. Resource Implications

- 5.1 There are no direct cost implications arising from the decision on the school calendar. However, if individual foundation, voluntary aided schools, academies or free schools determine a different pattern of term dates, they may incur additional costs in relation to home to school transport, as the authority passes any additional costs on to the schools concerned.

6. Equalities Implications

- 5.1 An impact assessment has been completed and is available at the following link:
<http://consultations.kent.gov.uk/consult.ti/TermDates/consultationHome>

The conclusion following the public consultation is that the presumptions made in the initial assessment still remain and that it is not necessary to initiate a further Equality Impact Assessment.

7. Recommendation

- 7.1 Education Cabinet Committee is asked to consider and make recommendations to the Cabinet Member for Education and Health Reform on the decision to determine the School Year dates for 2014-15 and in light of amendments made following consultation.2015-16, and 2016-17.

Background Documents:

School Term Dates 2014-15, 2015-16, 2016-17 consultation

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

Louise Dench

Democratic Process Officer ELS

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Louise.denhc@kent.gov.uk

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August 2014							September 2014							October 2014							November 2014						
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INSET/ Non-contact days for teachers:
 Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours, or use a mixture of additional hours and non-contact days.

2014/15

Standard School
 Year based on
 6 terms with
 additional INSET
 days

Term 1	38 days	03/09/14 – 24/10/14
Term 2	35 days	03/11/14 - 19/12/14
Term 3	30 days	05/01/15 - 13/02/15
Term 4	28 days	23/02/15 - 1/04/15
Term 5	24 days	20/04/15 - 22/05/15
Term 6	40 days	01/06/15 - 24/07/15

	School day
	School holiday
	Bank holiday

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INSET/ Non-contact days for teachers:
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2015/16

Standard School
 Year based on
 6 terms with
 additional INSET
 days

- Term 1 38 days 2/09/15 – 23/10/15
- Term 2 35 days 2/11/15 - 18/12/15
- Term 3 30 days 4/01/16 – 12/02/16
- Term 4 28 days 22/02/16 – 1/04/16
- Term 5 29 days 18/04/16 – 27/05/16

	School day
	School holiday
	Bank holiday

Term 6 35 days 6/06/16 – 22/07/16

August 2016						
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August 2017						
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2016/17

Standard School
 Year based on
 6 terms with
 additional INSET
 days

- Term 1 35 days 5-09-16 - 21-10-16
- Term 2 35 days 31/10/16 - 16/12/16
- Term 3 33 days 04/01/17 - 17/02/17
- Term 4 30 days 27/02/17 - 7/04/17
- Term 5 24 days 24/04/17 - 26/05/17
- Term 6 38 days 05/06/17 - 26/07/17

	School day
	School holiday
	Bank holiday

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Outcomes from consultation on school calendars (see below for breakdown of responses)

Responder	Comment	Feedback	Recommendation
Chair of Governors of a number of schools and governor of others	Support all of the proposed dates across the three academic years unreservedly.	N/A	Accepted
2014-15			
Headteacher	Raised concerns that the end of Term 4 in 2015/16 does not include the Easter bank holidays (Good Friday and Easter Monday bank). Parents will have to make alternative childcare arrangements.	In 2004 an agreement between the LGA and NASUWT established a set of principles for agreeing standardised school term and holiday dates. These principles flowed in part from the recommendations of the Independent Commission on the Organisation of the School Year, commissioned by the LGA in 1999. The following principle is pre-requisites to delivering a national pattern:- establish a two-week spring break in early April irrespective of the incidence of the Easter bank holiday. (Where the break does not coincide with the bank holiday the date should be nationally agreed and as consistent as possible across all local authorities)	Declined
Headteacher	Term 5 is too short and term 6 is too long. A 5 week term is too short to fit everything that needs to be done into and it is unreasonable for very young children to be at school for nearly 8 weeks in the summer term when it is very hot and they are very tired. Moving the May/June	The LGA recommends that local authorities are as consistent as possible. Most of our neighbouring authorities have already determined the term dates for 2014-15 and the proposed dates align with these dates.	Declined

	half term a week later therefore making term 5 longer and term 6 shorter would seem to be a logical step.		
2015-16			
.Headteacher	Would prefer to see the Easter Bank Holidays in 2016 encompassed within the school holiday period	In 2004 an agreement between the LGA and NASUWT established a set of principles for agreeing standardised school term and holiday dates. These principles flowed in part from the recommendations of the Independent Commission on the Organisation of the School Year, commissioned by the LGA in 1999. The following principle is pre-requisites to delivering a national pattern:- establish a two-week spring break in early April irrespective of the incidence of the Easter bank holiday. (Where the break does not coincide with the bank holiday the date should be nationally agreed and as consistent as possible across all local authorities)	Declined
Governing Body	Commented that for a primary school, a later finish in December and a later start in January is better for families and children. It saves us cramming Christmas plays, parties and concerts in too soon in December and is easier for parents as their children are not at home and excited well before Christmas starts. We would suggest for:	The LGA recommends that local authorities are as consistent as possible. Some of our neighbouring authorities have already determined the term dates for 2015-16 and the proposed dates align with these dates. In addition one of the other authorities intends to consult on the same proposed term dates.	Declined

	2015-16 a term 2 finish on Tuesday 22 December 2015 & term 3 start again on Wed 6 th January 2016		
2016-17			
Governing Body	<p>For a primary school, a later finish in December and a later start in January is better for families and children. It saves us cramming Christmas plays, parties and concerts in too soon in December and is easier for parents as their children are not at home and excited well before Christmas starts.</p> <p>We would suggest for: 2016-17 a term 2 finish on Wednesday 21st December 2016 and term 3 start again on Monday 9th January 2017</p>	Following these comments alterations have been made to the proposed dates	Accepted
Neighbouring Local Authority	Discussed alternative dates that they intend to consult upon later this year.	Following these discussions alterations have been made to the proposed dates	Accepted

Breakdown of responses received

Primary schools	7	Diocesan Representatives	0
Secondary schools	0	Joint headteacher & union rep	0
Parents	0	Teaching assistant	0
Teacher Unions		Other LAs	1
Total number of responses	8		

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

August 2015							September 2015							October 2015							November 2015							
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2015/16

Standard School
 Year based on
 6 terms with
 additional INSET
 days

Term 1	37 days	3/09/15 – 23/10/15
Term 2	35 days	2/11/15 - 18/12-15
Term 3	30 days	4/01/16 – 12/02/16
Term 4	24 days	22/02/16 – 24/03/16
Term 5	34 days	11/04/16 – 27/05/16
Term 6	35 days	6/06/16 – 22/07/16

	School day
	School holiday
	Bank holiday

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August 2016						
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November 2016						
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INSET/ Non-contact days for teachers:
 Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours, or use a mixture of additional hours and non-contact days.

2016/17

Standard School
 Year based on
 6 terms with
 additional INSET
 days

- Term 1 35 days 5-09-16 - 21-10-16
- Term 2 38 days 31/10/16 - 21/12/16
- Term 3 29 days 03/01/17 - 10/02/17
- Term 4 30 days 20/02/17 - 31/03/17
- Term 5 28 days 18/04/17 - 26/05/17
- Term 6 35 days 05/06/17 - 21/07/17

	School day
	School holiday
	Bank holiday

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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:
For publication
Subject: Proposed Term Dates For The School Years 2014-15, 2015-16, 2016-17
Decision:

As Cabinet Member for Education and Health Reform, I agree to the Term Dates for the School Years 2014-15, 2015-16, 2016-17.

Reason(s) for decision:

KCC is responsible for setting term dates for community and voluntary controlled schools, while governing bodies of foundation and voluntary aided schools are responsible for setting their own term dates. Academies (and free schools) have the freedom to change the length of terms. In determining the proposed future school term dates, KCC is required to consult on the proposed dates with key stakeholders.

In reaching this decision I have taken into account:

- the responses to the consultation;
- the views of the local MP, 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:

To be entered after the meeting and considered by the Cabinet Member when taking the decision.

Any alternatives considered:

- 1.1 Following consultation, the proposed dates for 2014-15 remain as originally drawn up in draft form for the consultation.
- 1.2 The proposed dates for 2015-16 have been modified slightly to address concerns identified over the positioning of the end of term 4 break. Even though the LGA recommends a two-week spring break in early April, irrespective of the incidence of the Easter bank holiday, schools felt that the Easter break should be incorporated into the two bank holidays. .
- 1.3 The proposed dates for 2016/17 have been modified slightly to address concerns identified by a neighbouring authority over the positioning of the February half term and end of term 4 break. The LGA recommends that there should be equal teaching and learning blocks, and a two-week spring break in early April, irrespective of the incidence of the Easter bank holiday and taking this into consideration changes to the proposed date were altered.

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

 signed

 date

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

To: Education Cabinet Committee – 21 June 2013

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

Classification: Unrestricted

Future Pathway of Paper: Cabinet – 15 July 2013

Electoral Division: All

Summary: This report provides Education Cabinet Committee Members with a summary of the consultation responses received on the proposed Strategy for children and young people with Special Educational Needs and Disabilities (SEND) in Kent. Respondents overwhelmingly supported the aims, priorities and proposals.

Recommendations: That Members

- (i) note responses received during the stakeholder consultation
- (ii) note and comment on the amended Strategy for Special Education Needs and Disabilities (SEND) attached to this Report
- (iii) note that the outcomes of the Committee's discussion, the amended Strategy and consultation responses will be presented to Cabinet in July 2013 for final approval.

1. Introduction

1.1. Following a decision in May 2012 by Education Cabinet Committee to endorse the framework for a review and development of a Kent SEND Strategy for children and young people, 10 key priorities were agreed:

1. Review and develop the capacity of special schools (defining existing offer and building in future need and development)
2. Develop and identify better resourced specialist provision in mainstream schools
3. Develop and improve post 16 provision and services
4. Review funding streams/mechanisms to achieve better value for money (delegated and non delegated)
5. Increase parental/carers engagement and confidence in the system
6. Review and improve the statutory assessment process and the timescales for completing assessments
7. Build professional capacity and skills in mainstream schools to meet the changing needs of pupils

8. Improve integrated working and joint commissioning arrangements between education, health and social care
9. Review the process and operation of local forums and panels to ensure children's needs are met more effectively
10. Define and rationalise local decision making arrangements

1.2 The draft SEND Strategy (appendix 3) identifies key priorities to improve provision and close the attainment gap for disabled children and those with special educational needs (SEN). It also enables Kent to implement statutory changes proposed in the Children and Families Bill which we believe will be enacted from September 2014 and changes to national funding arrangements which came into force in April 2013. The strategy is designed to:

- Improve access to local education, care and health provision by developing the quality and capacity of early years providers, schools and colleges to meet the needs of local children with SEN and disability;
- Improve progress rates and have good outcomes for all children and young people with SEN and disabilities so that we close the gap between those with SEN and those without, and set aspirational targets for all children in Kent;
- Build parents' confidence in the support provided and improve the engagement of parents by providing timely information, advice and support for parents;
- Develop and improve services for children and young people with them and their families, through co-production and meaningful participation.
- Deliver greater local integration and co-ordination in services for children and families in Kent, across education, health and social care;
- Improve early intervention and ensure preventative support is more targeted to reduce poorer outcomes and prevent escalation and rising levels of need;
- Develop a more systematic and joint strategic commissioning approach to improve the quality and availability of provision from birth to age 25, with good transition to adult services;
- Ensure the provision of high quality specialist services as appropriate and necessary;
- Ensure we are making the most effective and efficient use of our resources to meet increasing demand (such as removing perverse incentives);
- Successfully deliver the Kent approach to integrated education, health and care planning by September 2014.
- Ensure disabled children and families have timely access to appropriate community equipment and wheelchair services to meet their current and future needs.

1.3 Nearly 20% (£187m) of the Dedicated School's Grant (DSG) is invested in schools to meet the additional and special educational needs of pupils in Kent. The proposals in the Strategy will ensure resources, including those delegated to schools are spent in a more appropriate and effective way to secure better outcomes. It will be necessary to prepare a fully costed delivery plan to implement the Strategy.

2. Consultation process

2.1 In March 2013, the Education Cabinet Committee discussed the proposed Strategy and endorsed plans for stakeholder consultation. The draft Strategy was amended in the light of comments by Committee members and

consultation ran from 27 March to 3 June 2013. Key stakeholders (listed at appendix 1) were identified and invited to comment.

- 2.2 The full draft strategy document and an executive summary were published for consultation on the Council's website on 27 March 2013. The online format invited respondents to submit an e-response form or to send submissions to a specifically established email address. To raise general awareness of the consultation, advertisements were placed in the local press on two dates during the consultation period and flyers were sent to Special schools for distribution to their pupils and their families. E-bulletins to schools were used to alert and remind schools prior to the closing date. Further versions including a young persons' version were available as download and alternative formats were available although not requested.
- 2.3 The Corporate Director held two consultation events to discuss the draft strategy with Headteachers (7 and 20 May 2013) at which Headteacher representatives from Kent Special Schools gave presentations on the joint working that underpinned the draft strategy.
- 2.4 Consultation discussions also took place at meetings of the Tonbridge and Malling Local Children's Trust Board, the Kent Association of Special School Headteachers, District Briefings for SEN Co-ordinators and a meeting for Thanet Schools engaged in the SEN Pathfinder. By invitation, consultation also took place at a conference for parents and carers hosted by Kent Parents as Equal Partners (KPEPS).

3. Respondents

- 3.1 Views were received from 93 respondents representing 72 organisations and 21 individuals. Details of all 93 responses are given at Appendix 2.
- 3.2 54 respondents completed the e-form:
- | | | |
|----|--|-------|
| Q1 | Are you a parent or guardian | 16.7% |
| | Responding on behalf of a school or organisation | 61.1% |
| | Other | 22.2% |
- Their responses to questions are set out at para 4.3 of this report.
- 3.3 Headteachers from 51 Kent Schools gave their views at two specific consultation events for Kent schools

4. Consultation responses

- 4.1 All respondents overwhelmingly supported the proposals in the draft strategy. Three themes emerged in the comments made by respondents:
- 'How' will the strategy be implemented, particularly in relation to joint commissioning and integrating services
 - Ensuring an adequate level of funding for changes
 - Training
- 4.2 Responses from Headteachers at consultation events for schools, gave significant support for the vision, aims and priorities. Their comments can be summarised as
- Joint working; how will schools access health and social care provision; how will all agencies support locality-based early intervention

- Access to training
- Engaging all schools; accountability
- Providing support for early years providers
- Reducing bureaucracy
- Personalised budgets

4.3 Analysis of e-form responses are set out below

**Q2 Do you agree, or disagree with the key aims?
Agree 94.4%, Disagree 3.7%, Don't know 1.9%.**

The comments included:

- Heartening to see the gaps so comprehensively highlighted
- Sounds lovely, but will there be real change?
- Cannot be delivered without funding
- Services must be personalised and joined up. Professionals need up to date knowledge of each others' practices
- How will expanded Special schools be able to support those who need a small environment for their behaviour and emotional needs?
- The FE sector is well placed to expand its vocational skills provision
- The aims do not sufficiently consider adults coming out of education into early adulthood

**Q3 Do you agree, or disagree with the priorities?
Agree 92.6%, Disagree 3.7%, Don't know 3.7%**

The comments included:

- Training
- Will require co-operation of all accountable partners
- Reduce delays: assessments, NHS, CAMHS, in Canterbury/Ashford
- Maintain existing specialist short break opportunities
- Children with behavioural difficulties being excluded is a concern
- Schools cannot specialise in multiple areas e.g. physical disability and ASD
- A busy vibrant classroom of 30 is not right for an ASD child
- Should include emotional support for progressive conditions
- Should reflect self advocacy and moving into adulthood, away from parental advocacy
- A broad range of providers shouldn't be a priority

**Q4 Do you agree, or disagree with the success targets?
Agree 77.8%, Disagree 9.3%, Don't know 13%**

The comments included:

- 'Tell us once' is a fantastic aim. Can it be fulfilled?
- Some timescales seem unrealistic or unachievable
- Will there be sufficient funding to meet the cost?
- Reduce assessments through earlier intervention, not reducing support
- A narrow understanding of success could marginalise children with SEN
Special schools need adequate buildings and facilities. Not enough Special provision in Tunbridge Wells
- More vulnerable young people at Level 1 should be offered apprenticeships

- Ensure each person has links with adult services.

Q5 Do you agree, or disagree that more services for disabled children should be integrated?

Agree 87%, Disagree 5.6%, Don't know 7.4%

The comments included:

- We agree but we are sceptical about whether they are achievable
- There should be an easy way to find out what services are available and how to access them, referral routes need to be clear and simple
- Criteria are not consistent across agencies/where you can get help if you don't meet the criteria
- My life (parent of child with ASD) would be easier if I could authorise information sharing between agencies
- Some families do not want to engage with all agencies
- Will services share management and accommodation?

Q6 If you are a parent/carer, do you think this Strategy is proposing to do the right things for your child and your family?

Agree 65%, Disagree 0%, Don't know 35%

The comments included:

- If the intention is to create further new resource places at other mainstream schools then I am supportive of that move. If the proposal is to increase the number of spaces at existing SEN resource bases then I believe this would be detrimental to the children already within those bases.
- It 'feels' that the emphasis is only on ASD or post 16 yrs
- More choice is a positive thing, but it still won't give freedom to out of county.
- Prioritise budgets and placements for looked after children

Q7 Do you agree, or disagree with our approach to developing more local provision on a continuous basis from 0-24 years?

Agree 94.4%, Disagree 1.9%, Don't know 3.7%

The comments included:

- Sooner the better.
- Provided it is properly funded.
- Resource and skills implications for the extension of services to young people in further education e.g. access to Educational Psychology
- Increased access to education and training could make a huge long term difference
- Particularly transition from Children Services to Adult Services.
- Young people should be able to choose to live and work locally
- Better continuity when children move area and district

4.4 Respondents were invited to suggest any important areas which were not in the draft strategy. The comments received included the following:

- Resources which are working well shouldn't be changed

- Recognise the role of Education Psychology, where there is existing expertise in mainstream, how sensory impairment expertise in units can support outreach
 - Signpost where parents can access advice and staff with expertise, and school based support groups. Every school should have a Family Liaison Officer
 - How will schools, early years providers and FE colleges access funding and training
 - How will early intervention be resourced? It saves money in the long run. It can't be funded from existing resources.
 - Allow teaching assistants to move 'up' with child they support.
 - The strategy doesn't mention children who are academically gifted with physical disabilities, provision for ADHD, or children who don't meet the criteria for an integrated EHC Plan.
 - Services to support transition
 - Engagement with the London Boroughs in relation to Children in Care. It may be necessary to have more provision in East Kent because of the economic and social demographics
 - Adopt a system-wide social pedagogical approach (a conceptual model, not an evidence-based programme)
 - Improve availability of NHS therapies for students in FE Colleges
 - More investment in a range of work related options
 - It needs an outcomes target for the 19-25 age group e.g a NEET figure
 - Reflection or understanding of the rights an individual has at 18 and an adult
- 4.5 Two responses from the NHS (Kent & Medway Commissioning Support Unit and the Canterbury Coastal CCG) supported the content of the SEND strategy, but stated that they did not support or agree with the format in which the strategy has been written, believing that it needs to be presented in the format of the Health and Wellbeing Strategy.

5 Equality Analysis

- 5.1 The key purpose of the Strategy is to support children who have been identified because they are vulnerable. Almost all of them will fall within the Equality Act definition of disability. It is anticipated that the Strategy will have a positive impact on these children and their families. It has not been possible to use consultation responses to inform equalities analysis due to 77.4% of online responses having been completed on behalf of organisations.

6. Corporate Director's comments

- 6.1 We are pleased with the overwhelming support for the vision and strategy. We can be confident that respondents believe our aims are the right ones and they want us to put action in place. It is reassuring to note from the responses received on behalf of parents and carers that there is strong parental support for local solutions, particularly for increasing the number of specialist places and that they agree the proposals are focussing on the right outcomes for their children.
- 6.2 Some respondents pointed to the critical importance of agencies working together. We are reassured by the commitment within the draft Children &

Families Bill to joint commissioning, and heartened by the March 2013 amendment to the draft bill which further strengthens the role of the NHS in delivering the provision specified in plans.

- 6.3 Respondents acknowledged that this is an ambitious strategy that will call for greater integration of services, particularly with health and with adult services. Transition needs to be a good experience for every young person. We want them to be talking to the right people in the right places at the right time. The consultation has highlighted successful transition support in practice between Grange Park Special school and the local FE College and the adult ASD service which could become involved at an earlier point in the lives of young people.
- 6.4 The delivery of the strategy will require a co-ordinated programme of professional development for schools, early years settings and FE partners. Many respondents asked for reassurance that training is a county priority and we are pleased to reassure them that our strategic plans will be delivered locally to ensure schools can access support. Some individual responses asked the authority to ensure that some individual schools would not be overburdened by playing a leading and supporting role for others. We recognise the importance of providing good training for all schools and Early Years and FE sector partners and we are using Service Level Agreements to clarify the role of Special schools providing outreach support for others.
- 6.5 Not all of the Strategy proposals will require funding. Many are reliant on changing culture and attitude, new ways of working and using resources differently. Where there are resource implications we will aim to use our existing resources differently and maximise the opportunities that come from joint working. We will identify where further investment is needed to overcome any deep-rooted barriers.
- 6.6 We remain committed to partnership with parents. Involving them in developing an integrated approach to assessment will mean that there is a robust discussion about what works and where we can achieve the best outcomes for Kent's children and young people.
- 6.7 Many respondents highlighted that the next steps for the strategy will be to set out the detailed of 'how' we will put the right actions in place and we will produce and publish our detailed, costed delivery plan early in the autumn.

7. Recommendations

Members are asked to

- (i) note the responses received during the stakeholder consultation
- (ii) note and comment on the amended Strategy for Special Education Needs and Disabilities (SEND) attached to this Report
- (iii) note that the outcomes of the Committee's discussion, the amended Strategy and consultation responses will be presented to Cabinet in July 2013 for final approval.

Lead Officer:
Julie Ely,
Head of SEN Assessment & Resources,
01622 605729
Julie.ely@kent.gov.uk

Background Documents

KCC Bold Steps for Kent-Medium term Plan to 2014-2015

KCC Scoping Review and the Development of a Strategy for Special Education Needs and Disabilities, 9 May 2012

Key stakeholders invited to comment

All Schools via E- bulletin sent 26 March and resent in May
All Headteachers
Kent Assoc. Special Schools
All SEN Co-ordinators via SENCO meetings (23/4 Shepway, Thanet 24/4 Canterbury, Maidstone, 25/4 Tonbridge & Malling, 30/4 Swale, Tun Wells, 1/5 Ashford, Dartford, 2/5 Sevenoaks, 7/5 Dover, 8/5 Gravesham
Kent Parents as Equal Partners
Parent Partnership Service
All parents of children with SEN via school SENCOs
Pupils via School Councils
All PRUs /Alternative Curriculum providers
Kent Governors Association & SEN Governors via e-bulletin
Kent Association of FE Colleges
Early Years SEN Co-ordinators (Dartford 08/05, Tunbridge Wells/Sevenoaks 16/05, Maidstone 8/5, Tonbridge & Malling 9/5, Ashford 13/5, Dover 24/4, Thanet 15/5, Canterbury 23/4
Portage
Children's Centres
Childminders
Out of School childcare providers
Children's Trust Board
Joint Commissioning Board
Virtual School Kent
Social care provider forums including Early Intervention Forum
Youth service, Youth Parliament
Clinical Commissioning Groups
School Nursing
Community Paediatricians
Wheelchair Service
Early Support Key workers
Therapy Services
Short break services
Community Children's Nursing Services
SE7 Heads of SEN
Bexley Council, Bromley Council, Medway Council: Heads of SEN
All Elected Members
Kent Members of Parliament
District Councils
Children & Families
ELS staff via Directors,
Heads of Services,
SEN Area staff teams,
Education Psychology,
Specialist Teaching & Learning Service District Co-ordinators

Consultation respondents

51 Schools (of whom 33 submitted e-forms):

Aldington Primary School
 Barham
 Barton Junior School
 Broomhill Bank Special School
 Chilham CEP
 Clementina Free School
 Dartford Bridge Primary School
 Eastry Church of England Primary
 East Stour Primary
 Foreland Special School
 Garlinge Primary School and Nursery
 Greenfield Community Primary
 Harrietsham CEP School
 Hollingbourne Primary School
 Holy Family
 Ifield School
 Kings Farm Primary School
 Leigh Primary School
 Longfield Academy
 Madginford Park Infant School
 Malling/Homesdale Federation
 Mayfield Grammar School
 McGinty Speech & Language Centre
 Milestone Academy
 Molehill Copse Academy
 NLL Academy
 Nonington Church of England Primary School
 Park Way Primary School
 Playbox Day Nursery , Folkestone, Kent
 River Primary School Dover
 Rosherville Primary
 Sandling Primary School
 Shatterlock Infants
 Shoreham Village School
 St Augustine's Academy
 St Ethelberts, Ramsgate
 St Francis Catholic Primary School
 St Gregory's catholic school
 St Martin's Dover
 St Simon Stock Catholic School, Maidstone
 St Stephen's Primary School, Tonbridge
 St. Nicholas Special School
 Swadelands School
 Swale Academy Trust
 The North School
 Valence School, Westerham
 Westcourt Primary & Nursery School
 Westlands Primary School
 Whitfield Aspen and Dover Christ Church Academy
 Woodlands Junior School
 Wrotham School

6 Governor representatives from Kent Schools

- Brook Community School,
- Foreland Special School
- Four Elms Primary,
- Harcourt Primary School,
- Holywell Primary,
- Wentworth Primary,

6 Other representing organisations

- KAFEC Colleges
- Kent PEPS
- M4S
- County Sensory Services (part of Specialist Teaching Service)
- STLS
- Playbox Day Nursery, Folkestone

5 Health respondents

- Ashford Clinical Commissioning Group,
- Canterbury and Coastal Clinical Commissioning Group,
- Consultant Community Paediatrician at Darent Valley Hospital,
- East Kent Hospitals: Paediatric Physiotherapy, Occupational & Speech and Language Therapies,
- Kent & Medway NHS Commissioning Support unit

4 Social Care respondents

- Learning Disability Services (FSC)
- Specialist Children's Service,
- Transition worker
- VSK; Virtual School Kent

21 Individual responses

9 x Parent/guardian who completed eforms

4 x Educational Psychologists

3 x Local Government Officers

5 x Teachers

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Kent Children and Young People's Joint Commissioning Board
Strategy for Children and Young People with Special Educational
Needs and Disabilities

(post consultation version June 2013)

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Introduction

Kent is ambitious for all children and young people and has set out a challenging agenda for improvement firstly in Every Day Matters, its Children and Young People's Plan, and in Bold Steps for Education. Children and young people (CYP) with the most complex special educational needs and disabilities (SEND) deserve the best provision and every opportunity to achieve well. While Kent has many reasons to be proud of its existing services and the quality of provision, especially in Special Schools, specialist provision in some mainstream schools and its Disabled Children service, there is more we need to do to improve outcomes for these children and young people. This is an ambitious strategy that will call for greater integration of services, particularly with health and with adult services.

There has been significant investment in Kent Special schools in recent years and most of the provision is good or outstanding. This is an enormous strength. Special schools are developing their outreach work to support other mainstream schools and lead schools in each district have taken on the management of the Specialist Teaching and Learning Service to improve progress and support for pupils with special educational needs in all schools. This is a very positive development. The specialist resourced provision in mainstream schools also provides much needed support for many SEN pupils to be educated in a local school.

There has been significant improvement in the support available for parents of disabled children through the short breaks programme and the development of the Multi-Agency Specialist Hubs and the Early Support Programme has improved the coordination of services for many families and provided them with more effective support. There has also been a welcome improvement in palliative care for children and young people.

There is much to be celebrated but we also know that our provision has not kept pace with changing needs, for example in relation to developing our capacity to meet the increasing autistic spectrum disorder needs, speech and language needs and emotional, social and behavioural needs of young people or in relation to the support services their families rightly expect.

In spite of significant financial resources across health, education and social care and good capital investment in Special schools and other specialist hubs, we do not have enough local specialist provision in mainstream schools and too many children and young people have to go to a Special School too far from home, and sometimes out of the County, to have their education, health and care needs met. Consequently we are spending too much money on transport that should be invested in education and care services that directly benefit children and young people. Families tell us that they have to struggle to access the right services in a well coordinated way. Many children are unable to access social activities in their local community because some universal services feel unable to include them. Too many children have to go to a Special School because the right provision and skills are not available in local mainstream schools. And in many schools pupils with special educational needs do not make good enough progress and there are wide achievement gaps between them and other learners. At age 16 many young people with special educational needs and who are disabled do not have the same opportunities as other young people to progress to further learning and training, and to access employment and independent living as they move into early adulthood.

While much progress has been achieved in recent years we are aware that a more integrated strategy is needed to ensure we achieve further improvements, and that

education, health and social care must work more closely together and with the voluntary sector to address the challenges we face. This strategy is designed to address these issues and to bring about the necessary improvements in the quality of provision and outcomes for these children and young people, from the early years of childhood to early adulthood.

We are publishing this strategy at a time of very significant change, with some of the biggest shifts in national policy for health, special educational needs and disability in over 30 years. The strategy is also intended, therefore, to ensure that Kent is well positioned to implement these changes for the benefit of children, young people and families.

The Aiming High for Disabled Children programme and more recently the Government's proposed reforms to improve outcomes for disabled children and those with SEN, as set out in the Children and Families Bill, make it more important than ever that Kent County Council, schools, colleges, the NHS and other partners work closely with parents, carers, children and young people to improve services.

There is a requirement within the Children and Families Bill, Mandate for the NHS and the Health and Social Care Act for the Local Authority, Clinical Commissioning Groups and NHS England to jointly commission services and promote integrated working based on shared outcomes and shared approaches.

The Health and Wellbeing Board under the Health and Social Care Act is the main statutory body for promoting integrated working and joint commissioning between children's and adults' health and social services. This is reflected in the Kent Joint Health and Wellbeing Strategy *Outcomes for Kent*. This SEND Strategy has strong links to the Kent Joint Health and Wellbeing Strategy.

Kent's Health and Wellbeing Board will provide leadership and oversight of how children's and adult services can both become more integrated and work with GP Clinical Commissioning Groups to effectively jointly commission health and social care services.

This strategy has been produced in response to the significant government reforms to education, health and social care in working with disabled children and young people and those with SEN, aged between 0-25, and their families and carers.

The national reforms require:

- The local authority to develop and publish a local offer, and to work closely with the NHS and schools to use resources through joint commissioning to improve the range of support available in a local area.
- The local authority to provide a range of short breaks to carers of disabled children and to publish a statement as to how they will be provided.
- A more flexible model of joint commissioning that promotes access to personal budgets, focuses on specific groups of children or areas within the county and ensures that children and young people's needs are met wherever they live in Kent.
- A cultural change in the way in which we listen to and engage with children, young people and their parents and carers.
- A new integrated assessment model leading to a single Education, Health and Care Plan.

- Better commissioning of new provision to ensure needs are met in local schools and by local community services
- A skilled workforce that is able to meet the needs of children and young people with SEN and those who are disabled.
- Services that support families to meet their children's needs and help children to remain in their local community.
- Positive transitions at all key stages within a 0-25 age range, especially a more successful transition to adult life
- Improved quality and range of information available for children, young people and their parents and carers enabling them to make informed choices.

What young people and their parents have told us

Children, young people, parents and carers have told us that they want children and young people's needs and outcomes to be at the heart of the system, and to be treated with respect and valued as individuals who have a valuable contribution to make to their school, their community and wider society. They want:

- to be listened to and supported to use the appropriate communication method
- services that are more responsive and pro-active, rather than reactive and waiting for a crisis to happen, and that are close to home and co-located where possible
- one key contact person to support the family and professionals that talk to one another so that they do not have to tell their story over and over again.
- to be actively involved in the assessment process and the implementation of any single multi-agency plan, as well as involvement in the development and evaluation of the services that they receive.
- to be able to go to a local school and to have a workforce in schools and in other services that is trained to meet their needs.
- services that work together to promote independence and access to leisure, training and employment
- information that is easy to access and understand and more information about wheelchairs and equipment availability
- to wait less time for equipment assessment, delivery and review
- wheelchair clinics to be more child friendly environments
- to have access to support at school when needed but to be able to retain as much independence as possible
- protection from bullying and abuse and somewhere safe to go to ask for help and advice
- to be consulted when services and provisions for children and young people are being developed
- to have opportunities to participate in the everyday activities that all children and young people have access to in their local community.

Parents and carers have told us that this strategy is focussing on the right outcomes for their children and they want the opportunity to be involved as full and equal partners in the decisions regarding their children's future. Parents told us that providing them with support and integrating our services across agencies are their most important priorities.

The strategy is focused, therefore, on developing a new approach to the engagement of parents, carers, children and young people with SEN or disabilities. Involving them in developing an integrated approach to assessment will mean that there is a robust discussion about what works and where we can achieve the best outcomes for Kent's

children and young people. Better outcomes are achieved when partnership is strong and parents, carers, children and young people work closely with front line professionals to find and implement solutions. This will be a key driver in ensuring this strategy is a success.

Parents have asked us to ensure that the Strategy increases support in mainstream schools and specialist provision to ensure children can be educated nearer to home.

Some children with physical disabilities who are academically able and do not have learning difficulties and others with lower levels of special educational needs will not meet the criteria for an integrated Education, Health and Care Plan. Parents have asked us to tell them where they can get help if their child does not meet the criteria.

We also recognise that in order for this strategy to be successful, the key agencies and services must work in a more integrated way and take shared responsibility for improving the provision in Kent. Under the existing legislation we have an education driven assessment and funding system which has served its purpose well for many years but which has recognised shortcomings in securing the necessary health and care services that schools, children, young people and families need to achieve the best outcomes. The strategy is designed to deliver a more effective joint commissioning process that delivers investment in high impact low cost solutions, pools the available resources in education, health and care and which promotes a continuum of provision from birth to early adulthood.

The strategy is also dependent on good SEN practice in every school, a stronger commitment to inclusion, closer partnership between Special Schools and mainstream schools, investment in more mainstream schools becoming centres of specialist expertise and more effective commissioning of placements procured outside of the maintained sector. One of our biggest challenges is to ensure that all children and young people with special educational needs and who are disabled receive good teaching at all times so that they make good progress, and the adults supporting them have the right levels of skill to promote good learning and achievement.

The strategy meets our legal requirement to set out our SEN policy. We are required by the Education (Special Educational Needs) (Provision of Information by local authorities) (England) Regulations 2001 to publish the aims of our policy for special educational needs, as well as specific action we are taking to address SEN issues.

The strategy also reflects our commitment to, and responsibility for, safeguarding and protecting children and young people with SEN and who are disabled. The Children Acts 1989 and 2004 emphasise the shared responsibility we all have for protecting them.

In this strategy we use the definition of SEN that is within the current Code of Practice and we use the definition of disability used within the Equality Act 2010. (See appendix 1) The Equality Act definition is broad enough to include those children and young people described as being disabled in the SEN Code of Practice, as well as those receiving health and social care services.

Our Vision

Our vision is for a well planned continuum of provision from birth to age 25 in Kent that meets the needs of children and young people with SEND, and their families. This means integrated services across education, health and social care which work closely

with parents and carers and where individual needs are met without unnecessary bureaucracy or delay. It also means a strong commitment to early intervention and prevention so that children's and young people's needs do not increase because early help is provided in a timely way.

We believe that every Kent child and young person should have their needs met, as far as possible, in their local community, in local Early Years settings and schools, in Further Education colleges and work places and that they should be offered high quality provision which ensures good health and care and good educational progress and achievement.

We expect every early years provider, mainstream school and post 16 setting to make effective provision for disabled children and those with SEN so that they make good progress in their learning and can move on easily to the next stage of their education and later into employment and adult life.

We also expect education, care and health services to be delivered in an integrated way so that the experience of families' accessing services is positive and children's and young people's safety, well being and health outcomes are well promoted alongside their educational progress and achievement.

Our vision is to have effective services in place for young people with additional needs up to age 25. They should be recognised as full citizens with their own contributions to make to their local communities and society. This means we will extend the age range of our current services to ensure we are supporting their transition to adulthood. We want transition to be a good experience for every young person. We want them to be talking to the right people in the right places at the right time. The consultation has highlighted successful transition support in practice between some schools and FE Colleges, and the adult ASD service which could become involved at an earlier point in the lives of young people.

We believe every Kent child and young person who is disabled has the right to live as ordinary a life as possible in the local community, with easy access to local schools and leisure facilities, and to the support services they and their families need. Some young people with the most complex needs require significant levels of help and we aim to ensure they and their families can work with us to shape the services that will best ensure good outcomes for them and their inclusion in society.

Our vision is for all early years settings, schools, colleges and health and care support services to have the capacity and confidence to deliver high quality provision for children and young people with special educational needs and who are disabled (SEND), to improve their educational and health outcomes, and their access to social opportunities. We want to improve our provision and parental choice by working in partnership with providers in the voluntary and independent sectors who share our vision and values. We will achieve this by using the best expertise and knowledge in schools and other services, to increase capacity throughout the county by sharing best practice and by promoting a model of collaborative working and shared responsibility. We recognise the importance of providing good training for all schools and Early Years and FE sector partners. We are using Service Level Agreements to clarify the role of Special schools providing outreach support for others to ensure individual schools do not become overburdened by playing a leading and supporting role for others and there is a more comprehensive network of support across all schools.

The vision of the Health and Wellbeing Board is to deliver better quality care, improve health outcomes, and improve the public's experience of health and social care services.

The Kent Children and Young People's Joint Commissioning Board vision is for every child and young person in Kent to achieve their full potential in life, whatever their background.

The Aims of the Strategy

The over-arching aim of this strategy is to improve educational, health and emotional wellbeing outcomes for all of Kent's children and young people with SEN and who are disabled. They do significantly less well in comparison to other children and young people.

The second key aim is to ensure Kent effectively delivers the necessary changes to the assessment of needs and joint commissioning of provision by 2014, as set out in the Children and Families Bill, so that our services are joined up, professionals have good up to date knowledge of each others' practice and children and young people have better integrated support across education, health and social care.

Our third key aim is to address the gaps in provision, and improve the quality of provision, for children and young people with special educational needs and who are disabled. This will mean challenging universal services to be more inclusive of children and young people with special educational needs or who are disabled, developing the range of social care, health and education providers and encouraging a mixed economy of provision across the maintained Special schools and mainstream schools in Kent, as well as the highest quality and cost effective independent and non maintained Special schools where some children and young people are placed.

There is considerable good practice in Kent across all agencies but there are also significant gaps in what we provide. This strategy aims to address those gaps, specifically:

- Insufficient specialist provision and skills in local mainstream schools
- The lack of enough specialist provision and school places for children and young people with autistic spectrum disorder needs and behavioural, emotional and social needs
- Our increasing need to transport children and young people considerable distances from home in order to go to a school that can meet their needs
- Delays in medical and educational assessments which mean it takes longer for children and young people to receive the help they need
- Gaps in educational achievement and progress for children and young people with special educational needs and who are disabled
- The lack of appropriate provision post 16 for young people with learning difficulties and disabilities

- Insufficient provision for speech and language therapy, physiotherapy and occupational therapy in schools and Further Education Colleges
- Insufficient provision of child and adolescent mental health services, especially for children and young people with a learning difficulty, autism and those with challenging behaviour
- Gaps in community nursing support for pupils with complex health needs in schools
- Insufficient joint working between agencies
- A workforce that does not always include children in community activities and services
- A lack of equity in provision of short break opportunities across the county

In aiming to ensure that all children continue to get a good start in life, it is important to ensure that their needs can be identified and met in the early years. We aim to ensure there is more joined up work by professionals who work with very young children and their families, particularly Early Years education and childcare providers across all sectors, health practitioners and those providing services through our Children's Centres, so that we achieve the highest quality support for children with special educational needs and disabilities aged 0 to 5.

We aim to ensure the excellent expertise in some schools is used for the benefit of other schools, so that there is capacity in every school or setting to intervene earlier and provide the most effective support to children and young people. Key to this is ensuring that every school can deliver the SEN core standards and that by 2014 there are staff in all schools with training and expertise in ASD, BESN and speech and language needs.

We aim to ensure all specialist SEN provision accessed by Kent children and young people is good or better and all Kent Special schools can be effective centres of excellence, providing models of best practice and high quality training and support for other schools. We aim to build on the existing vocational skills provision in FE Colleges.

We aim to have in place provision which offers a flexible match to the needs of our children and young people. We aim to develop our partnership with providers in the independent and non-maintained sector, who share our values and ambition for Kent's children, to help manage demand and drive down the overall cost of placements and transport. We recognise that we cannot achieve our ambitions without working in partnership with all providers.

We aim to ensure that transitions from one stage of education to the next are well managed, so that there is continuity of support for children and young people with special educational needs and who are disabled. A key transition is into post 16 education or training, and at age 19 into employment and early adulthood. These transitions are challenging and our aim is to ensure young people with learning difficulties and those with disabilities up to age 25 are engaged in purposeful education and training, they are well prepared for skilled employment and independent or supported adult living and for those who need it, there is good support from adult social

care services. We aim to improve access to physiotherapy and occupational therapy for young people progressing to further education.

We recognise that services need to be more flexible if they are to meet individual needs. We aim to provide better personalisation and to develop services with the active involvement of young people and their families, as well as provide personal budgets where that will support greater independence and choice. We believe that developing a mixed economy with the broadest range of providers will increase parental choice.

Lastly a key aim of the strategy is to provide a 'tell us once' approach to sharing information and delivering services, so families and young people do not have to repeat their story to different agencies. This will be achieved by developing an integrated service for disabled children and young people and a key worker model for all families.

What are we aiming to do?

1. Improve provision for, and access to, local services in education, care and health, which means families can access appropriate health, care and social opportunities locally, and fewer children will need to be educated out of their local area and out of the county.
2. Develop the quality and capacity of early years providers, schools and colleges, in order to meet the needs of local families and their children with SEN and disability. We want to provide the training and support they need.
3. Develop the broadest range of providers to increase parental choice and offer provision which offers a flexible match to the needs of children and young people. We want a continuum of provision across mainstream and special education so that providers can develop and maintain specialist skills.
4. Improve progress rates and outcomes for all children and young people with SEN and those who are disabled so that we close the achievement gap between them and other children and achieve outcomes which are above national expectations.
5. Build parents' confidence in the support provided and improve the engagement of parents by providing them with timely information, advice and support.
6. Develop and improve services for children, young people and families with their active participation, and make available personal budgets where it will improve independence and choice.
7. Deliver greater local integration and co-ordination of education, health and care services and plans for children and families in Kent ensuring this is extended to young people aged 25 and promote positive transitions at all stages between the ages of 0-25.
8. Develop new outcome focused approaches to joint commissioning and integrated working that promote early intervention and prevention whilst also ensuring that KCC and NHS CCGs meet their new statutory duties linked to the provision of services within the Education Health and Care Plan
9. Develop innovative approaches to addressing gaps in services through joint commissioning and using evidence based practice and research to improve the quality and availability of provision 0-25, with good transition to adult services.

10. Ensure the provision of high quality specialist services as appropriate and necessary, such as educational psychology, speech and language therapy and child and adolescent mental health support.
11. Ensure we improve the effective and efficient use of our resources to meet increasing demand and remove perverse incentives, so that costs do not escalate.
12. Ensure disabled children and families have timely access to appropriate community equipment and wheelchair services to meet their current and future needs.
13. Work with partners in health to ensure more effective commissioning and adequate provision for speech and language therapy, child and adolescent mental health services and school and community nursing for children with complex health needs.

Where are we now?

Kent has a school population of 233,000, of whom around 2.8% (more than 6,500) are children and young people subject to a Statement of Special Educational Needs. Less than half (around 2,500) of Kent's children and young people with statements attend a mainstream school. This is less than the national average and we would expect more children to be in a local mainstream school.

Around 4% of Kent's children and young people with a statement are placed in independent and non-maintained Special schools (with a further 2% looked-after children and young people from other local authorities). Where Kent makes this type of placement it usually reflects a good use of resources for low incidence disabilities or where Kent's own maintained provision is at capacity; which is largely ASD and BESD. However it means over 400 children and young people currently attend schools in the independent and non maintained sector because their special educational needs cannot be met in a local Kent school. In recent months we placed 40 pupils in out-of-county placements who could have been educated in Kent if the places had been available. The largest numbers of pupils have autism spectrum disorder needs or emotional, social and behavioural needs. We aim to increase the provision for these kinds of needs in Kent Special and mainstream schools.

Less than the equivalent of 1% of young people with a statement will need to transfer into similar independent specialist colleges post 16 because the range of courses and access levels available in further education mean that most young people can be supported to continue learning in a local college. Most local FE colleges are committed to developing their provision for students with learning difficulties and disabilities.

There are 22,961 disabled children and young people aged between 0-18 in Kent, of whom 3,804 have been identified with an autism spectrum disorder, compared to 2,157 pupils identified by schools as pupils with ASD. This means that not all of those with a medical diagnosis are identified as SEN. Swale and Thanet, the two most deprived districts in Kent, have the two largest concentrations of disabled children and young people who are in receipt of Disability Living Allowance.

Statutory Assessment

The number of children subject to a statutory assessment and statement has remained 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).

Of the children with statements in mainstream schools, 53% attract further per-pupil funding known as Individually Assigned Resources (IAR) with 29% as part of a placement in one of Kent's 47 schools with specialist provisions (previously referred to as units) and 24% receiving IAR funding to enhance their inclusion in a local mainstream school.

SEN Regulations which accompany the Code of Practice prescribe that the statutory assessment process should not normally exceed 26 weeks. However our 2010-11 performance was 88% completed in time, when the national average was 95% and our statistical neighbours were achieving 98%. Performance in August 2012 fell to 70%, which is poor. We have published, in *Bold Steps for Education*, an ambitious target to ensure by 2015 we are completing 95% of all statutory assessments within 26 weeks. In order to achieve this target we must be securely at 90% by March 2013. Reducing protracted resourcing negotiations with schools, increasing placement capacity and ensuring we have more timely speech and language therapy assessments are critical to improving our performance.

There were 181 appeals against Kent registered by the SEN and Disability Tribunal in 2011-12. This represents an increase of 35% over the previous year, with the most significant increases experienced in East Kent. 40% of appeals were against a refusal to carry out a statutory assessment and 36% related to the level of support and school placement. 57% of the appeals against Kent were in relation to children with autism or speech and language difficulties. The number of appeals found in favour of the authority increased to 72% from 50% the previous year. This level of contention and lack of parental confidence highlights the need for this strategy to give special priority to working more closely with parents. The appeals also highlight the need to improve our provision for speech and language needs and autism.

Commissioning Provision

Local authorities have significant core responsibilities as strategic commissioners of education and other provision, operating in an increasingly diverse educational environment to secure sufficient, high quality provision in the right locations. Kent has a long history of working with private and voluntary education providers in the pre-school and school sector. This collaboration offers parents greater choice and a best value approach to low incidence high cost needs. Greater diversity in the market is also likely to give the most cost effective response to managing fluctuating pressure in capacity.

The Education Commissioning Plan will focus on a more systematic approach to the forward planning of SEND provision in schools, to increase capacity in Special schools and resourced provision in mainstream schools. This strategy has a priority to create at least 275 additional places for ASD and BESN.

Families and Social Care services commission over 80 providers of short breaks. These, include after school clubs, youth groups, holiday play schemes, weekend activities, family days and overnight short breaks for the children and young people with the most complex needs. We have successfully commissioned some of these short breaks with health.

While there have been some notable successes in relation to jointly commissioning services between education, health and social care, there is more work to do and joint commissioning across education, health and social care is a priority for improvement. The current Joint Resources and Assessment Panel, which agrees joint funding for complex needs placements requires improvement and better decision making, with pooled funding, to ensure we address delays and secure the most appropriate and cost effective placements for children and young people with complex needs.

Pupil Progress and Attainment

The attainment of pupils with special educational needs shows wide gaps compared to other learners. In 2012 the percentage of pupils with SEN (statemented and non statemented pupils) that achieved Level 4 in English and mathematics at Key Stage 2 was 43%. There was a 48% gap between SEN pupils and other pupils. This is similar to the national gap of 49%. The percentages who made 2 levels of progress between Key Stage 1 and Key Stage 2 were 76% in English and 69% in Maths. The progress gap between SEN pupils and other pupils was 16% in English and 23% in mathematics.

These are wider than the national progress gaps which are 14% in English and 21% in mathematics.

Similarly in 2102 the percentage of pupils with SEN (statemented and non statemented pupils) that achieved 5 GCSE grades at A*-C with English and mathematics was 26%. There was a 47% gap between SEN pupils and other pupils, which is the same as the national gap. The percentages who made 3 levels of progress between Key Stage 2 and Key Stage 3 were 42% in English and 40% in mathematics. The progress gap between SEN pupils and other pupils was 34% in English and 39% in mathematics. These are wider than the national progress gaps which are 30% in English and 37% in mathematics.

In addition, 31% of young people aged 16 to 24 who are NEET are those with learning difficulties and disabilities. This is unacceptably high.

Exclusions

During the 2011-12 school year permanent exclusions in Kent reduced by 16%, to 211 from 252 the previous year. There has been further reduction since September 2012, to below 200 permanent exclusions. While this downward trend is encouraging too many excluded children and young people have special educational needs. (More than two thirds of all those permanently excluded in the past year have SEN). Exclusion is an inappropriate response to addressing the learning needs of children and young people with SEN and those who are disabled.

The target by 2016 is to reduce the number of permanent exclusions to no more than 40 in an academic year, and at the same time dramatically reduce exclusions for pupils with SEN statements. The strategy to reduce exclusions includes the review of the Pupil Referral Units and Alternative Provision, designed to improve more inclusive and collaborative work between schools in each District. This approach will ensure the

needs of children and young people with special educational needs and disabilities are better met

School Quality

There are 23 local authority maintained Special schools and one Special Academy in Kent educating and supporting over 3,000 pupils with Statements of SEN. The overall effectiveness of Special schools (all Kent and all Special in England) is set out in appendix 5. This shows that 80% of Kent Special schools are good or better, compared to 81% nationally.

Eleven Special 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 and Deal are served by units attached to Whitfield (Aspen I) Primary School and Dover Christchurch Academy (Aspen II). We believe that some of the children who are currently supported in our PSCN schools should be supported in their local mainstream schools and it is a priority to address this and offer parents a choice of mainstream and Special school in future. We need to do this by creating an appropriate educational offer in mainstream schools.

The overall effectiveness of Primary schools with SEN units shows that only 43% of Primary schools with SEN Units are good or better, compared to 69% nationally and 61% of all Primary schools in Kent. We aim to improve this as part of implementing the strategy.

The overall effectiveness of Secondary schools with SEN units shows that only 54% of Secondary schools with SEN Units are good or better, compared to 72% nationally and 70% of all Secondary schools in Kent. This also is a focus for improvement as part of implementing this strategy.

We recognise that there is much expertise and good practice in schools. We know from parents and governors that committed staff in many schools are doing a good job in supporting children and young people with complex needs.

A key priority for this strategy is for all schools that host specialist SEN provision to be good or better schools. We recognise that children and young people with SEN are in every local early years setting and school and we want every setting and school to be good or better. Bold Steps for Education already sets out ambitious targets and activities to improve the quality of provision in all schools and early years provision.

Short Breaks

The Aiming High for Disabled Children programme has enabled Kent to do well in transforming services for disabled children and young people, and their families. The parent led charities including the Parents' Consortium and Kent Parents as Equal Partners (KPEPs) have contributed strongly to this. Over 700 families receive direct payments to meet the cost of short break support for their children. There has also been a strong emphasis on promoting the participation of children and young people in transforming services, for example being involved in developing new service specifications, using them as Young Inspectors for the short break programme and introducing person centred planning into the 14+ transition review process in Special

schools. Parent led groups have been successful in reaching families who previously did not access support from services.

The number of short breaks for disabled children has trebled since 2007. There is now a wide variety of short breaks which are becoming more evenly distributed across the county.

Providers of services have come together in 5 localities across the county to plan together and identify local needs.

Palliative Care

The Kent and Medway Children and Young People's Palliative Care Network has made significant progress in ensuring there is a consistent, joined up approach to implementing the national care pathway for children and young people with palliative care needs and their families. Over the last 2 years the Kent and Medway Children and Young People's Palliative Care Network has been able to use a £750,000 grant from the Department of Health to increase the awareness of the palliative care needs of children and young people amongst a broad range of professionals including teachers, social workers, nurses, and therapists. It has developed a new Advance Care Plan for children and their families to provide a joined up multi-agency approach to meeting the child's and family's needs, and worked with parent carers, children and young people on how services can be improved. This has resulted in an increased availability of short breaks for this group of children and families and improved access seven days a week to specialist advice and support for parent and carers with children who have palliative care needs.

Early Support Programme

Another success is the Early Support Programme, which is a multi-agency approach to meeting the assessed needs of young disabled children with complex needs and their families in a person centred and co-ordinated way from birth to age 7. There are nine multi-agency Early Support points of access providing good support for families.

Multi-Agency Specialist Hubs

Significant capital investment has been made in building 3 new Multi-Agency Specialist Hubs (MASHs) in Ashford, Sittingbourne and Margate, enabling co-location of services and the delivery of short breaks. Other capital expenditure has included sports and play equipment, toy libraries, navigational aids for visually impaired children, major improvements at our 5 in-house overnight short break units, and accessible accommodation at Bewl Water, Swattenden, Allsworth Court and short break foster care homes.

SEN Transport Initiative

We currently spend £17 million transporting to schools more than 4000 children and young people with special education needs and who are disabled. The costs are increasing and reflect the fact that we are becoming less able to find places to meet some children's needs in schools closer to home. We have recently surveyed more than 30% of parent and carers accessing SEN transport to seek their views on ways in which we can improve quality, choice and flexibility whilst delivering reductions in the overall cost of providing transport assistance. We have used their suggestions to develop a new

approach which involves offering personalised transport budgets to more than 500 parents and carers in the Ashford and Shepway areas on a trial basis. We plan to use this trial to develop the approach and roll it out across the County from May 2013 onwards.

The Specialist Teaching and Learning Service

We have recently devolved the management of the Specialist Teaching and Learning Service (STLS) to 12 District Special Schools to lead improvements by supporting all schools to improve provision and outcomes for children and young people with SEN or who are disabled. Each multi skilled District team is led by a Coordinator, who also carries the County lead responsibility for a specific area of SEN, under the leadership of the Special school Headteacher. Specialist teachers within the team are qualified and experienced in at least one area of special educational need and disability and act as a County resource to support schools. In addition a County Professional Lead for Sensory Impairment and two County Coordinators, for hearing and visual impairment, provide professional leadership for sensory staff.

The Education Psychology Service

Educational Psychologists have extensive skills and knowledge in facilitating change at different levels for children and young people with Special Educational Needs and for families and groups of staff in schools.

All schools have access to the Kent Educational Psychology Service whose core offer includes psychological advice provided as part of the statutory assessment process, consultation at Local Inclusion Forum Teams for individual children and young people, crisis support for schools and team around the family interventions. The service provides an extensive range of additional work on a traded basis to schools. This includes assessment, training, courses, staff development programmes, interventions, projects, research and specialist work. This builds on good professional relationships and expert knowledge which supports the delivery of the SEN core standards, improves staff confidence, knowledge and skills and engages a wide range of multi-agency partners to improve outcomes for children and young people.

The Communication and Assistive Technology Service

The Communication and Assistive Technology (CAT) Service is a joint funded team of education professionals, NHS therapists and engineers who work in partnership with families, local therapists and professionals to undertake individual assessments of children with significant difficulties with oral and written communication. The team works alongside those already supporting children, to assess how highly specialist technology can help overcome their communication difficulties.

Integrated Community Equipment Service

There is joint provision of equipment between health, education and social care, recycling specialist equipment whenever possible, which is a more efficient use of resources. The right equipment provided at the right time supports greater independence and may prevent additional impairment.

Kent's Role as SEND Pathfinder

Key to transforming Kent's services is testing out the proposals in the Children and Families Bill. Twenty Pathfinders (31 local authorities) were invited to trial the SEN Green Paper proposals and Kent is a member of the SE7 Pathfinder group with Brighton and Hove, East and West Sussex, Hampshire, Surrey and Medway. The learning from the Pathfinder experiences will inform the draft regulations and the writing of a new SEN Code of Practice in 2013.

SE7 is developing a common framework for assessment and applying agreed core principles with partners. At the heart of this, is the development of a Child and Family Centred Plan bringing services together and improving outcomes. Kent's work has been focused on the development of the local offer, the use of personal budgets and the development of an integrated plan, working with a small number of families within one district initially.

The Pathfinder was initially due to finish in March 2013, but has now been extended by the Department for Education along with the majority of other Pathfinders nationally until September 2014. This provides an exciting opportunity to accelerate and expand the reach of the Kent Pathfinder beyond the initial one district approach and expand our trialling across Kent. We are well on the way to achieving a minimum of 35 families with completed plans and personal budgets by July 2013 and we are developing our plans to scale up our approach across the whole of Kent in readiness from September 2013, for full implementation from September 2014.

Recently the SE7 Pathfinder group was designated as a champion for this work, and we will be working with other local authorities to share our experience of developing this new integrated approach to meeting the needs of children and young people.

Kent's Early Intervention and Prevention Strategy

Kent's Early Intervention and Prevention Strategy has identified its priorities as:

- Safeguarding children from harm and preventing problems escalating;
- Focusing services on families with a high level of need;
- Meeting the needs of vulnerable adolescents;
- Ensuring support during the early years;
- Improving the emotional health and wellbeing of children and young people;
- Ensuring early support for disabled children, young people and their families.

This strategy reflects, therefore, these priorities and it will be a major vehicle for implementing them. It also reflects national priorities to improve provision and outcomes for vulnerable groups, especially children and young people with special educational needs and those who are disabled.

This multi-agency strategy is owned by the Children and Young People's Joint Commissioning Board and the Health and Wellbeing Board, which are responsible for commissioning the improvements needed. We will ensure these have clear oversight of improvements and joint commissioning arrangements across education, health and social care, in achieving better outcomes for children and young people with SEN and

those who are disabled. We will also ensure regular performance reports are made available to the boards to monitor progress in delivering this strategy.

What we will do next:

1. Develop the local offer

- We will improve progress rates and outcomes for all children and young people with SEN and those who are disabled, narrowing the gap between those with SEND and other children and young people to better than the national average.
- We will work with local early years providers, schools and colleges to develop and improve the quality and capacity of local SEND provision, improving Kent's capacity to educate, care for and promote the good health of children with SEN and disabilities. We will maintain resources which are working well whilst supporting centres of expertise to work with other schools.
- We will increase the proportion of Kent schools with SEN units that are good or better to 70% in line with national data by 2015, from 43% in Primary and 54% in Secondary.
- We will refocus our specialist provision in mainstream and Special schools to meet the changing needs of children and young people, including planning additional provision for post 16 students. We aim to increase the number of places in Special schools from 3491 to 3700 and expand mainstream resourced provision to create at least 100 additional resourced places.
- We will develop our partnership with providers based in the independent and non-maintained sector where this can help to drive down the overall cost of placements and transport.
- Where we procure placements from external providers, we will develop more effective joint commissioning arrangements to ensure we can take timely and cost effective decisions.
- We will ensure there is better supported and more effective transition from one educational provision to another, from early years through to post 16 and beyond. We will develop a protocol and also gather and disseminate examples of best practice.
- We will improve information management systems for SEN provision with agreed common data sets which track learner outcomes, achievement and destinations and enable the quality of provision to be evaluated.
- We will clarify and publish the local offer in Kent provided by schools, early years providers, FE colleges, health and social care services, including services that promote transition to adulthood, short break services, physiotherapy and occupational therapy for young people progressing to FE, and new services commissioned by health CCGs from April 2014.
- We will ensure the local offer is informative, helpful and easily accessible. We will make clear the routes of complaint and redress and our commitment to ensure

that services are developed through co-production with young people and their parents and carers.

- We will commission family advice and support services across the county to provide information about local short breaks and signposting to other services.
- We will use the evidence from the Kent multi-agency commissioning framework for children with speech, language and communication needs, and its strategic assessment, to develop a Kent wide approach to supporting early years settings, children's centres and schools to meet the speech, language and communication needs of children and young people.
- We will develop a new approach to enabling disabled children and young people with complex health needs to be included in early years settings and schools.
- We will develop a new approach to supporting disabled children with challenging behaviour, and their families, which provides effective strategies to minimise the impact of the behaviour on family life, education and access to community services.
- We will ensure the Kent Health Visiting Implementation Plan will roll out Actice Movement across the county.
- We will work collaboratively to develop more pooled budget arrangements between KCC and Clinical Commissioning Groups, to improve services and outcomes for children and young people.

2. Ensure young people aged 16 - 24 access an appropriate education, employment or training route

- We will ensure all young people with SEN and disabilities participate in education or employment with training until they are 18. We will develop high quality and appropriate post 16 provision and we will ensure pathways for SEND learners aged 16-24 are coherent, offer appropriate choices and are clear about intended outcomes at ages 16,19 and 24.
- We will continue to offer support to vulnerable learners to take up apprenticeships, and increase their numbers in line with targets in the 14-24 Learning, Skills and Employment strategy.
- We will ensure there is an increasing focus on developing high quality vocational programmes which lead to employment and support independent living, particularly for the post 16 offer for ASD and BESD learners through Vocational Skills Centres, FE Colleges and Special Schools.
- We will develop progression agreements with FE Colleges and Work Based Learning providers so that all young people aged 16-25 with a learning difficulty or disability can participate in learning, training and supported employment .
- We will improve the quality of information available through the assessment process to guide transition planning at age 14. We will provide support and guidance for young people 16-24 with SEN and disabilities to access education

and training. By September 2013 we will publish clear criteria for when we will carry out a learning disability assessment (LDA).

3. Develop the new single assessment process and plan in Kent

- We will develop outcome focused approaches to integrated working and joint strategic commissioning to develop and improve the quality and availability of provision 0-25, with good transition to adult services. This will mean, for example, new multi-agency commissioning frameworks for specific groups of children, with speech and language needs and disabled children with a physical impairment.
- We will deliver more integrated services for disabled children and young people, and those with more complex special educational needs and their families in Kent, to successfully deliver the Kent approach to integrated education, health and care planning by September 2014.
- We will ensure that by April 2014 clear protocols and processes are in place for health, education and social care working together to provide integrated services and deliver the strategy.
- We will ensure children, families and young people are at the centre of the assessment and planning process and are involved in making decisions throughout. We will adopt a key worker approach to support families and young people through the process by providing a single point of contact, particularly in more complex cases and during difficult transitional periods.
- By 2014 we will ensure all health professionals complete their assessments in time and delays in placement are avoided so that 95% of statutory assessments will be completed in the time allowed.
- We will develop a new multi-agency governance system for assessment and planning to ensure KCC and the NHS Clinical Commissioning Groups are able to meet their new statutory obligations to deliver integrated Education, Health and Care Plans.
- We will ensure the local Health and Wellbeing Board has clear oversight of improvements and joint commissioning arrangements across education, health and social care, in achieving better outcomes for children and young people with SEN and those who are disabled.

4. Develop the wider workforce

- We will develop a framework for continuous professional development to influence at a strategic level, the culture and practice across the whole workforce, including community providers, training and supporting staff to have the right skills to meet children's needs.
- We will ensure outreach work from Special schools has a direct and positive impact on the support for pupils with SEN and disabilities in mainstream schools.

- We will provide training to ensure by 2014 all early years providers and mainstream schools have skilled staff to support the needs of children and young people, with ASD, BESN and speech and language needs.
- We will ensure practitioners engaged in the single assessment process and carrying out a key worker function are trained in person centred approaches for assessment.

5. Support and engage parents, children and young people

- We will ensure parents are fully engaged in developing services and making decisions about their child's education and care, to ensure support is personalised.
- We will support parents by providing timely information and advice for them. We will increase parents' confidence in the services we are providing by being clear about eligibility criteria and levels of entitlement, to ensure they can have a reasonable expectation and understanding of the choices available.
- We will provide direct support to parents through evidenced based approaches e.g. Portage, EarlyBird and those for speech, language and communication needs.
- We will ensure information is available in accessible formats for children and young people and we will put in place training to support their meaningful participation whatever their method of communication. We aim to reflect the rights of the individual at 18 and as they move towards adulthood.
- We will reduce transport costs and enable parents to explore alternative travel arrangements with a personal budget and offer greater flexibility in entitlement, enabling their children to achieve independence.
- We will build on the success of the Kent and Medway Children and Young People's Palliative Care Network by creating new networks that promote the engagement of parents and carers in the development of new services.
- We will introduce personal budgets to deliver health, care and education specified in integrated plans. We will have tested and be delivering this approach by 2014.
- We will encourage schools to provide more support for parents and school based support groups and we will encourage parents to support each other, signposting where there are support groups for parents by parents.
- We aim to publish information about our criteria to access services and where help is available if children do not meet the criteria for an education, health and care plan.

6. Integrate Education, Health and Social Care services for disabled children and those with complex needs

- We will use learning from the Pathfinder and the MASHs to test out and develop integrated assessment and provision.
- We will develop a multi-agency hub model which can deliver a single point of access to advice, information and practical support within localities, building on the work of the MASH centres, and we will expand the range of professionals delivering a key worker approach.
- We will improve support for children with challenging behaviour and their families which minimises the impact and promotes resilience.
- We will develop a pooled budget to resource high-cost specialist placements for the most complex children and young people
- We will ensure there is greater integration of our equipment and occupational therapy services.
- We will ensure the delivery of high quality, fun and age appropriate short breaks.

How will we know we have succeeded?

By 2016, there will be

Better pupil outcomes

- KS1 improved attainment at level 2B to 82% for reading, writing and mathematics in 2016 from 76% Reading, 62% writing and 77% mathematics in 2012
- KS2 improved attainment at level 4 for English and Maths to 87% in 2016 from 78% in 2012
- KS4 improved attainment at 5+ GCSE A*-C including English and mathematics to 70% in 2016 from 60.6% in 2012
- Progress rates for pupils with SEN will be above the national average and statistical neighbours
- The achievement gaps at key stage 2 and 4 for pupils with SEN will be less than the national gaps and those of statistical neighbours

Improved quality of educational provision

- The percentage of Kent Special schools judged good or better in OFSTED inspection will improve from 80% in 2012 to 100% in 2016
- The percentage of mainstream schools judged good or better in OFSTED inspections will improve in Primary schools from 60% in 2012 to 90% in 2016 and in Secondary schools from 73% in 2012 to 90% in 2016, ensuring more pupils with SEND are well taught and make good progress

- The percentage of mainstream schools with specialist resourced SEN provision, judged good or better by Ofsted, will increase to 90%
- Further Education Colleges in Kent will be good or better and this will be reflected in improved outcomes for young people with learning difficulties and disabilities.

More effective early intervention and less need for more specialist intervention

- The range of support and short break services provided to families will meet their children's needs at an early stage, improving emotional wellbeing and family resilience and reducing the need for higher level intervention.
- There will be comprehensive services that meet the needs of children and young people with challenging behaviour
- There will be a reduction in the number of Statements from 6633 in October 2012, to 6500 by 2016 arising from effective earlier intervention
- There will be a reduction in the number of non maintained and out of County placements from 415 in October 2012 to less than 300 in 2016
- There will be fewer requests for statutory assessment, year on year, and a reduction in the percentage of assessments turned down
- By 2016 the number of permanent exclusions in an academic year will reduce to fewer than 40, from 200 in September 2012, and no young person with a statement will be permanently excluded.
- There will be improved attendance and reduced persistent absence for those with SEN in primary schools from 3.5% in 2012 and in secondary schools from 7.0% in 2012.
- Children and young people with SEN or who are disabled will be able to access universal services alongside their peers.
- All schools will be making good use of the educational psychology service to support the delivery of the SEN core standards, to improve early intervention and ensure targeted preventative support.

More provision and engagement in post 16 learning and training

- 95% of young people with SEN and disabilities aged 16-19 will be engaged in learning or training
- More vulnerable learners with learning difficulties or disabilities, including those at level 1, will be following and completing an apprenticeship
- All young people who need the support of adult social care will have made a successful transition to adult services

Additional Provision and Improved Services

- The local authority, Further Education Colleges and partner agencies will have a clear local offer, which sets out what is available and what parents can expect to be provided for children and young people with special educational needs and disabilities from 0-25
- Joint assessment and planning will be embedded in practice across all agencies
- There will be at least a further 275 additional specialist places in Kent Special and mainstream schools for pupils with ASD and BESN.
- All mainstream schools will have staff with specialist expertise in supporting pupils with ASD, BESN and speech and language needs.
- The balance of placements will shift so that more than 50% of pupils with statements will be educated in mainstream schools
- There will be a mixed economy of providers, increasing parental choice and a good match to the needs of our children and young people.
- More parents will be allocated a personal budget and the costs of SEN transport will be reduced by at least £1.5m.
- There will be integrated services for disabled children and their families in each local area
- Access to speech and language therapy and CAMHs will have improved and meet local needs
- All disabled children and families will have access to appropriate community equipment and wheelchair services.
- Families who need it will be able to benefit from short breaks.
- All young people with learning difficulties and disabilities will receive support into employment and independent living across the county.
- Young people with additional needs, but without SEN, e.g. those with Asperger's Syndrome, will be supported to achieve their potential

Improved parental confidence and engagement

- There will be fewer tribunals as parents become more engaged in developing integrated education, health and care plans and as confidence increases in the provision in local schools
- There will be positive feedback from parents on the usefulness of timely advice and information and the benefits of having a key worker

- Reviews of children, including the review of the Statement, will be based on the Team around the Family approach and include all those involved with the child and their family
- There will be an increase in choice and flexibility as a result of more parents having a personal budget and direct payments
- A wider group of parents will engage in shaping and developing services
- There will be clear information about what services are available, how to access them and the referral routes will be clear and simple. We will tell parents where help is available if children and young people not meet service criteria for a statutory plan.

Definition of special educational needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning from the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of any kind generally provided for children of the same age in schools within the area of the Local Education Authority
- c) Under compulsory school age and fall within the definition at a) or b) above or would so do if special educational provision was not made for them.

Definition of disability

1. The Equality Act 2010 states a person (P) has a disability if –
 - a) They have a physical or mental impairment and
 - b) the impairment has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities
2. The Government guidance¹ states that the term *substantial* means more than minor or trivial. The term *physical and mental impairment* implies that a disability can arise from a wide range of impairments such as:
 - Long term medical conditions such as asthma and diabetes
 - Fluctuating or progressive conditions such as rheumatoid arthritis or motor neurone disease
 - Mental health conditions such as bipolar disorder or depression
 - Learning difficulties such as dyslexia
 - Learning disabilities such as Down's syndrome and autism spectrum disorders
 - Cancer
 - Multiple sclerosis
 - HIV / AIDS
3. People with severe disfigurement will be protected as disabled without needing to show that it has a substantial adverse effect in day to day activities.

¹ Equality Act 2010: What do I need to know? Disability Quick Start Guide, Government Equalities Office, 2010.

The National Context

The statutory framework for the identification and assessment of children with special educational needs is set out in the Education Act 1996, the Special Educational Needs and Disability Act 2001 and the SEN Code of Practice. SEN Regulations prescribe the time allowed for each stage in the statutory assessment process.

The Code gives guidance on the processes and procedures to be followed, describing a graduated approach offering most help for children with the greatest difficulties and less help as things improve.

Despite this statutory framework to support the most vulnerable learners and significant progress to support the inclusion of individual children and young people with SEN and those who are disabled, significant numbers of them do not do well at school.

- The achievement gaps for children and young people with special educational needs and disabilities are wide.
- At Key stage 2 for pupils with statements, the attainment gap for reaching level 4 over the last five years has remained similar and for pupils with SEN (without statements) the attainment gap for English and mathematics over last five years has narrowed by only five percentage points.
- At GCSE 5 A*- C (including English and mathematics) for pupils with statements, the attainment gap has increased by six percentage points over five years and for pupils with SEN (without statements) the attainment gap has narrowed by only one percentage point.
- Disabled children are 13 times more likely to be excluded from school and 3 times more likely to be abused than other children.
- Children with early persistent language disorders are 5 times more likely to have literacy and numeracy difficulties; only 50% remain in full-time education post-16 (ICAN 'The Cost to the Nation of Children's Poor Communication').
- Children and young people with special educational needs and disabilities are over represented in disadvantaged groups:
 - those receiving free school meals
 - looked after by the local authority
 - minority ethnic groups
 - exclusions
 - low attendance
- Nationally there are 1.7 million school-aged children identified as having special educational needs. In secondary schools SEN without a statement has increased from 13% in 2003 to 19.7% in 2011, and there is a wide range from 70% SEN in some schools to below 5% in others.

There is evidence that the families of children with disabilities also face poverty. It costs up to three times as much to raise a disabled child and only 16% of mothers

with disabled children work compared to 61% of other mothers. One study found 13% of couples caring for a disabled child identified major relationship problems and 9% actually separated.

In 2010 the Government published the results of an inquiry into parental confidence in the SEN framework which had been undertaken by Brian Lamb. He reported that he met some of the happiest parents in the country and their children were well supported and making good progress. However he also met parents for whom the education and care system represents a battle to get the needs of their child identified and for those needs to be met. Crucially both experiences stemmed from the same system because implementation too often failed to deliver.

Lamb called for major reform of the SEN system in four key areas:

1. Children's outcomes to be at the heart of the system
2. A stronger voice for parents
3. A system with a greater focus on children's needs
4. A more accountable system that delivers better services

He concluded that we need the best teachers and resources better-targeted to those most in need, but most of all we need to change the culture of low expectations for children with SEN and disabilities.

The Children and Families Bill

The Government's response to the Lamb report was to publish a Green Paper in 2011 consulting on proposals to transform the SEN statutory landscape, and outlining steps to reduce barriers, bureaucracy and delays experienced by families and goals to:

- Enable children, young people and their families to have an active role in implementing any plan designed to meet their identified needs.
- Improve the quality and range of information available to children, young people and their families to enable them to make informed choices.
- Create a Local Offer which not only describes the range of services available, but also what families can expect from each of the services listed.
- Build on the success of the Early Support programme and create a new 0-25 integrated specialist assessment and planning process for children with special educational needs or who are disabled and their families, resulting in a single Education, Health and Care Plan.
- Improve the way in which Local Authorities, NHS and schools use their resources through joint commissioning to achieve improvements in the range of support available within a local area.
- Enable young people to have the option of a personal budget.

These proposals are set out in the Children and Families Bill, published in February 2013 and expected to become law from September 2014. We will have a single and shorter assessment process leading to a combined Education, Health and Care Plan to replace both SEN Statements and Learning Difficulty Assessments for 0-25 year olds. We also expect some children and young people subject to an integrated plan to have personal budgets and to choose direct payments. This strategy will have as a key priority the development of the 'local offer' in Kent.

Health Commission Changes: New health duties, roles and responsibilities

From 1st April 2013 many statutory responsibilities for commissioning health services for children and adults will move from Primary Care Trusts to new Clinical Commissioning Groups. Clinical Commissioning Groups (CCGs) are statutory organisations within the NHS that are led by General Practitioners. CCGs will be overseen by a new NHS Commissioning Board responsible for quality and performance standards across the country as well as directly commissioning very high cost, specialist services such as specialist mental health placements.

As part of this, from the 1st April 2013 Local Authorities will be responsible for commissioning universal school nursing services, which fall within their new broader responsibilities for Public Health. Each Local Authority area will establish a Health and Wellbeing Board to provide leadership and oversight of how children's and adult services can both become more integrated and work with Clinical Commissioning Groups to effectively jointly commission health and social care services.

From 1st September 2014 there will be a new statutory duty on Local Authorities to work with CCGs to jointly commission services for disabled children and children with special educational needs. This offers new opportunities for joint commissioning to deliver greater personalisation of budgets for health care alongside social care and education, improving service delivery and achieving efficiencies.

The Department of Health has recently published the mandate for the new NHS Commissioning Board where there is a specific objective to ensure children with special educational needs and disabled children have access to the services identified in their agreed plan and that parents have the option of a personal budget based on a single assessment across health, social care and education.

Resources to help us deliver

Kent allocates more than **£200m annually** (20% of the DSG) in supporting the needs of children and young people with SEN and those who are disabled, in budgets held by schools and the County to meet the additional and special educational needs of pupils. This amount of funding is above average. (See appendix 7).

£104m is delegated to mainstream schools; £86m as notional AEN/SEN and a further £18m for high needs pupils. £63m is delegated to Special schools (appendix7). Despite this significant funding, more than 460 of Kent's pupils subject to a Statement cannot be supported in a maintained school in the County due to lack of capacity.

For pupils who cannot be supported in a maintained school, the local authority procures placement in the independent and non-maintained sector. Average day placement fees are £30,000 per pupil per annum and boarding places average £50,000. Fees for the most complex needs pupils can be significantly higher, for example an individual boarding placement can cost over £200,000 per annum. Kent placements in this sector have increased by 25% over the last year. While more than 40 pupils clearly matched Kent's existing specialist provision, the schools were at capacity.

There is a clear expectation that local authorities make best use of the funding available, especially as there is increasing demand and pressure in meeting needs. The Government's proposals to reduce annual increases are like to reduce available resources in real terms. We cannot increase the size of the budget for independent and non-maintained sector fees without an impact on the resources available for all schools.

From April 2013, changes to schools' delegated budgets will fund SEN differently. Schools will be expected to make provision of up to £10,000 per pupil with SEN, before seeking top up funding for pupils with higher level needs. There are currently 450 pupils whose mainstream schools receive individually assigned resources at a fixed rate (range from £10,600 to £19,000). We aim to develop a more sensitive cost based funding mechanism to individually assign resources for high needs pupils.

We also aim to ensure that resources are used to put in place interventions where the outcomes are evidence based. We will ensure a better match of schools' expertise and the pupils who need additional support, and our work to develop outreach relationships between Special schools and other schools will help to develop a wider range of ASD and BESN expertise in Kent mainstream schools. In doing so, we aim to reduce the number of pupils who need statutory assessment in order to access specialist intervention.

In addition to the funding for pupil support, the budget for SEN transport is £17m. We are providing transport to the nearest school with capacity, rather than the nearest suitable school. If we can increase the number of children who are supported in their local schools, we will be able to divert funding currently tied up in transport, into increasing the funding available for direct services and additional school places.

The average rate for Individually Assigned Resources in mainstream is £15,000 (the range is from £10,000 to £19,000), the average cost of a place in a Kent Special school is £20,000 and the average independent/non-maintained day place is £30,000. We aim to move provision from more expensive independent and non-maintained settings, into Kent schools to enhance the local provision in Special and mainstream schools.

We are continuing to complete the Special School review with further capital investment in the remaining nine schools that have so far not received investment. This is currently costing between £30m and £40m. As well as accommodation improvements, the changes will increase the number of pupils who can be admitted into a re-developed school.

In order to plan more effectively for future provision we are developing our commissioning and place planning model to ensure the specialist SEN places are available in the local areas where they are needed. This will involve more effective tracking of pupils in the early years and in Primary schools to inform the availability and continuity of provision as children get older and their needs change.

We recognise that a key part of our strategy must be to increase parents' confidence in the expertise in their local school and the arrangements we have in place to ensure there are sufficient places. Where it is necessary to procure placements from external providers, we want to have in place robust commissioning arrangements to ensure we can take timely and cost effective decisions.

We believe that developing a mixed economy with the broadest range of providers will increase parental choice. We want to explore where robust commissioning arrangements can drive up the quality of provision and offer a cost effective solution to placement pressure. We recognise that that we cannot achieve our ambitions for our children and young people without working in partnership with all providers.

Post 16 High Needs SEN Funding

From August 2013 local authorities will have the responsibility for the provision of all 16-24 year old High Needs SEN learners. Funding for this provision will be allocated to local authorities through the Dedicated Schools Grant (DSG).

Funding for Post 16 High Needs provision is made up from three different sources: the SEN Funding block, Independent Specialist Provision (ISP) Funding and Further Education(FE) and Alternative Learning Support (ALS) funding. The provision for ISP and FE ALS was the responsibility of the Education Funding Agency (EFA) and has now been transferred to local authorities. The SEN block historically managed by the local authority was the EFA's contribution towards Post 16 High Needs SEN funding in Special Schools, Mainstream schools and Independent Schools.

Post 16 High Needs SEN learners will from August 2013 be funded under the new universal methodology for High Needs pupils known as Place Plus. The basic principle is that each High Needs learner will have attached to them a defined cost and the cost of provision. The provision will then be broken down into three elements. Elements 1 & 2 will broadly be in the region of £10,000 and will be guaranteed place funding, Element 3 will be the difference between the total cost of provision less elements 1 & 2 and will be funded on a monthly basis in or close to the real time movement of the pupil.

In addition KCC spends £19m annually on disabled children's services which includes £2.76m on overnight residential short breaks. The health budget for supporting pupils with special educational needs and disabilities is to follow.

Special Educational Needs (SEN) Budgets

2010-11 Budget	2011-12 Budget	2012-13 Budget	2013-14 Budget	
Net Budget £000's	Net Budget £000's	Net Budget £000's	Net Budget £000's	Notes

Schools Delegated Budgets

Mainstream

Notional AEN/SEN Budget	DSG	70,005	86,058	87,693	1
High Needs SEN funding	DSG	15,327	18,143	17,536	2
High Needs SEN Post 16 FE and ISP	DSG			10,600	
Total		85,331	104,201	105,229	
Special Schools	DSG	58,027	63,183	65,752	3

Non-delegated School SEN Budgets - Education Learning Skills (ELS)

SEN Unit	ABG	610	0	0
SEN Unit	DSG	17,588	17,610	15,378
SEN Unit	EIG	103	109	109
SEN Unit	Base	2,470	2,244	1,308
SEN home to school transport	Base	18,740	17,039	17,271
Total		39,511	37,002	34,066

Advocacy and Entitlement (ELS)

Total	Base	852	862	612
Total	DSG	5,605	5,639	5,608

Specialist Children's Services (SCS)

Base	12,567	12,567	15,383
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Prior years

Capital Funding	49,394	14,635	10,027
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Key

ABG - Area Based Grant

DSG- Dedicated Schools Grant

EIG - Early Intervention Grant

Base- Council Tax and Formula Grant

Notes

1) Increase between 2010-11 and 2011-12- Mainstreaming of grants SDG, SGG & SSGP

2) Increase 2010-11 to 2011-12 - Protection Units - Increase 2011-12 to 2012-13 further delegation of maintained units

3) Increase 2010-11 and 2011-12- New Special Schools formula 7/12 2010-11 and 12/12 2011-12

By:	Patrick Leeson, Corporate Director for Education, Learning and Skills
To:	Education Cabinet Committee, 21 June 2013
Subject	Primary Commissioning in Tunbridge Wells District
Classification:	Unrestricted
Future Pathway of Paper	Public consultation
Electoral Divisions	Tunbridge Wells West, Tunbridge Wells North and Tunbridge Wells Rural

Summary:	<p>This report seeks the views of the Education Committee on a proposal to commission additional places in the Tunbridge Wells area:</p> <p>a) commission an enlargement of Bishops Down Primary School by 1FE for September 2014.</p> <p>b) commission an enlargement of Lamberhurst St Mary's Church of England Primary School by 10 reception places for September 2014.</p> <p>c) commission an enlargement of St Augustine's Catholic Primary School by 15 reception places for September 2014.</p>
Recommendations:	<p>The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform to carry out public consultations on the proposals to expand Bishops Down Primary school, Lamberhurst St Mary's Church of England Primary School and St Augustine's Catholic Primary School</p>

1. Introduction

1.1 The Tunbridge Wells section of the Kent Commissioning Plan indicated a need to commission additional school places to manage the increase in numbers in parts of Tunbridge Wells district.

1.2 Seven enlargements have already been agreed and are progressing for expansion in 2013 and 2014 namely: St James' Infant School; St James' Junior School; Southborough CE Primary School; St Mark's CE Primary School and Langton Green Primary School, in accordance with the Kent Commissioning Plan.

1.3 The commissioning plan also referred to additional demand for 2014 - 2016 to be met by commissioning an additional 10 places in the Lamberhurst area.

2. Proposal

2.1 Bishops Down Primary School

It is proposed to enlarge Bishops Down Community Primary School by 1FE taking their PAN to 60 for the September 2014 intake and a total number of 420 places by September 2020.

- a. Capital - Feasibility studies indicate that the enlargement of the school would require replacement of temporary classroom buildings plus additional classrooms. The proposal has not been formally costed, but the total potential cost is likely to be in the region of £2m.
- b. Revenue - The school will receive increased funding through the Delegated Budget on a 'per pupil' basis.
- c. Human - Bishops Down Primary School will appoint additional teachers as required, as the school size increases and the need arises.

2.2 Lamberhurst St Mary's CE Primary School

It is proposed to enlarge Lamberhurst St Mary's CE Primary School by 10 Year R places taking their PAN to 30 for the September 2014 intake and a total number of 210 places by 2020.

- a. Capital - The enlargement of the school requires an installation of two additional classrooms. The cost per classroom is preliminarily estimated at £125,000 to which must be added, some necessary infrastructure improvements. A feasibility study is awaited, but the total potential cost is likely to be in the region of £450k.
- b. Revenue - The schools will receive increased funding through the Delegated Budget on a 'per pupil' basis.
- c. Human – Lamberhurst St Mary's CE Primary School will appoint additional teachers as required, as the school size increases and the need arises.

2.3 St Augustine's Catholic Primary School

It is proposed to enlarge St Augustine's Catholic Primary School by 0.5 FE taking their PAN to 60 for the September 2014 intake and a total number of 420 places by September 2020.

- a. Capital - The enlargement of the school requires an installation of three additional classrooms. The cost per classroom is preliminarily estimated at £125,000 to which must be added, some necessary infrastructure improvements. A feasibility study is awaited, but the total potential cost is likely to be in the region of £650k.
- b. Revenue - The schools will receive increased funding through the Delegated Budget on a 'per pupil' basis.
- c. Human – St Augustine's Catholic Primary School will appoint additional teachers as required, as the school size increases and the need arises.

3. **Bold Steps and the Kent Commissioning Plan**

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’.

4. Equality Impact Assessment

4.1 An Equality Impact Assessment will be completed for each proposal.

5. Member Opinion

5.1 The proposals are for schools sited in the following divisions:

- a. Bishops Down Primary School - Tunbridge Wells West division, Mr John Davies.
- b. Lamberhurst St Mary's CE Primary School - Tunbridge Wells Rural division, Mr Alex King MBE
- c. St Augustine's Catholic Primary School - Tunbridge Wells North division, Mr Peter Oakford.

5,2 The members have been informed of the proposals.

6. Area Education Officer Opinion

6.1 The Area Education Officer for West Kent fully supports these proposals and having considered other commissioning options, is of the belief that these enlargements offer the best location, are the most cost-effective and are the most sustainable solutions to increased demand in the Tunbridge Wells area.

7. The Views of The Schools

7.1 The head teachers and governing bodies of all the schools have agreed to the proposals.

8. Recommendations

8.1 The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform to carry out public consultations on the proposals to expand Bishops Down Primary school, Lamberhurst St Mary's Church of England Primary School and St Augustine's Catholic Primary School

9. 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

Kent Commissioning Plan for Education Provision 2012-2017

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-](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)

[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)

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – West Kent

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

Lead Officer Contact details

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By:	Patrick Leeson, Corporate Director for Education, Learning and Skills
To:	Education Cabinet Committee, 21 June 2013
Subject	Primary Commissioning in Gravesham District
Classification:	Unrestricted
Future Pathway of Paper:	Public consultation
Electoral Division:	Gravesham East and Gravesham West

Summary:	<p>This report seeks the views of the Education Committee on whether to commission additional places in Gravesham as follows:</p> <p>a) commission an enlargement of Chantry Primary School by 1FE for September 2014.</p> <p>b) commission an enlargement of Lawn Primary School by 10 reception places for September 2014.</p>
Recommendations:	The Education Cabinet Committee is asked to consider and endorse or make recommendations to 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.

1. Introduction

- 1.1 The Gravesham section of the Kent Commissioning Plan indicated a need to commission additional school places to manage the increase in numbers in parts of Gravesham district.
- 1.2 Two enlargements were proposed and progressed at St Botolphs' CE Primary School and Whitehill Primary School, in accordance with the Kent Commissioning Plan.
- 1.3 The commissioning plan also referred to additional demand by 2016 to be met by commissioning an enlargement at Lawn Primary School for September 2015, taking the school to 1FE. This report recommends advancing the timescale by 1 year to September 2014.
- 1.4 Following consideration of all available options, the local authority is proposing enlarging two schools, Chantry Primary School by one form of entry, and Lawn Primary School by 10 Year R places by September 2014. This will increase the number of Year R places in Gravesham by 40 for 2014.

2. Proposals

- 2.1 Chantry Primary School
It is proposed to enlarge Chantry Community Primary School by 1FE taking their PAN to 60 for the September 2014 intake and a total of places of 420 by September 2020.

- a. Capital - The enlargement of the school requires a refit and furnishing of existing accommodation. The cost of this work will be in the region of £150k.
- b. Revenue - The schools will receive increased funding through the Delegated Budget on a 'per pupil' basis.
- c. Human Resources – Chantry Primary School will appoint additional teachers as required, as the school size increases and the need arises.

2.2 Lawn Primary School

It is proposed to enlarge Lawn Community Primary School by 10 Year R places taking their PAN to 30 for the September 2014 intake and a total of places of 210 by September 2020.

- a. Capital - The enlargement of the school requires an installation of one additional classroom. The cost per classroom is preliminarily estimated at £125,000 to which must be added, some necessary infrastructure improvements. A feasibility study is awaited, but the total potential cost is likely to be in the region of £200k.
- b. Revenue - The schools will receive increased funding through the Delegated Budget on a 'per pupil' basis.
- c. Human Resources – Lawn PS will appoint additional teachers as required, as the school size increases and the need arises.

3. **Bold Steps and the Kent Commissioning Plan**

- 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’.

4. **Equality Impact Assessment**

- 4.1 An Equality Impact Assessment will be completed for each proposal

5. **Member Opinion**

- 5.1 The proposals are for schools sited in the following divisions:
 - a. Chantry Primary School - Gravesham East division, Ms Jane Cribbon and Mr Colin Caller.
 - b. Lawn Primary School - Northfleet & Gravesend West division, Ms Sue Howes and Mr Narinderjit Singh Thandi.

- 5.2 The members have been informed of the proposals.

6. **Area Education Officer Opinion**

- 6.1 The Area Education Officer for West Kent fully supports these proposals and having considered other commissioning options, is of the belief that these enlargements offer the best location, are the most cost-effective and are the most sustainable solutions to increased demand in the Gravesham area.

7. The Views of The Schools

- 7.1 The head teachers and governing bodies of all the schools have agreed to the proposals.

8 Recommendations

- 8.1 The Education Cabinet Committee is asked to consider and endorse or make recommendations to 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.

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

Kent Commissioning Plan for Education Provision 2012-2017

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-](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)

[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)

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – West Kent

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

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By:	Patrick Leeson, Corporate Director for Education, Learning and Skills
To:	Education Cabinet Committee, 21 June 2013
Subject	Primary Commissioning – Swale District
Classification:	Unrestricted
Future Pathway of Paper	Public consultation
Electoral Division	Swale West

Summary:	This report seeks the views of the Education Cabinet Committee on a proposal to commission additional provision in Swale.
Recommendations:	The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform to carry out a public consultation on the enlargement of Rodmersham School from September 2014

1. Introduction

- 1.1 The Swale section of Kent's "Commissioning Plan for Education Provision 2012-2017" indicates a need to add a significant number of school places for Swale to manage the increase in numbers of children predicted to come forward.
- 1.2 The pressure on places was managed through temporary expansion for September 2012, adding 110 Year R places across Swale. Permanent and temporary expansion of some schools as outlined in the 12 September 2012 and 19 March 2013 reports to Education Cabinet Committee is going forward for September 2013 and 2014.

2. Proposal

- 2.1 It is proposed to permanently expand Rodmersham School adding 5 places in Year taking their PAN to 15 (0.5 FE) from September 2014 and a total number of places of 105 by September 2020.

3. Financial implications

- a. Capital: Accommodation will need to be provided for September 2014 with an estimated cost of £200k.
- b. Revenue: The school will receive Growth funding for a maximum of three years to provide protection on the increased Year R admission number of 5 should pupil numbers fall short of this. The school will receive £6k for the additional classroom as a result of the expansion towards the cost of the non-staffing resources needed to set the class room up.

- c. Human: The school will appoint additional teaching and support staff as appropriate.

4. Bold Steps and the Kent Commissioning Plan

- 4.1 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’.

5. Equality Impact Assessment

- 5.1 An Equality Impact Assessment will be completed for the proposal.

6. Member Opinion

- 6.1 The school is sited in Swale West division and the local member is Mike Baldock.

- 6.2 Mr Baldock has been informed of the proposal.

7. Area Education Officer Opinion

- 7.1 Marisa White, the Area Education Officer for East Kent fully supports the proposal. Rodmersham is an outstanding and popular school.

8. The Views of the School

- 8.1 The Headteacher and Chair of Governors fully support the proposal to expand the school.

9. Recommendations

- 9.1 Members are requested to endorse the recommendation as shown on page 1 of this report.

10. 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

Kent Commissioning Plan for Education Provision 2012-2017

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-](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)

[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)

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning – East Kent

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

Education Cabinet Committee report 19 March 2012 – Primary Commissioning Swale District

<http://kent590w3:9070/documents/s38809/Item%20B9b%20Primary%20Commissioning%20Swale%20District.pdf>

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By:	Roger Gough, Cabinet Member for Education and Health Reform Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee, 21 June 2013
Subject	Education, Learning and Skills Priorities
Classification:	Unrestricted

Summary:	This report sets out the priorities for Education, Learning and Skills for 2013- 16.
Recommendation	That Education Cabinet Committee note the priorities laid out in the Education Bold Steps 2013-16 Plan.

1. Background

- 1.1 Education Cabinet Committee (ECC) considered an updated Education Bold Steps, Vision and Priorities for Improvement Plan at its meeting on 18 January 2013. The Plan sets out Kent County Council's (KCC) Education, Learning and Skills (ELS) vision, priorities and improvement targets for the period 2013-16.
- 1.2 This refreshed set of priorities and targets to promote and champion education excellence and support the drive towards ensuring that Kent becomes one of the best places in the county to be educated, builds upon the progress that has been made since the original Plan was published in May 2012.

Vision

- 1.1 Our vision is for Kent 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.
- 1.2 Our strategic priorities in Kent Bold Steps are to ensure 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.

3. Future Targets and Priorities 2013-16

- 3.1 We are aiming for outcomes that are very ambitious and challenging. We are determined to pursue them relentlessly and believe we have the ways to achieve them. As part of our ongoing discussions and partnership with Headteachers, governors and other stakeholders there is a good level of shared ambition to achieve the following improvements in the period leading up to 2016.
- 2.2 In 2013-14 we will:
 - Develop school to school collaboration further to achieve a faster rate of improvement in the quality of schools and the outcomes for pupils, including reducing achievement gaps.

- Work with outstanding and good schools to increase their capacity to sponsor schools requiring improvement, through academy or other arrangements
- Deliver a new and improved model in each District for Pupil Referral Units and Alternative Curriculum provision to reduce exclusions further, and improve the quality of provision and outcomes for pupils.
- Extend the Integrated Adolescent Support Service across the whole of Kent and as a result achieve more coordinated and targeted support and better outcomes for vulnerable adolescents.
- Deliver the improvements set out in the 14-24 strategy, including fewer NEETs, more young people staying in education or training to age 17 and 18, improved youth employment, a better vocational offer, improved attainment for all 16-19 year olds, a further increase in apprenticeships and more effective partnerships between schools, colleges, work based learning providers and employers.
- Expand the SEND Pathfinder and deliver a Kent version of single assessment and integrated education, health and care plans for the families of disabled children and those with special educational needs, together with personal budgets for families to use on transport, equipment and therapy services.
- Deliver the SEND Strategy to achieve improvements in Special and mainstream schools, better support for parents leading to fewer tribunals, improving early intervention and prevention so that there is a reduction in statutory referrals, and delivery of more integrated services and joint commissioning across education, health and social care. The overarching goal is to achieve better progress and outcomes for all children and young people with a disability or special educational needs.
- Improve the efficiency and reduce the rising costs of SEN transport
- Continue to improve District based working, so that more decision making and coordination of services for children and young people happens locally through school collaborations and better integrated working between education, health and social care. A key development will be the successful establishment of local Children and Young People's Partnership Boards.
- Revise and update the Education Commissioning Plan so that it includes clear plans for additional early years, SEN and school place provision in detail up to 2015, with reliable forecasts for provision up to 2018.
- Develop the Kent Association of Headteachers further to support school to school improvement and partnerships.
- Develop the Kent Employment, Learning and Skills Partnership Board to oversee and drive the implementation of the 14-24 Strategy, monitor its progress and commission new activity and provision to ensure its success.

- Develop Edukent further to procure better services for schools to improve outcomes, at competitive cost and expand the trading of services to more schools in and beyond Kent.

2.3 To ensure all pupils meet their full potential, we will achieve the following by 2016:

- Foundation Stage outcomes for 5 year olds will continue to improve so that the percentage of children achieving the expected level of development in all aspects of learning will improve by 8%, compared to the 2012 baseline, especially in language and literacy and in emotional and social development.
- In the Foundation Stage the number of children achieving at least 78 points will improve to 75 % of children in Kent working at the expected level, which is above the current national average.
- Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in reading, writing and mathematics.
- Key stage 2 attainment will be amongst the best for our statistical neighbours, above the national average and improve to at least 87% of pupils attaining level 4 in English and mathematics, and 90% pupils achieving 2 levels of progress.
- Key stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining 5 good GCSEs including English and mathematics
- The achievement gaps at key stages 2 and 4 will continue to reduce from the 2012 baseline, and be less than the national gap figures for pupils from low income backgrounds, children in care and pupils with special educational needs and disabilities.
- We will reduce the number of KCC schools in an Ofsted category of concern year by year, so that by 2015 no schools will be in this category. We will maintain this for 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.
- At least 95% of secondary schools will be performing above the floor standard and no primary schools will be performing below the current 60% level 4 floor standard.
- All schools will either be succeeding, by achieving good outcomes for all groups of pupils, and where there has been a history of underperformance the schools will be improving and performing above the floor standards as part of a sponsored academy arrangement or federation with good leadership capacity.
- In nearly all schools (90%) teaching will be consistently good.

- We will have fully implemented the requirements of the Children and Families Bill to have in place integrated education, health and care plans.
- We will have reduced the number of pupils requiring a statutory response to their special educational needs by developing more effective early intervention.
- 95% of SEN statutory assessments will be completed within timescales and pupils with statements will be making good progress and achieve above average outcomes when compared with national benchmarks.
- We will reduce the number of independent and non maintained special school placements by 15% to ensure the needs of more Kent children are met in their locality, by developing our SEN strategy to provide more local and cost effective provision.
- Every child and young person will be on the roll of a school, academy or pupil referral unit.
- We will improve children and young people's attendance by supporting the reduction of persistent absence to 2% in primary and 5.5% in secondary by 2014 and to 1.5% in primary and 4.5% in secondary by 2016.
- No children and young people in care will be excluded from school, fewer than 10% will be persistently absent and their attainment will improve year on year from the 2012 baseline and be above the national average. The achievement gaps at key stages 2 and 4 will be less than the national gaps.
- With the delivery of new models for PRUs and Alternative Curriculum provision for pupils aged 14-19, there will be fewer than 40 pupils permanently excluded from school by 2016 and outcomes for pupils following alternative curriculum programmes will have increased year on year from the 2012 baseline.
- All young people attending a PRU will have a positive learning or training destination at ages 16 and 17.
- We will help parents to access a preferred school place for their child by increasing online admission applications to 95% and increase the number of parents who get their first preference of school to above 90%. First and second preferences combined will improve to 95%.
- Children Missing Education will be identified, tracked and monitored, with 70% being placed in suitable education within 30 days of becoming known.
- We will maintain between 5% and 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 to 2016.

2.4 To shape education and skills around the needs of the Kent economy we will achieve the following by 2016:

- There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1%.
- The employability skills of 19 year olds will have improved, especially in English and mathematics, so that level 2 attainment at age 19 is well above the national average
- There will be fewer young people who achieve no improvement in qualifications between the ages of 16 and 19, so that this number reduces to less than 5%.
- The outcomes for 19 year olds from disadvantaged backgrounds will be above the national average and the achievement gap between this group and other students will have reduced by 10% from the 2012 baseline.
- We will have an established a successful pre-apprenticeship and level 1 programme for 17 year olds who are unable to achieve a level 2 apprenticeship.
- The uptake of level 2 and 3 vocational training in skills shortage areas will increase by 10%
- The Kent Apprenticeship scheme will continue with at least 88 apprentices taken on each year, totalling 400 successful apprenticeships delivered by KCC by 2016
- At least 50% of schools will have provided one or more apprenticeships which have been taken up successfully by young people
- There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce by 4000 to below 2008 levels
- The number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase by 15%
- Each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges, work based learning providers, employers and other agencies.
- Attainment in English and mathematics will improve so that at least 50% of 16 year olds that do not attain level 2 will achieve the qualification by age 17.
- The number of young people, especially those from low income backgrounds, aged 16 with skills below level 2, to achieve a level 2 qualification and progress to level 3 by age 18 will increase by 20%.
- The number of 16-19 year olds who follow courses and do not raise their level of qualification will decrease to below 5%.
- Advanced level performance in Kent will be above the national average on all measures.

- There will be improved participation, provision and outcomes for young people with learning difficulties and disabilities and all young people with learning difficulties and disabilities aged 16-19 in Special Schools will have access to appropriate provision.
- All young people aged 16 to 19 will be tracked by the LA working in partnership with schools and colleges so that their participation can be monitored, as required by statutory duty.
- Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will reduce unemployment for 16 to 24 to below the national average.

3. Getting There

- 3.1 Delivery plans have been set out in the 14-24 Employment and Skills Strategy, the Early Years and School Improvement plans, the Education Commissioning Plan, the ELS Service business plans, the SEND Strategy and the Improvement Plan for the Pupil Referral Units (PRUs).

4. Recommendations

- 4.1 As set out on the first page of this report.

Background Documents

Bold Steps for Education 2013-16 – appendix 1

Kent Education Commissioning Plan 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)

ELS Business Plans 2013-14

<https://shareweb.kent.gov.uk/Documents/council-and-democracy/council%20financial%20publications/budget%202013%20-%202014/BP13-4%20Ed%20Psync.pdf>

SEN Strategy

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

PRU Improvement Plans

http://www.kenttrustweb.org.uk/communication/ebulletindetail.cfm?eb_bulletinid=7071

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Delivering Bold Steps for Kent

Education, Learning and Skills Vision and Priorities for Improvement

2013 - 2016



Education, Learning and Skills Vision and Priorities for Improvement

Vision:

Our vision is for Kent 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.

Kent should be a place where families thrive and all children learn and develop well from the earliest years so that they are ready to succeed at school, have excellent foundations for learning and are equipped well for achievement in life, no matter what their background.

In Kent we should have the same expectations for every child and young person to make good progress in their learning, to achieve well and to have the best opportunities for an independent economic and social life as they become young adults.

Every child and young person should go to a good or outstanding school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve.

Our strategic priorities in Kent Bold Steps are to ensure 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.

Our Ambition

Central to our ambition is the desire to create the conditions in which pupils experience the best learning and teaching, and where pupils' moral and intellectual development and confidence can flourish. We want every child in Kent to achieve well above expectations and not to be held back by their social background. We want every young person to benefit from a broad range of pathways to further learning and employment, for their own achievement and for the success of the Kent economy.

We will do this by focusing relentlessly on improving standards and the quality of education and learning so that excellence is promoted across the system. We will ensure children continue to get a good start in life, by working alongside all the agencies who work with very young children and their families, particularly health practitioners and those providing services through our Children's Centres, so that we promote the highest quality early learning and childcare in the Foundation Stage. We will work tirelessly to ensure every child can go to a good school where they make good progress and can have fair access to school places. And we will ensure every young person to age 18 is engaged in purposeful education and training, and they are well prepared for skilled employment and higher learning.

We will achieve this by learning from and spreading the influence of the best, whether locally, nationally or internationally and through working in partnership across all types of school and

phases of education and learning and with partners across the business sectors, local government, health, social care, the voluntary and community sectors, and especially with parents, carers, local communities and the children and young people themselves.

We will support the best schools and school leaders to lead the system and drive improvement through collaboration across all schools, settings and education and training providers, supporting and challenging each other in how we achieve our goals, so that we are able to transform outcomes for all of our children and young people more rapidly. We will promote innovation and creativity in teaching and learning and the curriculum, so that Kent achieves a world class education system, greater social mobility and reverses the national trends of under performance for vulnerable and disadvantaged groups which hold back progress in our economy and our society.

We see learning as a lifelong process in which learners should always be able to progress successfully to the next stage of their lives, with the necessary foundations for success, to develop their skills, training and qualifications both in and out of work and in informal and formal learning situations. We will give particular priority to improving the skills and employability of 14 - 24 year olds, so that they make a good start to adult life and their potential is not lost to the Kent economy.

The Challenges for the Future:

The world is changing fast, expectations are rising rapidly and a more diverse education system is developing quickly. The UK has to achieve a more educated and skilled workforce and cannot afford to lose the potential of so many young people who, if they are not educated well enough, will lead less productive and satisfying lives. The economic and social cost of educational failure is immense and too much provision that is less than good damages the life chances of children and young people. In this mix the role of the Local Authority is changing to be more ambitious, focused and strategic in bringing about educational transformation for Kent by being a strong and influential partner with schools and other providers.

In particular our priorities 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
- Move to a more strategic commissioning and oversight role which builds capacity for improvement and brokers the best arrangements for longer term sustainable success
- Support vulnerable pupils, including children in care 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

- Deliver an effective school improvement strategy and procure effective support and advice services for schools
- Promote a culture of inclusion, aiming to ensure that every child and young person is able to remain included in appropriate, high quality provision;
- Promote and champion a school, education, training and skills system that delivers a range of options and pathways for all young people into higher levels of learning or employment to age 24
- Promote and champion educational excellence and provide vision and drive for a world class system

New ways of working are key to success in a more diverse educational landscape, with many different providers across the early years, schools and post 16 skills and employment sectors. This landscape requires us to drive change through strategic influence, highly effective partnership arrangements and networks in which there can be pooled effort and shared priorities, to achieve better outcomes, to increase capacity in the system and to create more innovative solutions at a time of reducing levels of resource. More successful delivery in Kent will see the emergence of new vehicles for joint working and partnership. Our priority will therefore be to ensure success for:

- School leaders to lead the system through stronger school partnerships, the Kent Association of Headteachers, working at a local level through District school forums that have strong and purposeful working relationships with the Local Children and Young People's Partnership Boards and Locality Boards in order to deliver the best opportunities and outcomes for their children and young people
- Schools to procure support services well, have real choice and be able to procure high quality services through EduKent
- The local authority to deliver a school improvement strategy based on evidence based best practice and strong school collaborations and the development of a school to school support system
- Locality based working and commissioning to pool and target resources to local needs in Districts
- Our key strategic partnerships to maximise effort and increase our capacity to transform early learning, education in schools, and post 16 learning and training so that they are truly excellent.

Key Strategic Developments in 2012

In quickening the pace of improvement we have focused attention on transforming the way we work and the delivery of services. During 2012 we have:

- Devolved the Specialist Teaching Service to a lead Special School in each District to improve support to mainstream schools for special educational needs and achieve better progress and outcomes for pupils at School Action Plus. This model is intended to improve partnership between Special schools and Mainstream schools and spread the expertise in different aspects of SEND.

- Developed a system of school to school collaboration, so that there are now 40 improvement hubs involving nearly 400 schools with clear partnership agreements sharply focused on improving leadership, the quality of teaching and standards of attainment. This work is supported by funding from the School Funding Forum.
- Reviewed the Pupil Referral Units and developed proposals for new models of delivery in each District designed to reduce exclusions, improve support for pupils at risk of exclusion and achieve better quality of alternative provision so that pupil outcomes improve.
- Piloted a new Integrated Adolescent Support Service in four districts aimed at delivering more coordinated and targeted support and better outcomes for vulnerable adolescents. We intend to expand this approach across the whole of Kent in 2013.
- Developed the 14-24 Strategy aimed at supporting all young people to stay in education or training to age 18 and gain employment, by improving vocational pathways and qualifications, raising attainment for all 16-19 year olds, increasing apprenticeships and developing skills and employment partnerships between schools, colleges, work based learning providers and employers.
- Developed the SEND Pathfinder which is focused on delivering single assessment and integrated education, health and care plans for the families of disabled children and those with special educational needs. This is also enabling us to pilot the use of personal budgets for families to use on transport, equipment and therapy services.
- Developed the SEND Strategy which is aimed at improving the local offer in Special and mainstream schools, providing better support for parents, improving early intervention and prevention, delivering more integrated services and joint commissioning across education, health and social care and achieving better progress and outcomes for all children and young people with a disability or special educational needs.
- Developed our approach to District based working, allocating resources and staff more clearly to district teams so that service delivery can be more coordinated and early help and earlier intervention for vulnerable children can be more accessible for schools and families.
- Developed the Education Commissioning Plan which sets out the need for new early years and school provision and identifies where capital funding will be used to provide new schools and additional classes up to 2014. The Plan will be revised and updated on an annual basis.
- Developed Edukent so that it is supported by more effective business planning, marketing and tailor made procurement of services for schools.

Progress in 2012 and where are we now?

We have set very challenging and aspirational improvement targets and in 2012 there were positive indications that we are achieving progress.

In 2012 we achieved progress in the following areas:

- Improved results for Kent children at every key stage of education from pre-school age to 19 years.
- Kent is **top** of its statistical neighbour group in the **Early Years Foundation Stage**, and results are now well above the national average. 72% of children achieve a good level of development, up from 46%. The Free School Meal (FSM) achievement gap has reduced year on year and is now significantly less than the national figure.
- At **Key Stage 1**, in reading, writing and mathematics, results are now in line with the national average and the FSM achievement gap is narrowing at a **faster rate** than nationally.
- At **Key Stage 2** we have seen the numbers getting Level 4 in both English and Maths **rise substantially** from 72% in 2011 to 78% in 2012. The FSM achievement gap has narrowed significantly from 27% to 22%, close to the national figure of 20%.
- There has been an **impressive reduction** in the number of schools below the **floor standard**, from 90 primary schools in 2010 to 20 schools in 2012 and from 36 secondary schools in 2010 to 18 schools in 2012.
- At **GCSE** the number of children gaining five GCSEs at A*-C including English and Maths, has risen from 50% in 2008 to 61% in 2012. Outcomes for young people in Kent are **above the national average**, and Kent is ranked second in our statistical neighbour group.
- There has been steady narrowing of the **SEN achievement gap** at Key Stage 2 by 6% between 2010 and 2012 narrowed from 54% to 48% of children achieving Level 4 in English and maths.
- Between 2010 and 2012 **outcomes for children in care** improved at Key Stage 4 by 8.5% with 13.1% achieving at least five GCSEs at A*-C including English and maths. **Kent is above the national average** at Key Stage 4.
- Twenty-five schools have **improved** from a previous satisfactory Ofsted judgement to good since September 2012.
- The number of schools in Kent **judged good or outstanding** by Ofsted rose to 62% from 57% last year.

- The number of **early years settings** in Kent judged good or outstanding by Ofsted rose to 87%, 5% up on 2011.
- **Ofsted** has judged 73% of secondary schools in Kent and 80% of Special Schools as good or outstanding. 59% of primary schools are now good or outstanding.
- The quality of Pupil Referral Units and Alternative Provision improved to 73% good or outstanding from 56% in 2011.
- A good number of satisfactory schools **significantly improved** their Key Stage 2 and Key Stage 4 results in 2012, and are above the government's floor standard.
- There has been a reduction in the number of permanent exclusions, down to 192 in 2012 from 252 the previous year.
- Persistent absence rates have reduced quite significantly from last year. The percentage of pupils who are persistently absent in primary schools has dropped from 4.8% in 2010/11 to 3.5% in 2011/12. Secondary schools have again shown a sharper reduction, from 9.8% in 2010/11 to 7.0% in 2011/12.
- The number of apprenticeships has risen, and Kent is **outperforming** the South East for the number of people starting apprenticeships, particularly for 16-18 year olds. Official figures from the National Apprentice Service for 2012 are as follows:

16 – 18 year olds	2,715 – an increase of 16% from 2011
18-24 year olds	3,355 – an increase of 13% from 2011
24 years +	4,742 – an increase of 39% from 2011

- The number of **SEN statements** completed within the required timeframes has risen to 85%.
- We created **2140** new primary school places in September 2012 to meet the growing demand.
- We have opened **2** new primary schools and rebuilt **5** secondary schools, all at a total cost of **£82 million**.

These are positive trends in the right direction. However, we need to continue to be very ambitious because there is much to do to bring about the necessary improvement. Kent has a mixed economy of provision in the early years, schools and the skills and training sector, serving diverse communities with many challenges. This ranges from outstanding and good provision to a significant amount of provision (38% of schools) that is not yet good, which is letting down children and communities some of whom are the most disadvantaged in Kent. We do not compare well with the national picture or with statistical neighbours in some key areas of our performance and this must improve more quickly.

Kent is among the lowest performing local authorities for the number of good and outstanding schools; we continue to perform poorly in our statistical neighbour groups for standards at key stages 1 and 2; our Key Stage 2 results are still below the national average; and the achievement gaps for pupils eligible for the pupil premium at Key Stages 2 and 4 are still wider than the national gaps. Kent is in the bottom quartile nationally for standards at Key Stage 2 and for the attainment levels of pupils eligible for free school meals at Key Stages 2 and 4. Disadvantaged 19 year olds in Kent also do less well than the national average. Children in care achieve below the national average for this group at Key Stage 2 and the achievement gaps for them are wider in Kent.

In 2011-12, there was a slight increase in the number of schools in an Ofsted category of concern and the number of young people aged 16-19 who are not in education, employment or training increased from 6.2% to 7.5%. The number of SEN statements completed on time is still unacceptably below target, often because there are delays with health assessments. These issues present significant challenges and impact directly on the progress and achievement of children and young people.

Early Years and School Standards

In 2012 the Foundation Stage, Key Stage 1 and 2, GCSE and A level results for Kent all improved and this upward trend is very positive. A number of schools made very significant gains in performance, among them many schools that were previously below the floor standard.

Once again there were good improvements for children in the **Early Years Foundation Stage**, with 72% of children achieving a good level of development which is well above the national average. The results improved by 7% compared to 2011, and this includes very welcome gains in early reading, writing and emotional development, and a reduction in the achievement gap between the lowest achieving 20% and other children to well below the national achievement gap. These results place Kent in the top quartile nationally, and first place when judged against our statistical neighbours. These are East Sussex, Essex, Lancashire, Northamptonshire, Nottinghamshire, Staffordshire, Swindon, Warwickshire, West Sussex, and Worcestershire.

At **Key Stage 1** the results for children attaining level 2b in reading, writing and mathematics improved by several percentage points. Standards are mostly in line with the national average but below the national average in writing and among the lowest for our statistical neighbours. The improvement is very welcome as it continues to build a stronger base for securing good progress in subsequent key stages. However performance at level 3 is no better than it was in 2007, which is very disappointing.

At **Key Stage 2** the results showed good improvement (6%) compared to previous years, with 78% of pupils attaining level 4 in both English and mathematics. Attainment at level 5 for English and maths combined also improved by 5.6% to 27%, after five years of no improvement. These were the first signs of a significant shift in Primary school performance

overall since 2008. However we are in the bottom quartile and we should be in the top quartile for local authority performance in Primary education.

Significant improvement was achieved by many of the Primary schools that were below the floor standard, which is 60% of pupils attaining level 4 in English and mathematics. Through the work of Kent Challenge, more effective school leadership and meticulous attention to improving the quality of teaching and assessment, and accelerating the progress rates of pupils, there has been a very significant reduction in the number of schools performing below the floor standard. The improved results for these schools mean that in 2012 there are 20 schools below the floor compared to 70 schools in 2011. This is excellent progress.

At **Key Stage 4**, GCSE results at 5 A*-C grades including English and mathematics improved to 61%, compared to 59% in 2011. This is above the national average. Sixty four secondary schools improved their performance, and eight schools improved their results by more than 10%.

Maths results at A*-C grades improved by 3% to 70% and English results overall were down slightly by 1% to 67%. The floor standard for secondary school performance at 5 or more GCSE grades at A*-C, including English and mathematics, increased this year to 40%. Eighteen secondary schools performed below the floor standard, compared to 29 schools that performed below the 40% benchmark in 2011. The overall 5 A*-C result for Kent improved by 4.6% to 85.6%, which is very positive.

At **A level** the proportion of students achieving 2 or more A*-E passes increased by 1.5% to 95.6%. However attainment overall at level 3 is still below the national average and below our statistical neighbours.

Closing Achievement Gaps and the Pupil Premium

Closing achievement gaps is one of the key priorities in Bold Steps, especially the gaps in outcomes between boys and girls and, compared to all pupils, the gaps for pupils with SEN and those in receipt of pupil premium funding.

School performance in Kent would be much improved if boys achieved as well as girls, in literacy especially, and the achievement gaps between FSM pupils and other pupils at each key stage were narrower than the national figures. In the 2012 results there was some very welcome progress.

In the **Early Years Foundation Stage** there was further continuous improvement. As achievement gaps tend to widen as children get older, it is particularly important to reduce the gap in the early years, so that we see a trend of improving outcomes for children in the lowest achieving 20%. In 2012 Kent continued the six year downward trend to reduce the gap between this 20% and other children, from 25.5% in 2011 to 24.8% in 2012, compared to the national gap of 30.1%. This ranks Kent in first place against statistical neighbours. It is particularly significant to see year on year improvement for the lowest achieving 20% at the same time as outcomes overall in the early years continue to increase.

At **Key Stage 1** the attainment gap widened between boys and girls in reading to 10%, in writing to 16% and in maths to 5%. More positively, the gaps for free school meals pupils narrowed in attainment at level 2 and above, to 17% in reading, 20% in writing and 12% in maths. While these are still slightly wider than the national figures it is encouraging to see that the gap is narrowing in Kent at a faster rate than nationally in reading and mathematics. For pupils with SEN statements the gaps are wider in Kent, compared to the national figures, for attainment in reading, writing and maths.

At **Key Stage 2**, the achievement gap between boys and girls narrowed to 5%, (from 7% in 2011) which is in line with the national gender gap figure. The gap also narrowed between boys and girls in writing, although it remains wide at 12%. The gap for FSM pupils narrowed from 27% in 2011 to 22% in 2012, compared to the 2011 national gap of 20%. This is very welcome improvement. However 34% of children on free school meals did not reach level 4 in English and 33% did not reach this level in mathematics. The national figures are 26% and 27% respectively, which means Kent is in the bottom quartile for both subjects. For pupils with SEN statements the gap widened by 2% and is greater in Kent, compared to the national figures.

At **Key Stage 4**, the gender gap remains wide with 56% of boys attaining five or more GCSE A*-C grades with English and maths compared to 65% of girls. This is similar to 2011. The gap between pupils eligible for FSM only fell slightly by 0.8% to 32.9%, and this continues to be significantly greater than the national figure of 25.8%. The national FSM gap at Key Stage 4 is reducing at a faster rate compared to Kent, which is very disappointing. Once again pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other pupils.

Gaps in Rates of Progress

The percentage of FSM pupils making the expected rates of progress between key stages is better in primary schools than in secondary schools.

Many more FSM pupils make the expected progress in English and Maths between Key Stages 1 and 2 (80.8% and 75.6% respectively) than between key stages 2 and 4 (45% and 46%). The gap between FSM pupils and their peers in making the expected progress in English and Maths is much smaller between key stages 1 and 2 (7.5% and 11.1%) than between key stages 2 and 4 (26% and 27%). And a greater number of primary schools have a proportion of FSM pupils making progress in excess of the national rates in English and Maths. (40.6% and 35.1%) than secondary schools (22.7% and 21.8%).

The proportion of primary schools that have 100% of FSM pupils making the expected rates of progress in English and Maths is 35.1% and 30.9% respectively. The proportion of secondary schools is smaller, 15.1% and 16.0% respectively.

The wide variations between schools highlight aspects of good practice that need to be more widely disseminated as part of the developing collaborations between schools. In many

schools there is impressive narrowing of the gaps for different groups of pupils and very effective strategies, supported by the pupil premium, to accelerate the progress of these pupils. We will build on this good practice.

Pupil Premium

In Kent £18,304,000 is in schools' budgets for the pupil premium to make more of a difference to closing achievement gaps for 2,260 less advantaged pupils. The schools where there is greatest impact in narrowing achievement gaps use the additional funding provided by the pupil premium, and other school resources, to ensure that all groups of pupils are taught to a good standard and the lowest attaining groups of pupils receive the best teaching to accelerate their progress.

Priority is given to detailed monitoring of every pupil's progress and other effective strategies including targeted small group and individual tuition to improve progress in literacy and mathematics, with a strong emphasis on the systematic development of phonics as part of a well developed approach to teaching reading and writing. More generally schools are accelerating progress by investing more time in the range and quality of assessment and feedback to pupils on their performance, provided routinely by teachers, and supporting this by teaching pupils the learning skills they need to monitor, evaluate and assess their progress against improvement goals which they understand and sometimes set for themselves. In addition schools are investing in more use of peer mentoring and tutoring, enabling pupils to teach their peers in well coordinated and structured ways using high quality resources, including digital packages which motivate and structure the learning pathway. The fundamental issue in any school is to ensure all groups of pupils receive consistently good teaching and where pupils are taught by teaching assistants to ensure that provision is also high quality and monitored carefully by teachers and senior leaders. There is abundant evidence nationally, and in local schools, to show that significant narrowing of the achievement gaps is possible and we aim to achieve greater impact on this key priority in the near future.

Provision and Outcomes for 14-24 Year Olds

The quality of education for 14-19 year olds in Kent is very variable, and while most young people do well and have very clear progression pathways to successful further and higher education and employment, too many young people experience failure early on and do not have access to the kinds of learning they need to progress to better skills and qualifications. Key Stage 4 standards have improved year on year and are above similar areas and the national average. However the variation in Secondary school performance at GCSE is wide, and achievement gaps are significant for those young people who face the greatest disadvantage. The range in performance at GCSE, five or more A*-C grades with English and mathematics, is from 20% in the lowest performing non-selective school to 79% in the highest performing school. The range for selective schools is from 86% to 100%.

It is a significant challenge for the Kent economy and the education system in the county if, for example, nearly half of all 16 year old boys are not educated to a standard that would enable

them to access an apprenticeship or progress to many of the vocational and academic pathways that are available post 16.

The participation rate for 16 and 17 year olds in Kent is 88%, compared to 93% nationally. Of these 83% are in full time education, a small number are in work based learning or training and the remainder are in jobs without training or they are NEET (not in education, employment or training). In the early months of 2012 there were 2577 16-18 year olds (6.3%) who are NEET. This has now increased to 7.5%. If we are to improve this situation and achieve full participation by 2015, over 6000 more young people aged 16-18 will need to be engaged in education or employment with training over the next 3 years.

Most 16-18 year olds (62%) are in school sixth forms and the quality of provision is mostly good or better (73%) as judged by Ofsted. A-Level results have steadily improved, although on a number of measures Kent is below the national average. The number of young people attending school sixth forms or FE college achieving level 2 qualifications by the age of 19 is in line with similar areas, but too many 16-19 year olds (13.6%) spend two years on courses and achieve no improvement in their level 2 qualification. This is unacceptable.

As with every other area of education in the County the standards and skills achieved by young people aged 19 from low income backgrounds, while improved post 16, are below the national average and the gaps (33% in Kent compared to 25% nationally) between outcomes for the most vulnerable 19 year olds and their peers are not closing quickly enough. This significantly reduces their employability and access to apprenticeships and other vocational qualifications, compared to young people from more advantaged backgrounds.

As the NEET figures increase and earlier success does not carry through to the 18 to 24 year olds, more effective action is needed. Youth unemployment figures for Kent reinforce the need for further action with 18 to 24 year olds accounting for 30% of all unemployment in Kent. Many younger people are still choosing to look for employment at 16, 17 and 18 despite rising youth unemployment, in sectors that have seen the most contraction and with lower skills requirements.

At present in Kent there are real gaps in what is needed to support young people to access employment. There is no part time employment with training for 16-19 year olds, there are no pre-apprenticeship programmes, no vocational and technical qualifications with meaningful work experience and no academic courses with meaningful work experience. These are significant gaps in our provision. A key priority, therefore, is to increase work based learning to secure better routes to employment and to improve outcomes for this age group by improving learning pathways 16-19 and the quality and range of vocational education and training, including enabling more young people to take up apprenticeships.

We are seeing good progress in increasing the number of apprenticeships, which is very positive. Kent is outperforming the South East for the number of young people starting apprenticeships, particularly for 16-18 year olds. Official figures from the National Apprentice Service for 2012 are as follows. Apprenticeships for 16 – 18 year olds have increased to 2,715, an increase of 16% from 2011. There are 3,355 apprenticeships for 18-24 year olds,

which is an increase of 13% from 2011. For 24 year olds and older adults there are 4,742 apprenticeships, an increase of 39% from 2011.

Unemployment among young people is a real concern, and tackling this is one of our top priorities. Nearly 10,000 18-24 year olds in Kent are unemployed, with more than half out of work for more than three months. Kent has five of the national youth employment hotspots where youth unemployment among 18-24 year olds exceeds 20%, in Thanet, Swale, Shepway, Gravesham and Dover. We believe this requires a more targeted and intensive response as part of our improvement strategy.

The 14 to 24 Learning, Employment and Skills Strategy was launched for consultation in October 2012. In developing this Strategy with partners, we intend to enable young people in Kent to become better qualified and more employable; to be able to participate and achieve success in education and work based training at least until the age of 18. A key area of work within the strategy will be to bring together the world of learning to the world of work more successfully through developing high quality employability skills programmes, improving the vocational offer at ages 14 and 16, and continuing to expand apprenticeship opportunities for 16 to 24 year olds.

Ofsted Inspection Outcomes

At present 73% of Secondary schools in Kent and 80% of Special schools are good or outstanding. 61% of Primary schools are good or outstanding and we know this must improve quickly. Overall 62% of Kent schools are good or better, compared to the national average of 70%.

In Ofsted's latest Annual Report, Kent is placed tenth from the bottom of the list of local authorities, with 55% of pupils attending a good or outstanding Primary school. In the top performing local authorities 90% of primary age pupils attend a good or better school. This is clearly unacceptable. It means 50,496 for primary age at the time of these Ofsted judgements were not attending a good school. This is one of the top priorities in our school improvement programme and we have set ambitious targets for increasing the number of good schools by 2016.

There are positive indications that the situation is improving. There have been 45 inspections since the beginning of the 2012 school year, 30 schools (66%) were rated as good and among these 25 schools improved from a previous satisfactory judgement. This is very encouraging. We also know that many 'satisfactory' or 'requires improvement' schools are well led and making good progress, and a good number of these schools significantly improved their Key Stage 2 results in 2012, so that we can be more confident of a future good inspection outcome. We expect this positive trend to continue and to gather pace towards our ambitious target of at least 85% of primary and secondary schools and 100% of special schools to be judged good or outstanding by Ofsted by 2015. This is deliberately ambitious in order to challenge ourselves to do much better very soon.

All schools currently rated as inadequate (19 schools) and as 'requires improvement' are working closely with the Kent Challenge school improvement programme. There are 189 schools requiring improvement, including 160 Primary schools, 20 Secondary schools, 5 Special schools and 4 Pupil Referral Units.

The Ofsted Annual Report is rightly critical of some local authorities for not taking their school improvement responsibilities seriously enough and for not using the available powers of intervention and support to accelerate improvement, address decline and prevent school failure. We are determined to do everything we can, within the framework of government policy and through our own local initiative, to bring about dramatic improvement in the quality of schools in Kent.

Exclusions

During the 2012 academic year permanent exclusions in Kent reduced by 16%, to 192 from 252 in 2011. The new target by 2016 is to reduce the number of permanent exclusions to no more than 40. The strategy to reduce exclusions includes the review of the Pupil Referral Units and Alternative provision, to improve more inclusive and collaborative work between schools in each District. It also includes better monitoring of fixed-term exclusions, and more targeted earlier intervention to support pupils at risk of exclusion. Some of this will be provided by the new PRU models of delivery and the new Integrated Adolescent Support Service. .

The PRU review is well underway with new delivery models for PRUs being developed in all of the districts to meet local need. Overall there has been a strong consensus for increased local management of PRU provision which are expected to lead to significant reductions in permanent exclusions, stronger shared responsibility for some of our most vulnerable learners and the further development of local solutions. Our aim is to have more flexible provision, fewer exclusions, better support for reintegration into mainstream schools and improved outcomes for the pupils who follow alternative curriculum pathways. We also intend to develop high quality appropriate progression pathways for these young people at 16.

Attendance

Attendance rates for Kent pupils have improved in the last year. Figures released by the DfE that combine Autumn 2011 and Spring 2012 absence data indicate that primary schools overall absence has reduced by 0.6% from 2010/11. Secondary schools have seen a bigger reduction of 0.8% from 6.7% in 2010/11 to 5.9% in 2011/12.

Persistent absence rates have reduced quite significantly from last year. The percentage of pupils who are persistently absent in primary schools has dropped from 4.8% in 2011 to 3.5% in 2012. Secondary schools have again shown a sharper reduction, from 9.8% in 2011 to 7.0% in 2012. These figures are for the new DfE Persistent Absence indicator, which means a pupil is classed as persistently absent if they miss 15% or more of possible sessions. All data published by the DfE includes academies.

To achieve further improvements in attendance we will work with schools to identify and implement earlier intervention measures which encourage pupil re-engagement and the reduction of persistent absenteeism.

Commissioning Education Provision

We are seeing a significant increase in pupil numbers requiring substantial expansion of school places. In 2012 we published the Education Commissioning Plan, which sets out forecasts in each area of Kent to 2017, with more detailed plans for new school places to 2014. We will keep this under constant review and publish a revised Plan in autumn 2013.

To illustrate this, since 2002 the birth rate in Kent has increased from 56 births per 1000 women aged 15-44 years to 65.5 in 2011. Consequently, cohort sizes have increased from 14,600 in 2002 to 17,600 in 2011. In order to meet this need we have added 2140 primary school places in the period 2010 to 2012 and a small amount of additional secondary provision. We plan to add a further 2000 Year Reception places across 50 schools in order to meet the need between 2013 and September 2016.

For September 2013 there are clear plans to increase school places in ten Districts to meet demand. There are public consultation processes relating to 33 schools, which if agreed will add 820 Reception class places for 2013.

Secondary school rolls in Kent will fall until 2016, then rise during the period 2016/17 to 2019/20. The profile will be different in specific localities.

In 2011-2012 the Local Authority has opened 2 new primary schools and completed the rebuilding of 5 secondary schools, at a total cost of £82 million. We have also made progress in taking forward plans to improve 9 Special school buildings, to complete the capital programme for these schools.

Our Future Targets and Priorities:

As there is much to do we are aiming for outcomes that are very ambitious and challenging. We are determined to pursue them relentlessly and we believe we have the ways to achieve them. As part of our ongoing discussions and partnership with Headteachers, governors and other stakeholders there is a good level of shared ambition to achieve the following improvements in the period leading up to 2016.

In 2013-14 we will:

- Develop school to school collaboration further to achieve a faster rate of improvement in the quality of schools and the outcomes for pupils, including reducing achievement gaps.
- Work with outstanding and good schools to increase their capacity to sponsor schools requiring improvement, through academy or other arrangements
- Deliver a new and improved model in each District for Pupil Referral Units and Alternative Curriculum provision to reduce exclusions further, and improve the quality of provision and outcomes for pupils.
- Extend the Integrated Adolescent Support Service across the whole of Kent and as a result achieve more coordinated and targeted support and better outcomes for vulnerable adolescents.
- Deliver the improvements set out in the 14-24 strategy, including fewer NEETs, more young people staying in education or training to age 17 and 18, improved youth employment, a better vocational offer, improved attainment for all 16-19 year olds, a further increase in apprenticeships and more effective partnerships between schools, colleges, work based learning providers and employers.
- Expand the SEND Pathfinder and deliver a Kent version of single assessment and integrated education, health and care plans for the families of disabled children and those with special educational needs, together with personal budgets for families to use on transport, equipment and therapy services.
- Deliver the SEND Strategy to achieve improvements in Special and mainstream schools, better support for parents leading to fewer tribunals, improving early intervention and prevention so that there is a reduction in statutory referrals, and delivery of more integrated services and joint commissioning across education, health and social care. The overarching goal is to achieve better progress and outcomes for all children and young people with a disability or special educational needs.
- Improve the efficiency and reduce the rising costs of SEN transport
- Continue to improve District based working, so that more decision making and coordination of services for children and young people happens locally through school collaborations and better integrated working between education, health and social care. A key development will be the successful establishment of local Children and Young People's Partnership Boards.

- Revise and update the Education Commissioning Plan so that it includes clear plans for additional early years, SEN and school place provision in detail up to 2015, with reliable forecasts for provision up to 2018.
- Develop the Kent Association of Headteachers further to support school to school improvement and partnerships.
- Develop the Kent Employment, Learning and Skills Partnership Board to oversee and drive the implementation of the 14-24 Strategy, monitor its progress and commission new activity and provision to ensure its success.
- Develop Edukent further to procure better services for schools to improve outcomes, at competitive cost and expand the trading of services to more schools in and beyond Kent.

To ensure all pupils meet their full potential, we will achieve the following by 2016

- Foundation Stage outcomes for 5 year olds will continue to improve so that the percentage of children achieving the expected level of development in all aspects of learning will improve by 8%, compared to the 2012 baseline, especially in language and literacy and in emotional and social development.
- In the Foundation Stage the number of children achieving at least 78 points will improve to 75 % of children in Kent working at the expected level, which is above the current national average.
- Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in reading, writing and mathematics.
- Key stage 2 attainment will be amongst the best for our statistical neighbours, above the national average and improve to at least 87% of pupils attaining level 4 in English and mathematics, and 90% pupils achieving 2 levels of progress.
- Key stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining 5 good GCSEs including English and mathematics
- The achievement gaps at key stages 2 and 4 will continue to reduce from the 2012 baseline, and be less than the national gap figures for pupils from low income backgrounds, children in care and pupils with special educational needs and disabilities.

- We will reduce the number of KCC schools in an Ofsted category of concern year by year, so that by 2015 no schools will be in this category. We will maintain this for 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.
- At least 95% of secondary schools will be performing above the floor standard and no primary schools will be performing below the current 60% level 4 floor standard.
- All schools will either be succeeding, by achieving good outcomes for all groups of pupils, and where there has been a history of underperformance the schools will be improving and performing above the floor standards as part of a sponsored academy arrangement or federation with good leadership capacity.
- In nearly all schools (90%) teaching will be consistently good.
- We will have fully implemented the requirements of the Children and Families Bill to have in place integrated education, health and care plans.
- We will have reduced the number of pupils requiring a statutory response to their special educational needs by developing more effective early intervention.
- 95% of SEN statutory assessments will be completed within timescales and pupils with statements will be making good progress and achieve above average outcomes when compared with national benchmarks.
- We will reduce the number of independent and non maintained special school placements by 15% to ensure the needs of more Kent children are met in their locality, by developing our SEN strategy to provide more local and cost effective provision.
- Every child and young person will be on the roll of a school, academy or pupil referral unit.
- We will improve children and young people's attendance by supporting the reduction of persistent absence to 2% in primary and 5.5% in secondary by 2014 and to 1.5% in primary and 4.5% in secondary by 2016.
- No children and young people in care will be excluded from school, fewer than 10% will be persistently absent and their attainment will improve year on year from the 2012 baseline and be above the national average. The achievement gaps at key stages 2 and 4 will be less than the national gaps.
- With the delivery of new models for PRUs and Alternative Curriculum provision for pupils aged 14-19, there will be fewer than 40 pupils permanently excluded from school by 2016 and outcomes for pupils following alternative curriculum programmes will have increased year on year from the 2012 baseline.

- All young people attending a PRU will have a positive learning or training destination at ages 16 and 17.
- We will help parents to access a preferred school place for their child by increasing online admission applications to 95% and increase the number of parents who get their first preference of school to above 90%. First and second preferences combined will improve to 95%.
- Children Missing Education will be identified, tracked and monitored, with 70% being placed in suitable education within 30 days of becoming known.
- We will maintain between 5% and 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 to 2016.

To shape education and skills around the needs of the Kent economy we will achieve the following by 2016:

- There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1%.
- The employability skills of 19 year olds will have improved, especially in English and mathematics, so that level 2 attainment at age 19 is well above the national average
- There will be fewer young people who achieve no improvement in qualifications between the ages of 16 and 19, so that this number reduces to less than 5%.
- The outcomes for 19 year olds from disadvantaged backgrounds will be above the national average and the achievement gap between this group and other students will have reduced by 10% from the 2012 baseline.
- We will have an established a successful pre-apprenticeship and level 1 programme for 17 year olds who are unable to achieve a level 2 apprenticeship.
- The uptake of level 2 and 3 vocational training in skills shortage areas will increase by 10%
- The Kent Apprenticeship scheme will continue with at least 88 apprentices taken on each year, totalling 400 successful apprenticeships delivered by KCC by 2016
- At least 50% of schools will have provided one or more apprenticeships which have been taken up successfully by young people

- There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce by 4000 to below 2008 levels
- The number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase by 15%
- Each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges, work based learning providers, employers and other agencies.
- Attainment in English and mathematics will improve so that at least 50% of 16 year olds that do not attain level 2 will achieve the qualification by age 17.
- The number of young people, especially those from low income backgrounds, aged 16 with skills below level 2, to achieve a level 2 qualification and progress to level 3 by age 18 will increase by 20%.
- The number of 16-19 year olds who follow courses and do not raise their level of qualification will decrease to below 5%.
- Advanced level performance in Kent will be above the national average on all measures.
- There will be improved participation, provision and outcomes for young people with learning difficulties and disabilities and all young people with learning difficulties and disabilities aged 16-19 in Special Schools will have access to appropriate provision.
- All young people aged 16 to 19 will be tracked by the LA working in partnership with schools and colleges so that their participation can be monitored, as required by statutory duty.
- Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will reduce unemployment for 16 to 24 to below the national average.

Getting There

In order to bring about these rapid improvements we will put most of our effort into delivering well thought out strategies which deliver systematic and sharply focused work to:

- Commission and expand educational provision in early years, schools, 14-19 and for SEND pupils, so that we meet demand with good provision.
- Develop District based working so that there is more coordinated and integrated work between schools, early years settings, education services, health, social care and other partners.
- Continue to strengthen the Early Years Foundation Stage and Key Stage 1 so that outcomes in the early years of learning perform above average, with year on year reductions in achievement gaps
- Work with schools and other providers to raise standards at Key Stages 2, 4 and 5 and ensure no schools are below floor standards.
- Support all schools to achieve well in the basics of literacy and mathematics, especially in reading and writing by age 6
- Support schools in a targeted way to be rapidly improving so that all schools are at least good schools
- Provide high quality performance data at school, district and county levels to sharply focus improvement and identify and learn from rapidly improving trends
- Focus on improvement and innovation in teaching and learning and expand the use of the 'Every Lesson Counts' programme so that satisfactory teaching improves to good very quickly
- Recognise the best schools, teachers and leaders and use them effectively across the system to spread best practice
- Encourage and promote more effective school partnerships and collaboration, and sponsored academy arrangements by more Kent outstanding schools where that will bring about more rapid improvement
- Work in close cooperation with the National College, teaching school alliances and Kent NLEs and LLEs to support school improvement in a coordinated way across the county
- Continue to develop the SEN pathfinder, and integrated services for disabled children and those with complex learning needs, so that we are well prepared to deliver improvements in SEND and integrated education, health and care plans by 2014
- Support and disseminate system wide innovation and experimentation, especially in the design of the curriculum, the development of new provision and better models of support for vulnerable learners

A key means of getting there is to promote system leadership and maximise the use of existing good capacity in Kent. System leaders build partnerships of support that focus effort and energy in the same direction to ensure improvement is sustained and the pace of change increases. In world class systems 'poor to fair' schools become good schools quickly and performance gains are significant in a short time because the influence of the best performing schools is effectively spread around the system.

A more effective and longer term sustainable strategy for school improvement and developments in teaching quality and leadership capacity requires these kinds of collaboration within and between schools, and it is a key role for the local authority to support and facilitate this way of working.

These ambitious improvements in children and young people's educational outcomes and employability, and in the quality of Kent schools, early years providers and post 16 learning and skills providers, are supported by detailed service plans with year on year milestones and performance measures. A detailed performance framework is attached as an appendix to this document.

Delivery plans have been set out in the 14-24 Strategy, the Early Years and School Improvement plans, the Education Commissioning Plan, the development plan for the Kent Association of Headteachers, the business plan for Edukent, the SEN strategy and the improvement plan for the PRUs.

Patrick Leeson
Corporate Director
Education, Learning and Skills

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Education Cabinet Committee – 21 June 2013
Subject	Review of the Kent Commissioning Plan for Education 2012-2017
Classification:	Unrestricted

Summary:	This report informs Members of the progress made in implementing the Kent Commissioning Plan for Education 2012-2017 since its adoption by Cabinet in September 2012
Recommendations:	The Education Cabinet Committee is asked to comment and note the report.

1. Introduction

1.1 In September 2012 Kent County Council published the Kent Commissioning Plan for Education 2012-2017 which set out our future plans as strategic commissioner of education provision across all types and phases of education.

1.2 The Plan is due to be updated annually with progress being reviewed six to nine months after publication. The review attached to this report sets out the progress made to date in implementing the Plan adopted by Cabinet in September 2012

1.3 The Review of the Plan, attached as an Appendix, covers the following topics:

- Progress in implementing the expansion of school place numbers;
- Review of forecasting accuracy;
- Progress against Our Targets;
- Progress in implementing Early Years sufficiency of childcare places;
- Progress in implementing the Review of school places for SEN pupils;
- Progress in implementing sufficiency of post-16 provision;
- Review of public consultation processes;

1.4 The Review demonstrates that commissioning and implementing the planned number of new school places overall for September 2013 has been successful and that targets have been largely met. Delivery of a small number of projects has been adjusted in response to changing contexts during the year, such as housing developments commencing earlier than expected.

2. Key Findings

2.1 The Plan is due to be updated annually with progress being monitored six months after publication. This report reviews the progress made during 2012-13 in implementing the planned expansion of school places; in the accuracy of the

forecasting; in meeting the targets shown in the Plan; in the effectiveness of our consultation processes; and in our progress with developing commissioning arrangements for SEN pupils, post-16 students and early-years children.

2.2 We have therefore been successful in implementing the planned number of new school places overall:

- The Plan identified the need, by 2013, for permanent new school places as follows: 22.1 forms of entry in primary schools and 4 forms of entry in secondary schools by 2013. As at March 2013 21.3 forms of entry have been commissioned and/or provided in primary schools, together with 4 forms of entry in a secondary school.
- The Plan also identified the need to provide 362 temporary places for short-term pressures for Reception age pupils. As at March 2013 454 temporary places had been commissioned and/or provided.

2.3 Kent's draft SEND Strategy sets out an overarching aim to improve the educational, health and emotional wellbeing outcomes for all of Kent's children and young people with SEN and those who are disabled. One of the key aims is to develop the range of providers and encourage a mixed economy of high quality and cost effective providers of more specialist provision. We need to improve opportunities for children to attend their local schools, to ensure high quality multi-agency support is available, to improve transition and increase continuity of provisions at transfer ages, and at the heart of the Strategy is the needs of children and their parents, giving them greater choice and control.

2.4 The capital programme for Special schools has already rebuilt or refurbished 14 maintained schools in Kent. Investment continues to bring similar transformation to the remaining 10 schools. This programme will result in an additional 500 Special school places in the County. However, there remains a pressing need to commission further capacity for pupils with ASD, BESN and Speech and Language Needs. The draft SEND Strategy identified the need to add at least 275 additional places, including 175 places in Kent's Special schools. We recognise that a number of our Special schools are under pressure to admit further pupils. In conjunction with Headteachers we have identified a number of schools which will be subject to statutory proposals to increase the designated pupil numbers to either regularise the current position or create additional spaces. We will also undertake consultations on the relocation of some special schools as a consequence of the capital programme mentioned above. A paper on this issue will be brought to the Education Cabinet Committee in June 2013.

2.5 We are aiming to develop at least 100 additional places to meet these needs within Resourced Provision in mainstream schools. We have invited expressions of interest and are in the early stages of pursuing these with the schools involved. We aim to commission from schools rated good or better by Ofsted.

3. Proposed next steps

3.1 The January 2013 pupil headcount data from schools and the pre-school data provided by the Public Health Observatory, are both now available. Housing trajectories and land supply information become available from District Councils generally in April. These form the basis of information which is utilised by the forecasting system. Forecasts will be available during the summer months. These forecasts and the

analysis of them will form the next iteration of the Commissioning Plan, together with the knowledge gained through the analysis contained in this review report. The forward plan for school expansions and building new schools will be updated in the Commissioning Plan to reflect any changes in the need for provision. The new Commissioning Plan for 2013-18 will be presented to Education Cabinet Committee in September 2013, for final approval by Cabinet in October.

3.2 It is proposed that the next iteration of the Plan will broadly follow the format of the current Plan. Consultation will be undertaken on the revised data and forecasts, and the forward plan for school expansions and building new schools.

3.3 The timetable is proposed as follows:

Date	Action
May - September 2013	Draft Plan produced
June - July 2013	Consultation on the revised data and forecasts, and forward plan
27 Sep 2013	Draft Plan considered by Education Cabinet Committee
October 2013	Draft Plan considered by Cabinet

4. Equality Impact Assessment

4.1 An Equality Impact Assessment was completed at the time the Plan was published in September 2013. This will be reviewed annually as the Plan itself is republished.

5. Recommendations

5.1 The Education Cabinet Committee is asked to comment and note the report.

6. 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

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)

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2013 REVIEW

Commissioning Plan for Education Provision

KENT

2012 - 2017

1. Introduction

1.1 In September 2012 Kent County Council published the Kent Commissioning Plan for Education 2012-2017 which set out our future plans as strategic commissioner of education provision across all types and phases of education.

1.2 The Plan is due to be updated annually with progress being monitored six months after publication. This report reviews the progress made during 2012-13 in implementing the planned expansion of school places; in the accuracy of the forecasting; in meeting the targets shown in the Plan; in the effectiveness of our consultation processes; and in our progress with developing commissioning arrangements for SEN pupils, post-16 students and early-years children.

2. Progress in implementing the expansion of school place numbers

2.1 We have been successful in implementing the planned number of new school places overall:

- The Plan identified the need, by 2013, for permanent new school places as follows: 22.1 forms of entry in primary schools and 4 forms of entry in secondary schools by 2013. As at March 2013 21.3 forms of entry have been commissioned and/or provided in primary schools, together with 4 forms of entry in a secondary school.
- The Plan also identified the need to provide 362 temporary places for short-term pressures for Reception age pupils. As at March 2013 454 temporary places had been commissioned and/or provided.

2.2 A detailed summary of the progress made on the primary school proposals shown in the School Commissioning Position is given at **Appendix 1**. An analysis of the progress is provided below, by District:

Dartford – The Kent Commissioning Plan identified the need for up to 180 places in Year R for September 2013. This objective has been achieved for September 2013, with six schools receiving member decision to permanently expand. The schools were Maypole, Dartford Bridge, Oakfield, Stone St Mary's, Fleetdown and Manor. 86.8% of primary parents and 80.4% of secondary parents secured their first preference school.

Gravesham – The Plan identified the need for up to 60 places in Year R for September 2013. This objective has been achieved for September 2013, with two schools receiving member decision to permanently expand. The schools were St Botolph's and Whitehill. 84.6% of primary parents and 94.3% of secondary parents secured their first preference school, which represents good performance.

Sevenoaks -The Plan identified the need for up to 85 places in Year R for September 2013. This objective has been achieved for September 2013, with four schools receiving member decision to permanently expand. The schools were Lady Boswell's, St John's, Otford and Sevenoaks 88.9% of primary parents and 84.1% of secondary parents secured their first preference school.

Tunbridge Wells - The Plan identified the need for up to 170 places in Year R and 22 Year 3 places for September 2013. By September 2013 it is anticipated that we will have delivered 166 Year R places and 22 places in Year 3. Seven schools were proposed, Southborough, Langton Green, St Mark's, Pembury, St Matthew's, St

James' CE Infant School and St James Junior School. St Matthew's and Pembury 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 PS should accept an additional 30 Year R children for 2013. As at 28 May 2013, there were 102 places still available out of a total PAN capacity of 1311; 72 of which were in Tunbridge Wells town. This gives a surplus capacity of 7.8%, which is in line with the local authority policy of maintaining 5% capacity for parental preference. Against the target for preference, 81.5% of primary parents and 91.9% of secondary parents secured their first preference school, which represents good performance.

Ashford – The Plan identified the need for up to 90 places in Year R 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 bulges at Furley Park and Great Chart schools. The level of applications received by 16 January 2013 did not warrant further places being created, and suggests the 2013/14 forecasts for the district will be too high, similarly to those of 2012/13 noted in table 1 below. In the district 93% of primary parents and 94% of secondary parents secured their first preference school, which represents excellent performance.

Shepway – The decision has been to permanently expand Hawkinge Primary School, rather than have a bulge year group. Residency-based forecasts showed there was a clear case for this. Feasibility studies on schools in East Folkestone have shown these cannot be expanded, but work continues to find a solution for September 2014. Increasing capacity in Hawkinge has eased pressures on East Folkestone. 86% of primary parents and 91% of secondary parents secured their first preference school, which represents good performance.

Maidstone – Additional provision was made in Maidstone as set out in the Plan. A further 10 places were provided at Harrietsham CE Primary School due to the high number of children in the village. In reality it means the expansion of this school, which was due from September 2014, has moved forward to 2013. 86% of primary and 90% of secondary parents secured their first preference school, which represents good performance.

Tonbridge & Malling – The permanent expansion of Discovery School and temporary enlargement of Kings Hill primary schools are proceeding as planned. It was not necessary to provide any further places in the district. 86% of primary and 91% of secondary places were offered to first preference applicants, which represents good performance.

Canterbury – The 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. A Public Notice has been issued around the closure of St. Philip Howard School following a public consultation. A temporary expansion of Joy Lane Primary School in Whitstable by 1 Form of Entry for September 2013 has been agreed due to a number of children in Whitstable who would not have been able to be given the offer of a Whitstable school without this. 87.4% of primary and 88.4% of secondary places were offered to first preference applicants.

Dover – The Plan did not identify any Basic Need requirement for either primary or secondary schools in Dover district. The need to amalgamate Walmer Science College and Castle Community College to ensure one strong, good and viable school for the Walmer and Deal area was identified and has proceeded as planned for

September 2013. 86.4% of primary and 91.6% of secondary places were offered to first preference applicants, which is good performance.

Swale – The commissioning plan identified the need for a further 140 places across Swale. By September 2013 we will have delivered 115 permanent Year R places and another 90 temporary Year R places. Pressure on places was managed through temporary expansions for September 2012, adding 110 Year R places across Swale. Additional permanent capacity is proceeding as planned with an additional temporary expansion of 1 Form of Entry for September 2013 at Eastchurch Primary School due to local population growth arising from inward migration. The commissioning of additional provision for the Thistle Hill housing development has been brought forward in order to have this in place by 2015 or 2016 at the latest. 89.7% of primary and 86.1% of secondary places were offered to first preference applicants.

Thanet – Commissioning Plan identified the need for 60 temporary Year R places and 120 Permanent places. 60 temporary places and 150 permanent places will be delivered by September 2013. Due to increased pressure arising from a high level of inward migration, an additional Form of Entry is being put in place at Bromstone Primary School in Broadstairs and an additional two forms of entry over and above that set out in the Plan will need to be put in place following feasibility work across a number of schools. 81.2% of primary and 85.3% of secondary places were offered to first preference applicants which reflects the pressure on places and the low percentage of surplus capacity in the district

3. Review of forecasting accuracy

3.1 The Plan set out forecast roll numbers (by planning areas at primary level and by District at secondary level) across each District in Kent. These were set against current and proposed capacities and showed current and future surpluses and deficits of places.

3.2 The forecasts in the Commissioning Plan were derived using the 'POP4' forecasting tool. Our developmental work with the University of Leeds has resulted in the 'Edge' forecasting tool being adopted for the next iteration of the Commissioning Plan. This system enables the production of both school based and residency based forecasts, thereby enabling the root cause of pressures to be considered to ensure provision is made in the right location. This system is also more closely aligned to the Authority's 'Integrated Infrastructure and Financing Model' (IIFM) which is the corporate forecasting software currently used to forecast infrastructure needs over the long term.

Forecasting accuracy for Year R numbers

3.3 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	Divergence from forecast *	Percentage divergence
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 & 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%

* (A positive number indicates the forecast predicted there would be more pupils than the actual roll; a negative number shows the forecast predicted fewer pupils than the actual roll)

Dartford – No significant variance.

Gravesham - There were more pupils on the actual roll in January 2013 than the forecast had indicated. This is largely due to the forecasts not including new housing as well as a conflicting picture over economic migrants.

Sevenoaks – There were more pupils on the actual roll in January 2013 than the forecast had indicated, and the divergence between the Year R forecast and actual roll was slightly higher than we would wish to see ($\pm 1\%$). There is no obvious cause, although the housing development in Dunton Green has not proceeded as rapidly as expected.

Tunbridge Wells – There were more pupils on the actual roll in January 2013 than the forecast had indicated. There is no identifiable cause

Ashford – There were fewer pupils on the actual roll in January 2013 than the forecast had indicated. 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 & Malling – The forecast's predicted year R roll for Tonbridge & Malling was significantly short of the actual Year R roll (78 pupils), but in line with forecasts for
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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 phenomenon will fuel the need for further Year R places in the district and will be taken into account in the new commissioning plan for 2013-18.

Canterbury – The forecast’s predicted year R roll for Canterbury was 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 will be taken into account in the new 2013-2018 Commissioning Plan.

Dover – There were fewer pupils on the actual year R roll in January 2013 than the forecast had indicated, but the forecasts were 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 – No significant variance.

Thanet – Forecasts have under estimated the number of overall primary 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 will be addressed in the new Commissioning Plan 2013-2018.

Shepway – No significant variance.

Maidstone – There were fewer pupils on the actual year R roll in January 2013 than the forecast had indicated, and the divergence between the Year R forecast and actual roll was slightly higher than we would wish to see ($\pm 1\%$). There is no obvious cause.

Forecasting accuracy of primary school roll numbers

3.4 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 actuals are 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 will be taken into account in the new Commissioning Plan 2013-2018.

Table 2

Area and District	Forecast Roll (2012/13)	Actual Roll Jan 2013	Divergence	Percentage Divergence
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 & 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 pupils

3.5 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 can be absorbed by local schools due to current levels of surplus capacity.

Table 3

Area and District	Forecast Roll (2012/13)	Actual Roll Jan 2013	Divergence	Percentage divergence
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 & 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 – There were more pupils on the actual roll in January 2013 than the forecast had indicated (the divergence between the Year 7 forecast and actual roll was -3.6%). Dartford shares a boundary with London Borough of Bexley so there is considerable cross-border migration.

Sevenoaks– There were fewer pupils on the actual roll in January 2013 than the forecast had indicated; the divergence was 7.8%, but 75% of the children in the southern half of the district travel to schools in Tonbridge & Malling and Tunbridge Wells districts.

Maidstone – There were more pupils on the actual Year 7 roll in January 2013 than the forecast had indicated; the divergence was -4.2% (76 places). This 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 & Malling), and in migration.

Dover – There were fewer year 7 pupils on the actual roll in January 2013 than the forecast had indicated. This is due to numbers of children travelling to schools outside of the district.

Swale – There were slightly more year 7 pupils on the actual roll in January 2013 than the forecast had indicated. The increase in levels of inward migration, particularly from London, accounts for the variance.

Thanet – There were fewer year 7 pupils on the actual roll in January 2013 than the forecast had indicated. This is due to the volatility of the population in and out of the area.

Forecasting accuracy of secondary school roll numbers

3.6 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 & 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 have 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 actual roll being greater than the forecast 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 $\pm 1\%$. In all cases fewer pupils sought places than forecast. This is due in the main to housing developments being re-phased and therefore less pupils coming forward as a result.

West Kent – Only Gravesham district had a divergence between the forecast and roll that was greater than $\pm 1\%$. There is no obvious cause for this.

4. Progress against Our Targets

4.1 The targets which relate directly and indirectly to providing sufficient school places are set out in 'Bold Steps for Education in Kent', and reproduced in table 5 below.

4.2 The increasing number of 'good' and 'outstanding' schools provide more opportunities to meet the commissioning intention, set out in the Kent Commissioning Plan, to expand 'good' or 'outstanding' schools in order to meet the rising demand for more school places.

4.3 Expanding schools to enable more pupils to be admitted in areas where demand is high contributes significantly to the percentage of parents whose preferences for school places are met. The increasingly high percentage of preferences met demonstrates excellent performance.

4.4 Maintaining sufficient surplus capacity in schools across an area is essential for meeting increased demand and for enabling parental preferences to be met. The rapidly rising population, currently in the primary age range, requires the supply of school places to be increased to satisfy increasing demand while maintaining sufficient surplus – judged to be 5% as an operating minimum.

4.5 Lower than 5% surplus capacity exists in Ashford, Dartford, Gravesham, Shepway, Swale, Thanet and Tunbridge Wells across primary schools. The 'Basic Need' programme of expanding and building schools is addressing this demand through creating more school places in every district. The building programme includes completions for occupation in September 2013, 2014 and 2015. The 'refresh' of the Kent Commissioning Plan, to create a new 5 year rolling plan 2013-2018, will take account of the localised need to maintain sufficient surplus capacity of school places. In Swale and Thanet plans are in place to address the current shortfall, including additional expansion beyond that identified in the current Commissioning Plan.

4.6 Across the secondary school age range there is a high percentage of surplus capacity overall reflecting a period of reduced demand. However, as the increased numbers of primary aged pupils transfer to secondary schools over the next few years demand will rise and surplus capacity will return to an effective operating level. District-wide numbers can sometimes mask very localised differences: on the one hand very high surplus capacity is being addressed by removing secondary school places, while on the other hand low surplus is being addressed through temporary expansions for one year. For example, in Dover, the amalgamation of Walmer Science College and Castle Community College will help to reduce surplus capacity down to more manageable levels; Chaucer School in Canterbury has reduced its Published Admissions Number; and places are also being removed from Pent Valley School in Shepway.

Table 5

Targets	July 2012	March 2013 (unless otherwise stated)
To ensure that at least 85% of primary and secondary schools judged as	59.4% of schools were rated good or outstanding:- 56.4% of Primary schools 69.6% of Secondary schools	As at February 2013 65% of all schools are good or outstanding:- 62.5% of Primary schools 72% of Secondary schools

Targets	July 2012			March 2013 (unless otherwise stated)		
good or outstanding. All special schools will be good or outstanding.	75% of Special schools			79.2% of Special schools		
To ensure that at least 85% of families secure their first preference schools; and 95% secure first or second preference schools.	Reception children:- 85% secured their first preference; 92% secured their first or second preference Year 7:- 83% first preferences; 93% first or second preferences			As at offer day 5 April 2013, for September 2013 entry: reception children secured their first preference 91.8% reception children secured their first or second preference 89.0% Year 7 children secured their first preference 96.2% Year 7 children secured their first or second preference		
Maintain at least 5% surplus primary capacity in each District.	District	Year R	Years R-6	District	Year R	Years R-6
	Ashford	2.8%	4.9%	Ashford	3.3%	3.9%
	Canterbury	9.9%	12.5%	Canterbury	6.3%	10.7%
	Dartford	5.1%	6.8%	Dartford	1.5%	4.4%
	Dover	7.4%	15.5%	Dover	9.5%	13.8%
	Gravesham	4.8%	4.7%	Gravesham	4.1%	3.5%
	Maidstone	6.6%	8.9%	Maidstone	5.3%	7.3%
	Sevenoaks	15%	10.5%	Sevenoaks	6.6%	8.4%
	Shepway	6.1%	11.5%	Shepway	4.4%	7.8%
	Swale	2.0%	6.5%	Swale	1.9%	5.0%
	Thanet	2.6%	6.0%	Thanet	1.4%	3.7%
	Ton&Mall	5.3%	9.3%	Ton&Mall	5.0%	8.4%
	T. Wells	8.4%	8.3%	T. Wells	4.4%	7.7%
Maintain at least 5% surplus secondary capacity in each travel to learn area.	District	Year 7	Years 7-11	District	Year 7	Years 7-11
	D'fd, G'hm & N.	9%	5%	D'fd, G'hm & N.	9.3%	6.3%
	Sevenoaks. S.			Sevenoaks. S.		
	Sevenoaks, Tonbridge & T Wells.	13%	7%	Sevenoaks, Tonbridge & T Wells.	5.9%	8.3%
	Maidstone & Malling.	9%	10%	Maidstone & Malling.	10.6%	11.5%
	Ashford	7%	6%	Ashford	8.4%	5.8%
	Canterbury	14%	8%	Canterbury	15.8%	10.7%
	Dover	17%	10%	Dover	14.8%	11.9%
	Shepway	16%	12%	Shepway	21.0%	14.0%
	Swale	4%	3%	Swale	9.2%	4.4%
	Thanet	5%	5%	Thanet	12.5%	6.4%
Reduce by 10% the number of SEN children attending independent and out County provision.	There were 422 children attending independent and out County provision			At January 2013 the number has increased to 545		

5. Progress in implementing sufficient provision of early years and childcare places

Version: 7 June 2013

5.1 In 2012 there were sufficient childcare places for children aged 3 and 4 years. The Government had set Kent a target of establishing 3600 places for 2 year olds by September 2013 and 7000 places by September 2014.

The introduction of this duty represents a significant challenge for Kent, as set out in the table below.

Table 6 Provision of Early Education places for 2 year olds

LCT Area	Estimated no of 2 year olds in 2013	Estimated no of 2 year olds eligible for "Free for 2" by 2013	Estimated no. of 2 year olds eligible for "Free for 2" by 2013	Total Estimated no of 2 year olds eligible for "Free for 2" by 2013	Estimated no of vacancies for 2 year olds	Shortfall in places
Ashford	1782	236	107	343	76	267
Canterbury	1571	208	94	302	104	198
Dartford	1450	173	87	260	14	246
Dover	1300	236	78	314	88	226
Gravesham	1408	202	84	286	10	276
Maidstone	2028	219	122	341	46	295
Sevenoaks	1579	114	95	209	35	174
Shepway	1290	219	77	296	66	230
Swale	1878	322	113	435	14	421
Thanet	1794	349	108	457	232	225
Tonbridge & Malling	1599	147	96	243	65	178
Tunbridge Wells	1515	128	91	219	30	189
Total	19194	2553	1152	3705	780	2925

(The above figures are estimations. However, a full audit of provision is planned to be carried out)

5.2 The Childcare Sufficiency Assessment (CSA) provides an overview of provision with total early years and childcare places available in each District across Kent (Table 7). This suggests that there is a significant number of surplus places in every District in Kent. However, this is not always the case. It should be noted that places recorded are those stated in the Ofsted registration and therefore are the maximum number a provision can accommodate. Taking account of the varying child to staff ratios for the different age ranges of children, many providers work to set patterns and therefore it is unlikely that they would operate at maximum occupancy.

Table 7 A breakdown of provision by district is set out below:

District	No. of children aged 3 & 4	No. of EY Education Places
Ashford	3057	3834
Canterbury	3008	4284
Dartford	2527	3886
Dover	2456	3354
Gravesham	2745	3083
Maidstone	3635	5258
Sevenoaks	2917	3957
Shepway	2341	3182

Swale	3400	4408
Thanet	3117	3681
Tonbridge & Malling	3025	4523
Tunbridge Wells	2831	3382
Total	35059	46832

Note: The number of EY Educational Places includes Reception classes in Kent maintained schools and Academies.

5.3 It has been identified both nationally and in Kent that assessing the childcare market and sufficiency of provision is both a complex and constantly moving challenge. Therefore to better inform our planning and provision Kent has carried out a full audit of all pre-school providers which was completed in 2012. The data for this is being analysed and will be utilised to determine where provision needs to be commissioned and will be incorporated in next year's Commissioning Plan.

5.4 A full audit of all group Early Years provision (some 688 settings) was carried out in 2012 by the Early Years Market Development Team in order to identify actual numbers (at the time) of places registered, places offered and vacancy levels. The data collected was then analyzed by the Business Intelligence Manager and this produced ward and district targets to support the development of new places as required. These were then ranked using a "rag rating" (red, amber or green) across each ward, and outcomes shared with both KCC Development Teams and the Professional Association for Childcare and Early Years (PACEY, formerly the National Childminding Association), which delivers the Childminding Contract in Kent.

5.5 From this information the teams have been able to identify barriers and direct support to encourage expansion of current provision and potential new developments. A subsequent audit is being carried out in May 2013 to review progress to date and produce new development targets.

6. Progress in implementing review of school places for SEN pupils

6.1 Kent's draft SEND Strategy sets out an overarching aim to improve the educational, health and emotional wellbeing outcomes for all of Kent's children and young people with SEN and those who are disabled. One of the key aims is to develop the range of providers and encourage a mixed economy of high quality and cost effective providers of more specialist provision. We need to improve opportunities for children to attend their local schools, to ensure high quality multi-agency support is available, to improve transition and increase continuity of provisions at transfer ages, and at the heart of the Strategy is the needs of children and their parents, giving them greater choice and control.

6.2 Fundamental to meeting children's needs is ensuring that **every school can deliver Kent's SEN core standards**. We intend that by 2014 there are staff in all schools with training and expertise in autism (ASD), behaviour (BESN) and speech & language needs. This is being supported by the devolution of the Specialist Teaching & Learning Service to lead Special schools, alongside resources to increase the range of expertise available through Outreach support from Special schools to mainstream schools.

6.3 The capital programme for Special schools has already rebuilt or refurbished 14 maintained schools in Kent. Investment continues to bring similar transformation to the remaining 10 schools. This programme will result in an additional 500 Special school places in the County. However, there remains a pressing need to commission further capacity for pupils with ASD, BESN and Speech and Language Needs. The draft SEND Strategy identified the need for at least 275 additional places, including

175 places in Kent's Special schools. We recognise that a number of our Special schools are under pressure to admit further pupils. In conjunction with Headteachers we have identified a number of schools which will be subject to statutory proposals to increase the designated pupil numbers to either regularise the current position or create additional spaces. We will also undertake consultations on the relocation of some special schools as a consequence of the capital programme mentioned above. A paper on the SEN strategy consultation response is on the agenda for the Education Cabinet Committee of 21st June 2013.

Re-designation of Special school numbers

School	Designated Number	Proposed designated number
Broomhill Bank	80	136
Bower Grove	120	196
Ifield	174	190
Goldwyn	60	70
Highview	150	171
Rowhill	96	106
Harbour	96	96
Grange Park	79	97
Foxwood	122	134
St Nicholas	144	191
Laleham Gap	152	170

6.4 We are aiming to develop at least 100 additional places to meet these needs within Resourced Provision in mainstream schools. We have invited expressions of interest and are in the early stages of pursuing these with the schools involved. We aim to commission from schools rated good or better by Ofsted.

6.5 We recognise we cannot meet the needs of Kent's pupils solely by developing the state funded sector. We are seeking to develop the range of social care, health and education providers and encourage a mixed economy of provision of high quality, cost effective independent and maintained special schools.

7. Progress in implementing sufficiency of post-16 provision

7.1 Post 16 Commissioning

Our Post 16 planning and commissioning will focus on the implementation of the four key areas of focus set out within Kent's 14 to 24 Learning, Employment and Skills Strategy: to Raise Attainment; to Improve and Extend Vocational Education, Training and Apprenticeships; to Increase Participation and Employment and to Target Support for Vulnerable Young People.

Identification and delivery of the priority actions within these four key areas is based on a range of data and information provided by partners, providers, young people and those who work with them and developed through partnership-based discussions at a district level.

There are several major components that will inform the planning cycle. All require significant dialogue and input from the education, training and work-based training providers across Kent. These components are:

The Commissioning Statement:

This is submitted annually to the Education Funding Agency and outlines the key strategic Post 16 education and training priorities for Kent. The statement is informed by analysis of data provided by Connexions, the EFA and also held by KCC.

The statement recommends needed changes in the balance and mix of provision available to meet the entitlement and needs of all Kent young people, including those most at risk of becoming NEET.

Post 16 Planning Tool:

We are developing an IT based planning and modelling tool, utilising Connexions data on current learner numbers and current patterns of choice (both choice of providers e.g. school sixth form, college, apprenticeships, and choice of course), as well as NEET data. All of these data sources then interface with the KCC Corporate Kent Population Forecasts to provide future numbers- based modelling. This tool needs to be developed further in order to take account of the Strategy four key areas of focus, rather than providing projections that will result in embedding current patterns.

District Data Packs:

The Skills and Employability team are developing data packs for each district. The data packs provide a rich picture of information specific to each district and provide the basis of discussions with all local partners around commissioning priorities and the development of a joined-up Post 16 offer for young people.

8. Review of public consultation processes

8.1 School expansion proposals which are subjected to public consultation will generally have been debated previously with the school Headteacher and Governors.

8.2 Once a decision is made to undertake a public consultation on an expansion proposal, a consultation document is published. This sets out the rationale for the proposal and how to respond and advertises a public meeting. The documents (including posters advertising the public meeting) are circulated in accordance with national guidance and go to:

- Parents/carers of pupils at the school, staff and governors;
- Local MP;
- Local library and district council offices for display;
- Chief Executive and Leader of the District Council;
- Parish/Town Council;
- Early Years providers;
- Childrens Centres on the school site or local to the school;
- Diocesan Authorities;
- Neighbouring Local Authorities;
- NHS – for special school proposals.

A link to the KCC website containing the proposals is sent to:

All schools in the district;
DfE;
EFA (for secondary school proposals);
Unions.

8.3 While these arrangements for consultation exceed the national requirements, (for example, there is no requirement to hold a public meeting), local residents have not generally been included in the education-led consultation process. Local residents are of course consulted at the planning application stage. After the education-led consultation, a 'public notice' is issued in a local newspaper which enables any interested party to submit objections or representations to the Local Authority.

8.4 The process for promoting a new school, in which there is a presumption that an academy or free school will be created, needs to be determined. Logically the Authority would first consult about the need for provision and then issue the public notice inviting promoters to come forward. The Secretary of State for Education determines which promoter is selected to run the school, albeit the Local Authority undertakes an assessment of the bids received and makes a recommendation. It is open to the Local Authority to consult on the bids received and to take account of the views expressed in making its recommendation.

8.5 The Local Authority could explore ways of consulting more widely. For example:

- In areas where there are housing developments likely to produce significant numbers of Primary school children the Local Authority may be in receipt of a developer contribution towards the cost of providing additional school places. Community consultation at an early stage would be helpful in ascertaining whether the parents and residents would prefer a new school or an expansion of an existing school. Similarly, in areas where we know there will be pressure in the medium term it would be helpful to be able to notify local residents of our plans.
- Schools could be asked to host a drop-in session where site plans (when available) could be viewed. Local residents could be given an indicative timeline of the planning application process and a dedicated Property contact who could deal with questions around such issues as parking.

8.6 It is proposed that these changes in consultation arrangements are piloted in consultations during 2013-14 to assess their effectiveness in extending consultation processes to the wider community.

9. Next Steps

9.1 The January 2013 pupil headcount data from schools and the pre-school data provided by the Public Health Observatory, are both now available. Housing trajectories and land supply information become available from District Councils generally in April. These form the basis of information which is utilised by the forecasting system. Forecasts will be available during the summer months. These forecasts and the analysis of them will form the next iteration of the Plan, together with the knowledge gained through the analysis contained in this review report. The forward plan for school expansions and building new schools will be updated in the Commissioning Plan to reflect any changes in the need for provision. The new

Commissioning Plan for 2013-18 will be presented to Education Cabinet Committee in September 2013.

9.2 It is proposed that the next iteration of the Plan will broadly follow the format of the current Plan. Consultation will not be undertaken on the whole document but on the revised data and forecasts, and the forward plan.

9.3 The timetable is proposed as follows:

Date	Action
May - September 2013	Draft Plan produced
July 2013	Consultation on the revised data and forecasts, and forward plan
27 Sep 2013	Draft Plan to Education Cabinet Committee
October 2013	Draft Plan to Cabinet

Appendix 1

District	Planning Area	Short Term Commissioning intentions set out in September 2012	March 2013 position
Canterbury	Canterbury	No change	The need for additional 1FE of provision identified. Consultation not yet started.
Canterbury	Herne Bay	Keep surplus capacity under review	Consultation underway on closure of St Philip Howard RCP
Canterbury	Whitstable	Not shown	30 temporary places commissioned at Joy Lane PS for September 2013
Swale	Sittingbourne	30 temporary places commissioned at Westlands PS for September 2012	The Academy consulted on permanent expansion for September 2013
Swale	Sittingbourne	Additional school places needed will initially be provided by adding places at existing schools	30 temporary places commissioned at Lansdowne PS. Consultation on permanent expansion for September 2014 will begin in April 2013.
Swale	Faversham	1.3 Temporary expansions at Ethelbert Road PS, Ospringe CEPS and Bysing Wood PS	Continue 1.3 temporary expansions for September 2013. Consultation has begun on 1.5 Permanent expansion from September 2014
Swale	Queenborough & Rushenden	Expansion of Queenborough PS to 2FE (10 places)	Permanent increase of PAN to 60
Swale	Halfway & Minster	30 temporary places commissioned at Minster-in-Sheppey PS for 2012 and 2013	No change
Swale	Halfway & Minster	Temporary arrangements until permanent solutions are agreed	30 temporary places commissioned at Halfway Houses PS for September 2013
Swale	Eastchurch	Not shown	30 temporary places commissioned at Eastchurch CEPS for September 2013
Swale	Thistle Hill	Not shown.	The Longer Term Commissioning Position indicated a need to commission additional provision at Thistle Hill. This has been brought forward and will begin in 2013.
Thanet	Ramsgate	30 temporary places commissioned at Newlands PS for September 2012	
Thanet	Ramsgate	30 temporary places commissioned at Callis Grange PS for September 2012	

District	Planning Area	Short Term Commissioning intentions set out in September 2012	March 2013 position
Thanet	Ramsgate	30 permanent Year R places to be provided for September 2013 at a school to be identified.	30 temporary places commissioned at Newington CPS Consultation on permanent expansion for September 2014 will begin in April 2013
Thanet	Broadstairs	Not shown.	30 temporary places commissioned at Bromstone PS Consultation on permanent expansion for September 2014 will begin in April 2013
Thanet	Broadstairs	Not shown	14 Year 3 places commissioned at three junior schools: St Saviour's CEJS – 6; Christ Church CEJS – 4; Upton JS - 4
Thanet	Margate	Permanent expansion of Drapers Mills PS to 3 FE for September 2013	Permanent expansion underway (included in academy conversion)
Thanet	Margate	Permanent expansion of Northdown PS to 2 FE from September 2013	Permanent expansion underway (included in academy conversion)
Thanet	Margate	Consult on expansion of Palm Bay PS to 2 FE from September 2013	Permanent expansion underway - Public Notice expired 8 March
Thanet	Garlinge & Westgate-on-Sea	Permanent expansion of Garlinge PS to 3 FE for September 2013	Permanent expansion underway
Ashford	Godinton	Undertake significant enlargement proposal for Repton Manor School to formalise the second form of entry.	Process complete. Cabinet Member decision made to expand school.
Ashford	Kingsnorth, Ashford South	For September 2013 the following Year R places have been commissioned: <ul style="list-style-type: none"> • 30 places at Great Chart School • 30 places at Furley Park School • 	Places commissioned in both schools and accommodation available
Ashford	Kingsnorth, Ashford South	A further 30 places (dependent upon housing) will be made available in an existing school.	Numbers lower than forecast. Provision not required.
Shepway	Folkestone East	30 year R places in both 2013 and 2014 to accommodate bulge cohorts (school to be	School not yet identified due to site constraints. Work continuing

District	Planning Area	Short Term Commissioning intentions set out in September 2012	March 2013 position
		identified)	
Shepway	Hawkinge	15 places have been commissioned in Hawkinge School for September 2013. Subject to feasibility, undertake significant enlargement proposal of Hawkinge to 2FE.	Process complete. Cabinet Member decision made to expand school.
Shepway	Hythe	Monitor applications for Sept 2012. It is expected that nearby schools will remain popular with parents and no action will be needed.	No action needed
Shepway	New Romney	Monitor surplus capacity in the area.	Ongoing – No action needed to date
Maidstone	Maidstone North & Bearsted	Further analysis of pressure on places in Maidstone North 2014/15 to determine whether demand is local or in-migration; and travel to school patterns of residents of new housing. Undertake significant enlargement proposal for St John's CEPS by 1FE for 2013.	Process complete and Cabinet Member decision made to expand the school.
Maidstone	Across Maidstone	Review of PANs to determine whether adjustments can be made which would facilitate single year group teaching. Continue to model future needs as the core strategy for Maidstone develops.	Ongoing
Maidstone	Harrietsham	The need for new local provision will be driven by housing.	Consulting on enlargement to 1FE for September 2014. However, due to numbers school is admitting 30 pupils into Year R in September 2013
Tonbridge & Malling	Kings Hill	Undertake statutory consultation on the significant enlargement of Discovery Primary School by 1FE.	Process complete and Cabinet Member decision made to expand the school. Notable level of parental opposition.
Tonbridge & Malling	Kings Hill	Commission 30 places for Year R in 2013 and 2014 at Kings Hill School	Places commissioned. Planning consent granted for accommodation.

District	Planning Area	Short Term Commissioning intentions set out in September 2012	March 2013 position
Tonbridge & Malling	Larkfield & Leybourne	Undertake community consultation on the provision of additional school places to serve the Leybourne Chase development.	Consultation process beginning
Tonbridge & Malling	Snodland	Undertake education assessment as per S106 agreement.	Assessment underway
Dartford	Stone	Consult on expansion of Stone St Mary's CofE (VC) PS from 2FE to 3FE for September 2013.	Consultation completed – Public Notice expired 31 March.
Dartford	Dartford North	Consult on expansion of Bridge PS from 1FE to 2FE for September 2013.	Public Consultation completed. Public Notice published at end of March.
Dartford	Fleetdown	Consult on expansion of Fleetdown PS from 2FE to 3FE for September 2013.	Public Consultation completed. Public Notice published at end of March.
Dartford	Swanscombe	Consult on expansion of Knockhall CPS from 2FE to 3FE for September 2014.	Public Consultation completed. 30 temporary year R places agreed with the school for 2013. Public Notice published at end of March 2013.
Dartford	Swanscombe	Consult on expansion of Manor CPS from 2Fe to 3FE for September 2013.	Public Consultation completed. Public Notice published at end of March.
Dartford	Joydens Wood & Maypole	Consult on expansion of Maypole PS from 1FE to 2FE for September 2013.	Public Consultation completed. Public Notice published at end of March.
Dartford	Dartford West	Consult on expansion of Oakfield PS from 2FE to 3FE for September 2013.	Public Consultation completed. Public Notice published at end of March.
Gravesham	Northfleet	Consult on expansion of St Botolph's CofE (VA) PS from 1FE to 2FE for September 2013.	Consultation completed – Public Notice expired 31 March.
Gravesham	Gravesend East	Consult on expansion of Whitehill PS form 2FE to 3FE for September 2013.	Public Consultation completed. Public Notice published at end of March.
Gravesham	Northfleet	Not shown	10 temporary places commissioned at Lawn PS. Consult on permanent expansion for September 2014
Gravesham	Gravesend East	Not shown	30 temporary places commissioned at Chantry PS. Consult on permanent expansion for September 2014
Sevenoaks	Sevenoaks	Consult on expansion of Lady Boswells CofE (VA) PS from 1FE to 2FE for September 2013.	Consultation completed – Public Notice expired 31 March.
Sevenoaks	Sevenoaks	Consult on expansion of Sevenoaks PS from	Consultation completed – Public Notice expired 31

District	Planning Area	Short Term Commissioning intentions set out in September 2012	March 2013 position
		2FE to 3FE for September 2013.	March.
Sevenoaks	Otford	Consult on expansion of Otford PS to 2FE for September 2013.	Public Consultation completed. Public Notice published at end of March.
Sevenoaks	Sevenoaks	Consult on expansion of St John's CEPS to 1FE for September 2013.	Public Consultation completed. Public Notice published at end of March.
Sevenoaks	Sevenoaks	The Sevenoaks Christian Free School will provide 120 Year 7 places from September 2013. Planned total capacity of 600.	Trinity Free School is due to open in September 2013.
Tunbridge Wells	Tunbridge Wells	Consult on expansion of St James IS from 2.1FE to 3FE for September 2013.	Consultation completed – Public Notice expired 31 March.
Tunbridge Wells	Tunbridge Wells	Consult on expansion of St James Junior (VC) School from 2.1FE to 3FE for September 2013	Consultation completed – Public Notice expired 31 March.
Tunbridge Wells	Broadwater	Consult on expansion of St Mark's CEPS 1 FE to 2FE for September 2013.	Consultation completed – Public Notice expired 31 March.
Tunbridge Wells	Langton Green	Consult on expansion of Langton Green PS from 1FE to 2FE for September 2013.	Public Consultation completed. Public Notice published at end of March.
Tunbridge Wells	Pembury	Consult on expansion of Pembury PS from 2FE to 3FE for September 2013.	Consultation completed. Significant level of opposition to the proposal. Temporary expansion agreed for 2013 for 1 year.
Tunbridge Wells	Southborough	Consult on expansion of Southborough CEPS from 2FE to 3FE for September 2013.	Public Consultation completed. Public Notice published at end of March.
Tunbridge Wells	Tunbridge Wells	Consult on expansion of St Matthew's CEPS from 2FE to 3FE for September 2013.	Proposal withdrawn following Ofsted inspection.

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By:	Roger Gough – Cabinet Member – Education and Health Reform Patrick Leeson – Corporate Director – Education, Learning and Skills
To:	Education Cabinet Committee – 21 June 2013
Subject	Education, Learning and Skills Performance Scorecard
Classification:	Unrestricted

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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 Education 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 May version of the ELS scorecard, reporting on data as at the end of April 2013, which includes March outturn data where appropriate.

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 are also being 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 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. Encouragingly, results have improved across all key stages this year, with a significant rise at Key Stage Two (KS2).

4.3 Turning to special educational needs (SEN), the number of pupils with a statement of SEN has risen from 6909 in March to 6980 in April. 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 amber rather than red. 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 dropped since the last scorecard was produced, 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.

Nationally, the economy is showing very few signs of growth, with the UK having endured a double dip recession. Employers' demands in the labour market are for more highly skilled and experienced employees. Those young people with fewer skills and experiences are at a far greater disadvantage in the employment market, and this picture is reflected in Kent.

4.5 The number of permanent exclusions continues to reduce and is now down to 168, thanks to a key focus on this area by the development of an Inclusion Strategy in Kent. Reasonable progress is being made across a range of priority areas, and many amber indicators are green for their direction of travel, meaning they have improved since the previously reported result e.g. reduction in attainment gaps at Key Stage 4 (KS4).

4.6 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). This year has seen 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 is currently underway to finalise our review of 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 review and comment on the development of the Education, Learning and Skills performance scorecard and note aspects of current performance.

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Education, Learning & Skills Performance Management Scorecards May 2013 Release (April 2013 Data)

Produced by: Management Information, ELS, KCC

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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

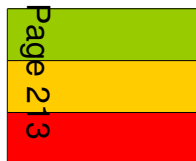


A red rating indicates that the current performance is below the 2010/11 outturn.

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.
QS8a	Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	Percentage of pupils assessed as achieving 78 points or more at the end of reception year, including 6 or more points in each area of Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL), based on the Early Years Foundation Stage Framework that ended in Summer 2012.
QS8	Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Percentage of pupils assessed as achieving Expected or Exceeding at the end of reception year, based on the new Early Years Foundation Stage framework. This indicator is subject to change depending on what performance measures the DFE introduces for end of EYFS assessment in summer/autumn 2013.
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 English & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 2 who achieve a level 4 or above in both English and maths. From 2012 onwards the overall English level is calculated by combining the reading test result with the writing teacher assessment. Includes Kent maintained schools and academies.
QS13	Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 2 who achieve a level 5 or above in both English and maths. From 2012 onwards the overall English level is calculated by combining the reading test result with the writing teacher assessment. Includes Kent maintained schools and academies.
QS14	Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	The percentage of mainstream primary and junior schools or academies whose percentage achieving level 4 or above in both English & maths at KS2 exceeds 60%.
QS15	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in English.
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 English & mathematics - FSM achievement gap	L	Snapshot	A	The difference between the achievement of non-FSM pupils and FSM pupils in terms of percentage achieving level 4 or above in both English & maths at KS2. Includes Kent maintained schools and academies.
QS18	Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A	The difference between the achievement of LAC pupils and all pupils in terms of percentage achieving level 4 or above in both English & maths at KS2. The LAC included in the calculation are Kent LAC looked after for at least 12 months as at 31st March in the academic year in which they finish KS2. Includes Kent maintained schools and academies.
QS19	Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	The difference between the achievement of non-SEN pupils and SEN pupils in terms of percentage achieving level 4 or above in both English & maths at KS2. School Action, School Action Plus and Statemented pupils are all included in the SEN group. Includes Kent maintained schools and academies.
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	The percentage of pupils with a statement of special educational needs who have achieved level 4 or above in both English & maths, at both mainstream and special schools and academies.

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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 maintainability database. 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.

Education, Learning & Skills Performance Management

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 (SEN)		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 April 2013	As at May 2013
P2	Number of permanent exclusions from schools - LAC	Impulse database - monthly reported data	Rolling 12 months up to April 2013	As at May 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	School Census - attendance data reported one term in arrears	Autumn Term 2011 School Census attendance data	As at Spring 2012 School Census
P6	Percentage total absence from Pupil Referral Units (PRUs)	PRU Census for Annual data in Spring Term, B2B reporting for Autumn & Summer Terms	Terms 1&2 - B2B report	As at March 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 1&2 - B2B report	As at March 2013
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	Impulse database - monthly reported data	Snapshot as at April 2013	As at May 2013
P9	Number of pupils with a statement of Special Educational Needs	Impulse database - monthly reported data	Snapshot as at April 2013	As at May 2013
P10	Number of pupils being placed in independent or out-of-county special schools	Impulse data - monthly reported data	Snapshot as at April 2013	As at May 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				
QS1	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 April 2013	As at May 2013
QS2	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 April 2013	As at May 2013
QS3	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 April 2013	As at May 2013
QS4	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 April 2013	As at May 2013
QS5	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 April 2013	As at May 2013
QS6	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 April 2013	As at May 2013
QS7	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 April 2013	As at May 2013
QS8a	Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	End of year assessments based on previous EYFSP framework	2011-12 data from Keypas online dataset	August 2012
QS8	Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	Data not available until end of 2012-13 academic year		
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	Teacher assessed results for end academic year	2011-12 results from Keypas online dataset	August 2012
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	Teacher assessed results for end academic year	2011-12 results from Keypas online dataset	August 2012
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	Teacher assessed results for end academic year	2011-12 results from Keypas online dataset	August 2012
QS12	Percentage of pupils at KS2 achieving L4+ in English & mathematics	Test/TA results for end of academic year	2011-12 DFE Published results dataset	December 2012
QS13	Percentage of pupils at KS2 achieving L5+ in English & mathematics	Test/TA results for end of academic year	2011-12 DFE Published results dataset	December 2012
QS14	Percentage of schools above floor standards at KS2 (60% L4+ E&M)	Test/TA results for end of academic year	2011-12 DFE Published results dataset	December 2012
QS15	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	Test/TA results for end of academic year matched to previous KS1 attainment	2011-12 DFE Published results dataset	December 2012
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	Test/TA results for end of academic year matched to previous KS1 attainment	2011-12 DFE Published results dataset	December 2012
QS17	Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	Test results for end of academic year	2011-12 DFE Published (Kent) / Provisional (District)	December / September 2012
QS18	Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	Test results for end of academic year	2011-12 DFE Published (Kent) / Provisional (District)	December / October 2012
QS19	Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	Test results for end of academic year	2011-12 DFE Published (Kent) / Provisional (District)	December / September 2012
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	Test results for end of academic year	2011-12 DFE Published (Kent) / Provisional (District)	December / September 2012

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 continued			
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	April 2013 data May 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 April 2013 May 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	April 2013 data May 2013
E13	Percentage of Learners with LDD 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 April 2013 May 2013
E15	Number of assisted employment opportunities for learners with learning difficulties and disabilities	Skills and Employability database / Kent Supported Employment	Annual A
E16	Number of apprenticeships 16-24 year olds	National Apprenticeships Service	2011-12 outturn March 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	Spring Term 2013 snapshot data March 2013
C2	Percentage of pupils with a Statement of Special Educational Needs (SEN)	School census - termly snapshot of pupils with SEN statement	Spring Term 2013 snapshot data March 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	Spring Term 2013 snapshot data March 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	Spring Term 2013 snapshot data March 2013
C6	Number of Kent Children in Care	Management Information SCS Monthly Scorecard	Snapshot as at April 2013 May 2013
C7	Number of children with a Child Protection plan	Management Information SCS Monthly Scorecard	Snapshot as at April 2013 May 2013

Scorecard - District Comparison Grid

(April 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
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 SSEN 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	↑	R	↑	G	↑	R	↑	G	↑	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	↓	R	↓	R	↓	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	A																											
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	2011-12	2011-12			
PROVISION															
P1		Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	168	G	↑	167	200	40	Louise Simpson	210		
P2		Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	7	G	↓	8	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	T	7.2	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	47.4		↓	49.1	Awaiting Targets		Louise Simpson			
P7		Number of pupils in PRUs not also on a school roll	L	Snapshot	T	381		↓	592	Awaiting Targets		Louise Simpson			
P8		Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	84.1	A	↑	83.6	87	95	Julie Ely	78.8	95	98
P9		Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	6980	R	↑	6909	6500	5800	Julie Ely	6766		
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	543	R	↑	541	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	M	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	21	R	↑	20	10	0	Sue Rogers	19		
QS2		Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	64.1	G	↑	63.0	64	85	Sue Rogers	56	69	68
QS3		Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	73.0	A	→	73.0	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	65.4	A	↑	65.2	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	72.0	A	↑	71.0	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	86.6	A	↑	85.5	87.0	89.5	Sue Rogers	86	83	85
QS8a		Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	72			65				72	64	63
QS8		Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013				74	80	Sue Rogers			
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	75.7	A	↑	73.2	77	82	Sue Rogers	75.7	76	77
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.3	A	↑	59.5	67	82	Sue Rogers	62.3	64	66
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.6	A	↑	74.0	78	82	Sue Rogers	76.6	76	78
QS12		Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	78	A	↑	72	81	87	Sue Rogers	78	79	79
QS13		Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	27	A	↑	22	29	32	Sue Rogers	27	27	27
QS14		Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	92.5	A	↑	86	93	100	Sue Rogers	92.5	96	96
QS15		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	87	A	↑	81	90	94	Sue Rogers	87	89	88
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	85	A	↑	81	87	92	Sue Rogers	85	87	86
QS17		Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	22.8	A	↓	27	22	17	Sue Rogers	22.8	17	21
QS18		Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A	41.7	A	↑	39	37	31	Sue Rogers	41.7	29	28.3
QS19		Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	48.5	A	↓	53	47	43	Sue Rogers	48.5	49	53
QS20		Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	12	A	↓	13	19	28	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	5.36	G	↑	5.33	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	1465			No previous data	1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	11159			No previous data	23725	25675	Sue Dunn	11159		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	298	G		No previous data	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	6.1	G	↓	6.5	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	37			↑	35	Awaiting Targets	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	4,757	A		No previous data	6000	9000	Sue Dunn	4757		
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 (SEN)		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	1830				1831			50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	1025				994			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	2	G	→	2	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	T	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	53.2		↑	48.5	Awaiting Targets		Louise Simpson			
P7		Number of pupils in PRUs not also on a school roll	L	Snapshot	T	108		↓	125	Awaiting Targets		Louise Simpson			
P8		Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	76.0	R	↑	74.0	87	95	Julie Ely	78.8	95	98
P9		Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	498	A	↑	495	466	413	Julie Ely	6766		
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	31	A	→	31	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	M	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	2		→	2	0	0	Sue Rogers	19		
QS2		Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	75.0	G	↑	70.0	64	85	Sue Rogers	56	69	68
QS3		Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	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	72.5	G	↑	70.0	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	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	89.4	G	↑	86.6	87.0	89.5	Sue Rogers	86	83	85
QS8a		Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	70.5			63.9				72	64	63
QS8		Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013				74	80	Sue Rogers			
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	75.6	R	↑	73.6	77	82	Sue Rogers	75.7	76	77
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	60.3	R	↑	57.9	67	82	Sue Rogers	62.3	64	66
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	74.8	R	↑	74.5	78	82	Sue Rogers	76.6	76	78
QS12		Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	76.6	R	↑	71.4	81	87	Sue Rogers	78	79	79
QS13		Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	24.6	R	↑	21.0	29	32	Sue Rogers	27	27	27
QS14		Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	91.9	R	↑	83.8	93	100	Sue Rogers	92.5	96	96
QS15		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	85.8	R	↑	82.3	90	94	Sue Rogers	87	89	88
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	83.3	R	↑	82.6	87	92	Sue Rogers	85	87	86
QS17		Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	22.3	A	↓	32.4	22	17	Sue Rogers	22.8	17	21
QS18		Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					37	31	Sue Rogers	41.7	29	28.3
QS19		Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	48.3	A	↓	55.3	47	43	Sue Rogers	48.5	49	53
QS20		Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	12.5	A	↑	10.5	19	28	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	4.68	G	↓	4.82	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				1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23725	25675	Sue Dunn	11159		
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	5.9	G	↑	5.8	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	Data and targets being finalised				6000	9000	Sue Dunn	4757		
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 (SSEN)		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	94			96				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	93			88				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	Ottturn		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	32	A	↓	35	18	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	3.1	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	T	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	55.4		↓	61.3	Awaiting Targets		Louise Simpson				
P7		Number of pupils in PRUs not also on a school roll	L	Snapshot	T	97		↓	112	Awaiting Targets		Louise Simpson				
P8		Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	90.7	G	↑	90.2	87	95	Julie Ely	78.8	95	98	
P9		Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	655	A	↑	646	615	545	Julie Ely	6766			
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	48	A	↑	47	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	M			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	3		→	3	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	→	61.1	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	→	61.1	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	85.2	R	↓	85.5	87.0	89.5	Sue Rogers	86	83	85	
QS8a		Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	73.2			66.3				72	64	63	
QS8		Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A			Data not available until 2013			74	80	Sue Rogers			
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	76.2	A	↑	74.1	77	82	Sue Rogers	75.7	76	77	
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.8	A	↑	59.9	67	82	Sue Rogers	62.3	64	66	
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	79.1	G	↑	76.0	78	82	Sue Rogers	76.6	76	78	
QS12		Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	75.1	R	↑	74.7	81	87	Sue Rogers	78	79	79	
QS13		Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	25.9	R	↑	21.2	29	32	Sue Rogers	27	27	27	
QS14		Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	87.5	R	↑	81.3	93	100	Sue Rogers	92.5	96	96	
QS15		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	85.7	R	↑	78.6	90	94	Sue Rogers	87	89	88	
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	80.4	R	↑	79.8	87	92	Sue Rogers	85	87	86	
QS17		Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	23.5	R	↓	30.1	22	17	Sue Rogers	22.8	17	21	
QS18		Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					37	31	Sue Rogers	41.7	29	28.3	
QS19		Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	52.4	R	↑	47.4	47	43	Sue Rogers	48.5	49	53	
QS20		Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13.6	A	↑	8.8	19	28	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	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	4.77	G	↓	4.88	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	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				1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23725	25675	Sue Dunn	11159		
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	3.2	G	↓	3.3	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	Data and targets being finalised				6000	9000	Sue Dunn	4757		
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	130			130				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	96			101				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	→	7	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	T	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	No data			Awaiting Targets		Louise Simpson				
P7		Number of pupils in PRUs not also on a school roll	L	Snapshot	T	No data			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	94.1	G	→	94.1	87	95	Julie Ely	78.8	95	98
P9		Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	385	A	↑	375	383	339	Julie Ely	6766		
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	36	A	→	36	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	M	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	55.6	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	77.8	G	→	77.8	77	90	Sue Rogers	71	66	61
QS4		Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	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	55.6	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	77.8	G	→	77.8	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	86.3	A	↑	82.4	87.0	89.5	Sue Rogers	86	83	85
QS8a		Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	68.2			62.6				72	64	63
QS8		Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013			74	80	Sue Rogers				
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	77.1	G	↑	73.7	77	82	Sue Rogers	75.7	76	77
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	63.1	A	↑	58.7	67	82	Sue Rogers	62.3	64	66
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.7	A	↑	74.4	78	82	Sue Rogers	76.6	76	78
QS12		Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	77.6	R	↑	76.4	81	87	Sue Rogers	78	79	79
QS13		Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	27.3	A	↑	21.8	29	32	Sue Rogers	27	27	27
QS14		Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	92.0	R	↓	96.0	93	100	Sue Rogers	92.5	96	96
QS15		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	85.8	R	↑	84.5	90	94	Sue Rogers	87	89	88
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	86.3	A	↑	83.9	87	92	Sue Rogers	85	87	86
QS17		Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	27.8	R	↓	36.0	22	17	Sue Rogers	22.8	17	21
QS18		Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					37	31	Sue Rogers	41.7	29	28.3
QS19		Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	48.6	R	↓	52.5	47	43	Sue Rogers	48.5	49	53
QS20		Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	14.3	A	↓	27.3	19	28	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	5.39	G	↑	5.33	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				1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23725	25675	Sue Dunn	11159		
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	5.7	G	↓	6.1	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	Data and targets being finalised				6000	9000	Sue Dunn	4757		
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			68				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	43			42				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	Ottturn		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	12	G	↓	14	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	T	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	84.0	A	→	84.0	87	95	Julie Ely	78.8	95	98
P9		Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	518	A	↑	512	491	434	Julie Ely	6766		
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	31	A	→	31	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	M	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	2		→	2	0	0	Sue Rogers	19		
QS2		Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	75.6	G	→	75.6	64	85	Sue Rogers	56	69	68
QS3		Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	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	78.0	G	→	78.0	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	77.8	G	↑	70.0	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	91.8	G	↑	90.0	87.0	89.5	Sue Rogers	86	83	85
QS8a		Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	76.4			63.6				72	64	63
QS8		Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013			74	80	Sue Rogers				
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	73.2	R	↑	68.3	77	82	Sue Rogers	75.7	76	77
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	61.0	R	↑	53.2	67	82	Sue Rogers	62.3	64	66
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.7	A	↑	70.4	78	82	Sue Rogers	76.6	76	78
QS12		Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	79.3	A	↑	70.6	81	87	Sue Rogers	78	79	79
QS13		Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	25.1	R	↑	19.1	29	32	Sue Rogers	27	27	27
QS14		Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	92.3	R	↑	82.1	93	100	Sue Rogers	92.5	96	96
QS15		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	91.2	G	↑	84.2	90	94	Sue Rogers	87	89	88
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	88.5	G	↑	81.6	87	92	Sue Rogers	85	87	86
QS17		Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	21.3	G	↑	15.9	22	17	Sue Rogers	22.8	17	21
QS18		Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					37	31	Sue Rogers	41.7	29	28.3
QS19		Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	42.6	G	↓	55.6	47	43	Sue Rogers	48.5	49	53
QS20		Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	11.1	R	↓	15.4	19	28	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	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	6.04	G	↑	6.01	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				1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23725	25675	Sue Dunn	11159		
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	8.6	R	↓	9.2	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	Data and targets being finalised				6000	9000	Sue Dunn	4757		
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	111			108				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	86			73				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	Ottturn		National Average	Statistical Neighbour Average		
													2011-12	2011-12
PROVISION														
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	6	G	↓	7	15	3	Louise Simpson	210		
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	0	G	↓	1	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	T	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			83	Awaiting Targets		Louise Simpson			
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	93.1	G	→	93.1	87	95	Julie Ely	78.8	95	98
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	366	A	↑	362	345	305	Julie Ely	6766		
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	31	A	→	31	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	M	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		↑	3	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	↑	48.1	64	85	Sue Rogers	56	69	68
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	62.5	R	→	62.5	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	55.6	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	62.5	R	→	62.5	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	96.8	G	→	96.8	87.0	89.5	Sue Rogers	86	83	85
QS8a	Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	62.9			53.2				72	64	63
QS8	Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013				74	80	Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	72.0	R	↑	69.4	77	82	Sue Rogers	75.7	76	77
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.6	R	↑	52.6	67	82	Sue Rogers	62.3	64	66
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	73.8	R	↑	68.3	78	82	Sue Rogers	76.6	76	78
QS12	Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	76.7	R	↑	70.1	81	87	Sue Rogers	78	79	79
QS13	Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	26.8	R	↑	20.7	29	32	Sue Rogers	27	27	27
QS14	Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	92.0	R	↑	84.0	93	100	Sue Rogers	92.5	96	96
QS15	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	86.5	R	↑	82.3	90	94	Sue Rogers	87	89	88
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	84.2	R	↑	83.9	87	92	Sue Rogers	85	87	86
QS17	Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	18.5	G	↓	29.6	22	17	Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					37	31	Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	47.8	A	↓	52.9	47	43	Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13.8	A	↓	17.2	19	28	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	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	5.01	G	↑	4.84	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				1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23725	25675	Sue Dunn	11159		
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	7.8	R	↓	8.1	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	Data and targets being finalised				6000	9000	Sue Dunn	4757		
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	90			93				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	90			92				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		Ottturn	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	14	G	↑	13	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	T	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	38.2		↑	33.9	Awaiting Targets		Louise Simpson			
P7		Number of pupils in PRUs not also on a school roll	L	Snapshot	T	34		↓	47	Awaiting Targets		Louise Simpson			
P8		Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	84.6	A	↑	83.6	87	95	Julie Ely	78.8	95	98
P9		Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	691	A	↑	681	608	538	Julie Ely	6766		
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	46	A	→	46	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	M	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	1		→	1	0	0	Sue Rogers	19		
QS2		Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	43.8	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	↑	72.7	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	83.1	R	→	83.1	87.0	89.5	Sue Rogers	86	83	85
QS8a		Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	69.9			65.2				72	64	63
QS8		Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013				74	80	Sue Rogers			
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	77.6	G	↑	75.3	77	82	Sue Rogers	75.7	76	77
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	63.5	A	↑	61.1	67	82	Sue Rogers	62.3	64	66
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	76.6	A	↑	75.1	78	82	Sue Rogers	76.6	76	78
QS12		Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	77.1	R	↑	71.8	81	87	Sue Rogers	78	79	79
QS13		Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	27.7	A	↑	21.9	29	32	Sue Rogers	27	27	27
QS14		Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	87.8	R	↑	83.3	93	100	Sue Rogers	92.5	96	96
QS15		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	83.9	R	↑	77.7	90	94	Sue Rogers	87	89	88
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	82.3	R	↑	78.0	87	92	Sue Rogers	85	87	86
QS17		Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	33.8	R	↓	42.0	22	17	Sue Rogers	22.8	17	21
QS18		Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					37	31	Sue Rogers	41.7	29	28.3
QS19		Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	55.0	R	↓	55.5	47	43	Sue Rogers	48.5	49	53
QS20		Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13.4	A	↓	17.0	19	28	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	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	4.76	G	↓	4.78	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				1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23725	25675	Sue Dunn	11159		
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	5.3	G	↓	5.8	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	Data and targets being finalised				6000	9000	Sue Dunn	4757		
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	129			130				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	75			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	2	G	→	2	11	2	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	3.2	R	↓	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	11.7	R	↑	10.9	8.0	4.8	Louise Simpson	8.4	7.4	7.3
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	T	4.8	G	↓	5.3	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			5	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	→	93.3	87	95	Julie Ely	78.8	95	98
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	536	A	↓	537	515	455	Julie Ely	6766		
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	62	A	→	62	48	31	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	M	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	15.0	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	6.6		No previous data				David Adams	7.2		
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	73.8	G	→	73.8	64	85	Sue Rogers	56	69	68
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	66.7	R	→	66.7	77	90	Sue Rogers	71	66	61
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	66.7	R	→	66.7	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	76.2	G	→	76.2	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	66.7	R	→	66.7	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	89.3	G	↑	89.2	87.0	89.5	Sue Rogers	86	83	85
QS8a	Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	80.2			71.5				72	64	63
QS8	Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013				74	80	Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	83.2	G	↑	80.8	77	82	Sue Rogers	75.7	76	77
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	72.1	G	↑	71.2	67	82	Sue Rogers	62.3	64	66
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	81.5	G	↑	79.4	78	82	Sue Rogers	76.6	76	78
QS12	Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	83.7	G	↑	78.2	81	87	Sue Rogers	78	79	79
QS13	Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	35.5	G	↑	27.5	29	32	Sue Rogers	27	27	27
QS14	Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	92.7	A	→	92.7	93	100	Sue Rogers	92.5	96	96
QS15	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	88.9	A	↑	79.5	90	94	Sue Rogers	87	89	88
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	88.2	G	↑	83.1	87	92	Sue Rogers	85	87	86
QS17	Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	21.8	G	↓	29.6	22	17	Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					37	31	Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	46.4	G	↓	48.7	47	43	Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	3.7	R	↓	13.5	19	28	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	3.25	G	↓	3.29	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				1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23725	25675	Sue Dunn	11159		
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	3.5	G	↓	3.6	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	Data and targets being finalised				6000	9000	Sue Dunn	4757		
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	62			60				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	40			34				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	Ottur		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	17	A	→	17	14	3	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	3.5	R	↓	4.3	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	11.0	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	T	14.5	R	↓	16.7	10.5	10.0	Tony Doran	7.2	6.5	5.9
P6		Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	23.9		↓	28.7	Awaiting Targets		Louise Simpson			
P7		Number of pupils in PRUs not also on a school roll	L	Snapshot	T	14		↓	32	Awaiting Targets		Louise Simpson			
P8		Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	83.8	A	↑	79.5	87	95	Julie Ely	78.8	95	98
P9		Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	477	A	↓	480	421	373	Julie Ely	6766		
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	31	A	→	31	24	15	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	M	Awaiting Data				55.0	65.0	Louise Simpson	49.2		
P15		Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	7.8	G		No previous data			David Adams	11.6	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	6.1		
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	64.7	G	↑	61.8	64	85	Sue Rogers	56	69	68
QS3		Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	66.7	R	→	66.7	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	64.7	A	→	64.7	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	66.7	R	→	66.7	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	87.0	G	↑	85.5	87.0	89.5	Sue Rogers	86	83	85
QS8a		Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	70.2			62.5				72	64	63
QS8		Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013				74	80	Sue Rogers			
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	74.0	R	↑	71.1	77	82	Sue Rogers	75.7	76	77
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.8	R	↑	57.9	67	82	Sue Rogers	62.3	64	66
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	75.2	R	↑	71.8	78	82	Sue Rogers	76.6	76	78
QS12		Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	76.3	R	↑	70.4	81	87	Sue Rogers	78	79	79
QS13		Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	25.9	R	↑	20.6	29	32	Sue Rogers	27	27	27
QS14		Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	94.4	G	↑	82.9	93	100	Sue Rogers	92.5	96	96
QS15		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	85.8	R	↑	80.4	90	94	Sue Rogers	87	89	88
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	84.5	R	↑	81.5	87	92	Sue Rogers	85	87	86
QS17		Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	26.1	R	↑	17.9	22	17	Sue Rogers	22.8	17	21
QS18		Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					37	31	Sue Rogers	41.7	29	28.3
QS19		Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	43.4	G	↓	50.8	47	43	Sue Rogers	48.5	49	53
QS20		Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	17.5	A	↑	11.9	19	28	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	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	6.91	R	↑	6.59	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				1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23725	25675	Sue Dunn	11159		
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	7.2	A	↓	7.8	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	Data and targets being finalised				6000	9000	Sue Dunn	4757		
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	131			128				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	79			77				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	31	A	↑	29	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	T	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	18.5		↓	32.9	Awaiting Targets		Louise Simpson			
P7		Number of pupils in PRUs not also on a school roll	L	Snapshot	T	11		↓	25	Awaiting Targets		Louise Simpson			
P8		Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	78.2	R	↑	74.1	87	95	Julie Ely	78.8	95	98
P9		Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	604	A	↑	598	565	500	Julie Ely	6766		
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	58	A	→	58	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	M	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		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	4		→	4	0	0	Sue Rogers	19		
QS2		Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	63.3	A	→	63.3	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	63.3	A	→	63.3	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	81.0	R	→	81.0	87.0	89.5	Sue Rogers	86	83	85
QS8a		Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	73.0			66.6				72	64	63
QS8		Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013				74	80	Sue Rogers			
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	70.7	R	↑	70.4	77	82	Sue Rogers	75.7	76	77
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.4	R	↑	57.2	67	82	Sue Rogers	62.3	64	66
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	73.2	R	↑	72.3	78	82	Sue Rogers	76.6	76	78
QS12		Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	75.4	R	↑	67.4	81	87	Sue Rogers	78	79	79
QS13		Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	21.0	R	↑	18.3	29	32	Sue Rogers	27	27	27
QS14		Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	93.5	G	↑	73.3	93	100	Sue Rogers	92.5	96	96
QS15		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	84.7	R	↑	79.5	90	94	Sue Rogers	87	89	88
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	82.9	R	↑	76.9	87	92	Sue Rogers	85	87	86
QS17		Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	17.6	G	↓	26.4	22	17	Sue Rogers	22.8	17	21
QS18		Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					37	31	Sue Rogers	41.7	29	28.3
QS19		Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	50.7	R	↑	49.8	47	43	Sue Rogers	48.5	49	53
QS20		Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	9.8	R	↓	15.2	19	28	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	60.9	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	7.21	R	↓	7.36	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				1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23725	25675	Sue Dunn	11159		
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	8.8	R	↓	9.7	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	Data and targets being finalised				6000	9000	Sue Dunn	4757		
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	128			131				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	127			127				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	Ottturn		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	23	A	↑	22	19	4	Louise Simpson	210			
P2		Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	4	A	→	4	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	T	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	41.3		↓	48.4	Awaiting Targets		Louise Simpson				
P7		Number of pupils in PRUs not also on a school roll	L	Snapshot	T	57		↓	61	Awaiting Targets		Louise Simpson				
P8		Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	100.0	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	830	A	↑	819	806	713	Julie Ely	6766			
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	55	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	M				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	60.0	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	90.0	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	60.0	A	→	60.0	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	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	81.8	R	↓	82.2	87.0	89.5	Sue Rogers	86	83	85	
QS8a		Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	69.2			58.0				72	64	63	
QS8		Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A				Data not available until 2013		74	80	Sue Rogers			
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	70.7	R	↑	67.4	77	82	Sue Rogers	75.7	76	77	
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	58.5	R	↑	56.2	67	82	Sue Rogers	62.3	64	66	
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	71.7	R	↑	67.7	78	82	Sue Rogers	76.6	76	78	
QS12		Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	72.7	R	↑	66.0	81	87	Sue Rogers	78	79	79	
QS13		Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	21.2	R	↑	16.7	29	32	Sue Rogers	27	27	27	
QS14		Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	95.8	G	↑	72.0	93	100	Sue Rogers	92.5	96	96	
QS15		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	86.4	R	↑	81.4	90	94	Sue Rogers	87	89	88	
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	84.7	R	↑	78.4	87	92	Sue Rogers	85	87	86	
QS17		Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	19.8	G	↑	18.3	22	17	Sue Rogers	22.8	17	21	
QS18		Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					37	31	Sue Rogers	41.7	29	28.3	
QS19		Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	49.2	R	↑	46.2	47	43	Sue Rogers	48.5	49	53	
QS20		Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	11.1	R	↑	7.8	19	28	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	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	7.97	R	↑	7.76	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				1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23725	25675	Sue Dunn	11159		
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	13.0	R	↓	13.3	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	Data and targets being finalised				6000	9000	Sue Dunn	4757		
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	235			233				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	173			161				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		Ottturn	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	18	G	↑	15	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	T	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	54.6		↓	55.6	Awaiting Targets		Louise Simpson			
P7		Number of pupils in PRUs not also on a school roll	L	Snapshot	T	7		↑	5	Awaiting Targets		Louise Simpson			
P8		Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	75.5	R	↑	73.9	87	95	Julie Ely	78.8	95	98
P9		Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	528	A	↑	523	479	424	Julie Ely	6766		
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	43	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	M	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	→	65.1	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	→	62.8	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	87.2	G	↑	84.8	87.0	89.5	Sue Rogers	86	83	85
QS8a		Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	74.6			70.3				72	64	63
QS8		Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013				74	80	Sue Rogers			
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	80.0	G	↑	76.2	77	82	Sue Rogers	75.7	76	77
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	68.5	G	↑	64.6	67	82	Sue Rogers	62.3	64	66
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	82.6	G	↑	77.3	78	82	Sue Rogers	76.6	76	78
QS12		Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	82.8	G	↑	77.6	81	87	Sue Rogers	78	79	79
QS13		Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	34.2	G	↑	26.0	29	32	Sue Rogers	27	27	27
QS14		Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	97.5	G	↑	80.0	93	100	Sue Rogers	92.5	96	96
QS15		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	91.3	G	↑	84.5	90	94	Sue Rogers	87	89	88
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	88.3	G	↑	84.0	87	92	Sue Rogers	85	87	86
QS17		Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	17.2	G	↓	26.9	22	17	Sue Rogers	22.8	17	21
QS18		Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					37	31	Sue Rogers	41.7	29	28.3
QS19		Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	43.2	G	↓	47.3	47	43	Sue Rogers	48.5	49	53
QS20		Percentage of pupils with SSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	16.0	A	↑	3.3	19	28	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	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	4.10	G	↑	3.93	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				1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23725	25675	Sue Dunn	11159		
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	3.8	G	↓	4.3	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	Data and targets being finalised				6000	9000	Sue Dunn	4757		
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	92			88				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	Ottturn		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	4	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	T	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	47.8		↑	35.5	Awaiting Targets		Louise Simpson			
P7		Number of pupils in PRUs not also on a school roll	L	Snapshot	T	53		↓	86	Awaiting Targets		Louise Simpson			
P8		Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	71.4	R	↑	69.2	87	95	Julie Ely	78.8	95	98
P9		Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	463	A	↑	458	407	361	Julie Ely	6766		
P10		Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	50	A	↑	49	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	M	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	0		→	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	85.9	R	↑	84.6	87.0	89.5	Sue Rogers	86	83	85
QS8a		Percentage of pupils at EYFS achieving 78+ points including 6+ in PSE and CLL	H	Snapshot	A	77.7			73.1				72	64	63
QS8		Percentage of pupils at EYFS achieving Expected or Exceeding across all areas of learning	H	Snapshot	A	Data not available until 2013			74	80	Sue Rogers				
QS9		Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	79.7	G	↑	77.5	77	82	Sue Rogers	75.7	76	77
QS10		Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	62.7	A	↑	61.8	67	82	Sue Rogers	62.3	64	66
QS11		Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	77.6	A	↑	77.0	78	82	Sue Rogers	76.6	76	78
QS12		Percentage of pupils at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	79.9	A	↑	73.9	81	87	Sue Rogers	78	79	79
QS13		Percentage of pupils at KS2 achieving L5+ in English & mathematics	H	Snapshot	A	35.2	G	↑	25.6	29	32	Sue Rogers	27	27	27
QS14		Percentage of schools above floor standards at KS2 (60% L4+ E&M)	H	Snapshot	A	93.3	G	↑	83.3	93	100	Sue Rogers	92.5	96	96
QS15		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in English	H	Snapshot	A	90.6	G	↑	85.4	90	94	Sue Rogers	87	89	88
QS16		Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	87.3	G	↑	84.0	87	92	Sue Rogers	85	87	86
QS17		Percentage of pupils at KS2 achieving L4+ in English & mathematics - FSM achievement gap	L	Snapshot	A	24.3	R	↓	25.8	22	17	Sue Rogers	22.8	17	21
QS18		Percentage of pupils at KS2 achieving L4+ in English & mathematics - LAC achievement gap	L	Snapshot	A					37	31	Sue Rogers	41.7	29	28.3
QS19		Percentage of pupils at KS2 achieving L4+ in English & mathematics - SEN achievement gap	L	Snapshot	A	51.2	R	↓	54.8	47	43	Sue Rogers	48.5	49	53
QS20		Percentage of pupils with SSSEN at KS2 achieving L4+ in English & mathematics	H	Snapshot	A	13.0	A	↓	13.6	19	28	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	3.33	G	↓	3.35	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				1524	1662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	Data and targets being finalised				23725	25675	Sue Dunn	11159		
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	2.3	G	↓	2.7	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	Data and targets being finalised				6000	9000	Sue Dunn	4757		
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	71			73				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	55			54				29.5	37.8	34.9

By:	Roger Gough, Cabinet Member for Education and Public Health Reform Patrick Leeson, Corporate Director for Education, Learning and Skills
To:	Education Cabinet Committee – 21 June 2013
Subject	Ofsted Inspection Outcome Up-date September 2012 - May 2013
Classification:	Unrestricted

Summary	This report summarises the performance of Kent schools in Ofsted inspections during the period September 2012 - May 2013 and reflects on the overall Kent position on Ofsted Inspections.
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1. Background

- 1.1 Kent County Council is committed to improving educational outcomes for the children and young people of Kent. There is much to celebrate in Kent schools, with evidence of outstanding leadership and classroom practice, innovation and dynamism. 2012 results have confirmed this view with the significant improvement in attainment at all stages in Kent schools and settings.
- 1.2 However, whilst we are pleased with the improvement and the fact this is now a two year trajectory most notably at Key Stage 2 with a 7.2% increase since 2010, we also know that performance in some schools still does not meet the high standards we expect and which the families and children of Kent deserve. We continue to share the Secretary of State's concern that every day that children spend in classrooms where they are not learning well and making good progress is another day that they are held back from achieving their full potential. This can have long term impact on their educational achievement.
- 1.3 We equally continue to acknowledge that some schools face specific challenges, and accept that part of our leadership role is to help them overcome these challenges, as well as creating an environment in which all schools can share best practice through a collaborative approach.
- 1.4 Our school improvement strategy is to support and challenge schools and settings to build on the success of the last two sets of results and to ensure that 2013 sees even fewer schools below the floor standard (currently less than 24 Primary schools and less than 10 secondary schools) and that attainment and progress at all key stages continues to improve.

Local solutions to local issues: Driving school improvement through district working

- 1.5 Kent is a diverse county. Within the over-arching county-wide strategy we therefore encourage local solutions for local issues. Whilst the 12 districts remain as a description of area, the school improvement team is working a double district model

that we have been trialling with 6 districts this year. Since last September, schools in each district have been supported through a Primary Senior Improvement Adviser and their team, Secondary Senior Improvement Adviser and Special School/PRU Advisers on an area basis.

- 1.6 In 2012-2013 in order to reflect the new vision of 'Bold Steps for Education' we have made some adjustments to our internal team structure to ensure that we can support all Kent schools on their improvement journey. A self improving school system needs more good and outstanding schools, to raise the level of the whole system, so our strategy is to work with all schools and support collaborations among higher and lower performing schools for their mutual benefit.
- 1.7 There are six primary Senior Improvement Advisers (SIAs), three secondary Senior Improvement Advisers and three Special Senior Improvement Advisers. These were formerly described as Kent Challenge Lead Advisers. They are responsible for a double district in primary education and for an area which is equivalent to four districts in the case of secondary and special education. The Primary Senior Improvement Advisers have two or three Improvement Advisers (IAs). The Secondary Senior Improvement Advisers have three additional Improvement Advisers. In addition the Senior Improvement Advisers have a commissioning budget to ensure that they have sufficient capacity to support all schools in their double district by buying in relevant additional expertise and consultancy. We have also created two literacy and two numeracy adviser roles in order to drive these agendas forward over the next two years. These roles ensure equity and consistency, as well as spreading best practice, across KCC.
- 1.8 There are six Early Years Area Leads and each is responsible for a double district that aligns with the Primary Senior Improvement Adviser areas. The role of the Early Years team is to secure high quality teaching in all school nursery and reception classes, the transition to Year 1, leadership of learning and assessment across the Early Years Foundation Stage (EYFS). In addition there are six specialist adviser posts for Early Years in schools, whose work is directed by the Early Years Area Leads, these are mainly deployed by double district, but also according to need across Kent. The Early Years Area Leads also manage the team of advisers that support the Private and Voluntary Early Years sector to ensure continuity and ongoing challenge for improvement, across the EYFS from birth to the end of the reception year. This gives an opportunity to disseminate best practice through a network of leading Early Years practitioners and to build capacity via collaborative cross sector working that will improve children's outcomes at the end of the reception year and beyond.
- 1.9 The capacity of the central school improvement team is enhanced by drawing upon expertise within the district itself:
 - Increasingly through school to school support
 - Use of external expertise through the procurement framework
 - National and local Leaders of Education and other outstanding Headteachers.
 - Advanced Skills Teachers (gradually moving to Specialist Leaders of Education)
 - Leading Teachers

- Other outstanding school personnel
- Teaching Schools (TS)
- Collaborative school partnerships

- 1.10 This mix of Local Authority and school resource and expertise provides the balance of support, challenge and intervention and ensures we are well placed to meet the requirements of continuing to improve standards as well as the wider role of facilitating, enabling and quality assuring school to school support.
- 1.11 Our strategy for school improvement is to use the best expertise in Kent schools to support the improvement of the other schools and to target the resources of the local authority where most improvement is needed. This is having clear impact on raising standards and on increasing the number of good and outstanding schools.

2. Ofsted Inspections

- 2.1 Kent has seen a positive trend in the 171 Ofsted inspections that have taken place since September 2012 under the revised Ofsted inspection framework. Attached to this report is the breakdown of the school inspection outcomes by school phase.
- 2.2 Ofsted inspections since September 2012 to date show that seven schools (4%) achieved an outstanding judgement and 94 schools (55%) achieved a judgement of good. Overall, 101 schools (59%) achieved a good or outstanding judgement.
- 2.3 Since September 2012 to date seventy one schools (42%) improved a grade and 60 schools (35%) moved from previous double satisfactory inspection outcomes to achieve a good judgement on their overall effectiveness. This is very positive particularly in relation to those schools that have moved to good, in many cases, after a number of years as satisfactory schools.
- 2.4 Since September 2012, 57 schools (33%) received the judgement of 'Requires Improvement. This is the former satisfactory judgement. Requiring Improvement means that schools have a limited time in which to improve before they are re-inspected, usually within two years.
- 2.5 The School Improvement Service is working very closely with all schools Requiring Improvement. In most schools currently with a Requires Improvement judgement there is capacity within the leadership to ensure the school makes rapid progress and achieves a good outcome in its next inspection. The local authority is providing support and challenge to ensure that that good progress is achieved in all these schools. Where there is not leadership capacity to make the necessary improvement the local authority is working with Governing Bodies to ensure appropriate action is taken.
- 2.6 When a school is deemed to Require Improvement, the local authority implements the Kent Challenge improvement strategy alongside the new Ofsted HMI monitoring and support that all schools that require improvement will receive. The new South East Ofsted regional HMI team will determine when a school is then ready for re-inspection to achieve a good judgement.

2.7 Thirteen schools of the 171 inspected since September 2012 went into an Ofsted category of concern, either serious weaknesses or special measures. This is a serious concern. Action had already been taken in a number of the schools to address weak leadership capacity and poor overall effectiveness. In some cases the inspection identified 'green shoots' under new leadership arrangements and appropriate plans were already in place for sustainable improvement through the sponsored academy route. In a small number of cases where these plans were not already in place, it has been necessary to use the Local Authority's intervention powers to appoint new leadership, replace Governing Bodies with Interim Executive Boards, or strengthen Governing Bodies with additional governors to ensure there is effective capacity to improve the school.

3. KCC Overall Ofsted Inspection Position

3.1 Currently 68% of schools are judged to be good or outstanding. This is a significant improvement on the figure of 59% in 2011-12. Members should note that the overall current position does not include a few recent inspection reports that are not yet published. Management Information has to wait for the published report before adding schools to the statistical data base.

3.2 The current Ofsted position overall across all Kent schools (Primary, Secondary and Special) is as follows:

- 97 schools (17%) are judged to be outstanding
- 298 schools (51%) are judged to be good
- 148 schools (25%) are judged to be requiring improvement
- 22 schools (3.7%) are judged to be inadequate and therefore in an Ofsted category (Nationally the current percentage of schools in an Ofsted category is 3%)
- 24 schools (4.0%) do not have an Ofsted inspection record and are without a full report currently. These are schools which may have amalgamated, for example the new St. John's school in Canterbury, or newly converted academies awaiting their first inspection.

3.3 At present 75% of Secondary schools, 75% of Special schools and 65% of Primary schools are good or outstanding. The national average is 78% for Primary schools and 73% for Secondary schools. Clearly Kent is doing well in Secondary and Special provision and is improving its Primary school position. Just over a year ago Primary school inspection outcomes were as low as 56% good and outstanding schools.

3.4 We also know that many of the 'Requires Improvement' schools are well led and making good progress. A good number of these schools significantly improved their Key Stage 2 and Key Stage 4 results in 2012 and are well above the floor standard, so that we can be more confident of a future good inspection outcome.

3.5 We expect this positive trend to continue and to gather pace towards our ambitious target of at least 85% of primary and secondary schools and 100% of special

schools to be judged good or outstanding by Ofsted by 2015. This is deliberately ambitious in order to challenge ourselves to do much better as quickly as possible.

- 3.6 While there is improvement in the outcomes of Ofsted inspection since September 2012, there are still a number of schools at risk. The school improvement strategy is well focused on targeting improvement in these schools.

4. Recommendation

- 4.1 Education Cabinet Committee is invited to comment on the progress achieved to date in improving Ofsted inspection outcomes.

Background Documents

None

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By:	Roger Gough, Cabinet Member for Education and Health Reform Patrick Leeson, Corporate Director for Education, Learning & Skills
To:	Education Cabinet Committee – 21 June 2013
Subject	Education, Learning & Skills Bold Steps Business Plan 2012-13 Outturn Monitoring
Classification:	Unrestricted

Summary:	The purpose of this report is to enable Cabinet Committee Members to: <ol style="list-style-type: none"> i) Assess progress made against priorities identified within the 2012-13, Education Learning & Skills (ELS) Bold Steps Service Business Plans ii) Consider and comment upon this Business Plan Outturn Monitoring Report for 2012-13
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1. Introduction

- 1.1 This end of year outturn monitoring paper (and its Appendix) provides Education Cabinet Committee (ECC) with the opportunity to review progress in 2012-13 against the priorities of each ELS Service Business Plan. Significant achievements and issues outstanding are highlighted in the Service returns which form the Appendix to this report.
- 1.2 This report forms part of the Council's strong business planning process which has been developed to enable the delivery of Bold Steps shared vision, priorities and targets. Bold Steps for Education provides the ELS Directorate with a clear sense of what services are for, the challenges faced and the priorities and targets for transformation and improvement.
- 1.3 ECC considered an updated Education Bold Steps Vision and Priorities for Improvement 2013-16 at its meeting on the 18 January 2013. This document informed the ELS Service Business Plans 2013-14, which were approved by Cabinet at its meeting on 15 April 2013.

2 Delivering ELS Bold Steps during 2012-13

- 2.1 During 2012 the following key strategic actions were taken:
 - Devolved the Specialist Teaching Service to a lead Special School in each District
 - Developed a system of school to school collaboration, so that there are now 40 improvement hubs of schools
 - Reviewed the Pupil Referral Units and developed proposals for new models of delivery in each District
 - Piloted a new Integrated Adolescent Support Service in four districts
 - Developed the 14-24 Learning, Employment and Skills Strategy aimed at supporting all young people to stay in education or training to age 18 and gain employment
 - Developed the SEND Pathfinder which is focused on delivering single assessment and integrated education, health and care plans for the families of disabled children and those with special educational needs
 - Developed the SEND Strategy which is aimed at improving the local offer in Special and mainstream schools
 - Developed our approach to integrated District based working
 - Developed the Education Commissioning Plan which sets out our future plans as strategic commissioner of education provision across all types and phases of education
 - Developed EduKent as the principal trading vehicle for KCC Services with Kent Schools and the wider education sector

2.2 Progress was achieved during 2012-13 in the following areas:

- Improved results for Kent children at every key stage of education from pre-school to 19 years
- Kent is top of its statistical neighbour group in the Early Years Foundation Stage, and results are now well above the national average
- At Key Stage 1, in reading, writing and mathematics, results are now in line with the national average
- At Key Stage 2 we have seen the numbers getting Level 4 in both English and Maths rise substantially
- There has been a significant reduction in the number of schools below the floor standard
- At GCSE the number of children gaining five GCSEs at A* - C including English and Maths, has risen from 50% in 2008 to 61% in 2012
- There has been steady narrowing of the SEN achievement gap at Key Stage 2 by 6% between 2010 and 2012
- Between 2010 and 2012 outcomes for children in care improved at Key Stage 4 by 8.5%
- Fifty six schools have improved from a previous satisfactory Ofsted judgement to good since September 2012
- The number of schools in Kent judged good or outstanding by Ofsted rose to 62% from 57% last year
- The number of early years settings in Kent judged good or outstanding by Ofsted rose to 87%, 5% up on 2011
- There has been a reduction in the number of permanent exclusions, down to 192 in 2012 from 252 the previous year
- Persistent absence rates have reduced quite significantly from last year.
- The number of apprenticeships has risen, and Kent is outperforming the South East for the number of people starting apprenticeships
- The number of SEN statements completed within the required timeframes has risen to 85%
- 2140 new primary schools places have been created in September 2012 to meet the growing demand
- Two new primary schools have opened and five secondary schools have been rebuilt, all at a total cost of £82 million

3. Future Targets and Priorities

- 3.1 ELS Business Plans for 2013-14, previously approved by Cabinet on 15 April 2013 and considered by ECC at its meeting on 18 January 2013, detail future targets and priorities, building upon priorities for improvement detailed in the revised ELS Bold Steps for Kent 2013-16.
- 3.2 ECC will initially consider progress made on the 2013-14 Business Plans at their mid point in the autumn of 2013. This report will include an update on the summer term examination results and consideration of the Directorate Risk Register.

4. Recommendations

- 4.1 Education Cabinet Committee is invited to:

Note the progress made against the key priorities contained within the seven ELS Service Business Plans Outturn Monitoring sheets 2012-13, which form the Appendix to this report.

Appendix

ELS Service Business Plan End of Year Reporting 2012/13 sheets.

Background Documents:

ELS Business Plans 2012-13

http://www.kent.gov.uk/your_council/council_spending/financial_publications/business_plans_2012-13.aspx

ELS Bold Steps Vision and Priorities for Improvement

http://www.kent.gov.uk/education_and_learning/plans_and_consultations/education_plans.aspx

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Education, Learning and Skills Directorate
Business Plan End of Year Reporting 2012/13

Service Area: Standards and School Improvement

Priority:	Progress
1 KS2 attainment to improve to at least 80% of pupils attaining L4 in English and Maths by 2015	Green
2 KS4 attainment to improve to at least 70% of pupils attaining 5 good GCSEs inc. English & Maths by 2015/16	Green
3 90% of secondary and 95% of primary schools to be performing above the floor standards by 2015	Green
4 Achievement gaps at KS2 and 4 will be less than the National Achievement gap figures and vulnerable pupils (FSM /SEN /CiC) will be achieving better progress than similar groups nationally.	Amber
5 No KCC schools to be in an OFSTED category	Red
6 All Special Schools and at least 85% of primary and secondary schools will be judged as good or outstanding	Amber
7 In nearly all schools teaching will be consistently good	Amber
8 No LACs will be excluded, less than 10% will be persistently absent and their attainment will be in line with targets in the Kent Pledge	Amber
9 Reduce number of pupils requiring a Statement of SEN; 95% of SEN statutory assessments will be completed within statutory timescales and pupils with Statements will achieve above national average outcomes	Amber

Key Achievements:

- Kent Challenge contributed to an increase in Key Stage 2 attainment of 6% (72% in 2011 to 78% in 2012). The gap between our top statistical neighbour at KS2 and Kent has now reduced from 7% in 2011 to 3% in 2012. Key Stage 4 attainment has improved to 61% in 2012. This is a 3% improvement on 2011 and only 1% behind the target.
- 91.4% of maintained primary schools in Kent are above the floor standard. This is well on the way to the target of 95% in 2015. 83% of all Kent secondary schools are achieving above the floor standard in 2012 against a target of 90% in 2015. There are currently 24 primary schools below the 60% floor standard and 17 secondary schools below the 40% floor standard.

Issues:

- Progress will need to be accelerated if we are to achieve the Bold Steps target for more schools to be judged good or outstanding by 2015 (at least 85% of primary and secondary schools and 100% of special schools being judged as good or outstanding). Currently the position is: primary schools – 63%; secondary schools – 73%; special schools – 75%.
- Progress needs to be accelerated in respect of the number of Kent schools in an OFSTED category if we are to achieve the Bold Steps target of no schools in category by 2015. Currently we have: primary - 18; secondary – 3 and special schools - 1 in an OFSTED category. (IMPORTANT NOTE: The Secretary of State is now expecting, through the DfE brokers, that all schools who go into an Ofsted category from now on will become sponsored academies. Therefore schools that do go into category will be an academy within 12 months).
- Priority 4 achievement gap progress in Key Stage 2:

- FSM Gaps Kent; 22.8%(narrowed from 25% in 2011)
- LAC Gaps Kent; 41.7% (widened from 37% in 2011)
- SEND Gaps Kent; 48.5% (narrowed from 51% in 2011)
- No national data is available for a comparison.
- Achievement gaps at Key Stage 4 remain an area of significant focus. We expect the targeted use of the Pupil Premium by schools to improve the data in August 2013 in respect of pupils in receipt of FSM and for Children in Care. The achievement gap for SEN pupils is in line with national rates of progress
- Currently the percentage of good & outstanding teaching recorded from Inspection information is: Primary – 65.4%: Secondary- 72%: Special- 79.2% against the target of nearly all schools teaching to be consistently good.
- Progress on Priority 8 is:
 - 6.64% LAC permanent exclusion (as percentage of all exclusion) in 2011/12 (2010/11 figure - 5.98%)
 - 0.44% LAC permanent exclusion (as a percentage of average number of LAC in year) in 2011/12 (2010/11 figure – 0.48%)
 - Of the 3154 LAC pupils, 279 pupils received 711 fixed term exclusions

Education, Learning and Skills Directorate
Business Plan End of Year Reporting 2012/13

Service Area: Provision Planning and Operations

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

Key Achievements:

- A Commissioning Plan for Education Provision 2012-17 has been published and the short-term need for places in mainstream schools has been detailed and addressed.
- 1008 extra Year R places were delivered in 39 schools for September 2012.
- 385 extra Year R places were available in 21 additional schools for offer in April 2013 ready for admission September 2013.
- A new medium term forecasting system has been developed with the University of Leeds and is being trialled. This fits with KCC's corporate approach to forecasting.
- 86.5% of Year R places were offered to first preference applicants for September 2013 (up from 85.2% in 2012).
- 89.0% of parents secured a Year 7 place for their child at their first preference school (up from 82.8% in 2012).

Issues:

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

Education, Learning and Skills Directorate
Business Plan End of Year Reporting 2012/13

Service Area: Inclusion (formerly Advocacy and Entitlement)

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

Key Achievements:

- A Kent Virtual School for Gypsy Roma Traveller pupils is established. Evidence of positive impact on attainment is starting to emerge
- Good progress is being made towards achieving the 2015 target of reducing persistent absence in primary schools (from 3.8% in 2010/11 to 3.1% in 2011/12) and secondary schools (from 9.2% in 2010/11 to 8.4% in 2011/12).
- From September 2012 the Specialist Teaching Service resource has been devolved to schools. From 1/4/13 responsibility has transferred to SEN from Inclusion
- All Ofsted Key Stage 3 Pupil Referral Unit inspections April 2012- April 2013 were classed as 'good'
- Good progress is being made towards achieving the 2015 target of reducing permanent exclusions from 252 in 2010/11 to no more than 50 by 2015. Permanent exclusions reduced to 210 in 2011/12. As of the 1st April 2013 there were 94 permanent exclusions whilst at the same stage in 2012 there were 133 permanent exclusions. Current trajectory indicates a 30% reduction by the end of 2012/13 with approximately 150 permanent exclusions.

Issues:

- Early response to burgeoning numbers of new referrals to EHE requiring visits since April 2012 has impacted on the capacity for offering the annual visit to existing

registered families. Current referral rates indicate there will be a 30% increase in referrals in one year. Priority for annual visits is given to those who are referred by Social Services or pupils with Statements of Special Educational Needs who are supported through the annual review process. The issue of the annual offer is currently being addressed.

- A proportion of the the IYS cohort are either not attending full time or do not have a full time offer for behavioural and or social/emotional reasons. Sustained action is taking place to encourage full attendance and reduce the number of young people who attend education part time.
- Timescales for the possible outsourcing of the Parent Partnership Service have been revised to be considered in 2013/14 in order to align with future proposals for the FSC Directorate's Advocacy Services and enable Members to fully consider a wider proposal for a combined outsourced service offering information, advice and guidance for parents.

Education, Learning and Skills Directorate
Business Plan End of Year Reporting 2012/13

Service Area: Skills and Employability

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

Key Achievements:

- A draft 14-24 Learning, Skills and Employment Strategy was agreed by Cabinet on February 25th. An Employment, Learning and Skills Partnership Board has been established to monitor the Strategy, and meets on April 22nd.
- Apprenticeships are increasingly becoming the skill option of choice for young people and employers, reflected in a 24% increase in Apprenticeship starts in Kent over the 12 months August 2011 – July 2012. Kent outperformed all other Local Authorities in the South East.
 - 16-18 year olds 2715 Apprenticeship starts (16% increase)
 - 18-25 year olds 3355 Apprenticeship starts (13% increase)
 - 25 year olds plus 4741 Apprenticeship starts (39% increase)

Issues:

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

The Statutory Guidance for Raising the Participation Age was published on March 21st. There will now be work to communicate with young people, parents, carers, employers and providers the RPA requirements. The communication will need to overcome the common understanding that RPA means Raising of the School Leaving Age.

Education, Learning and Skills Directorate
Business Plan End of Year Reporting 2012/13

Service Area: Special Educational Needs and Placement

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

Key Achievements:

- Local Inclusion Forum Teams (LIFTS) are providing school to school support and ensuring appropriate referral to the Specialist Teaching & Learning Service (STLS). A Strategic Board has been established to monitor STLS effectiveness.
- Statutory assessment timescales are improving; final quarter reached 93.9%, however earlier poor performance led to an overall outturn of 83.6%.
- Consultation on the County draft SEN Strategy runs until 3 June 2013. The draft strategy builds on Kent's role as a DfE Pathfinder, which along with its SE7 partners has been extended to include 'champion' status
- Work continues to pilot the EHCP across Kent and ensure effective implementation of the proposed statutory changes in the Children & Families Bill.
- School improvement data shows a narrowing of the gaps for SEN pupils in some key stages.

Issues:

- Use of LA guidance on SEN interventions to be used by schools is not consistently applied. LA is promoting use of a tool which encourages schools to evidence they have exhausted internal intervention strategies before referring for statutory assessment.
- The percentage of statements of SEN issued within timescale has improved in recent months, but further work is required. The Council continues to engage with the NHS and other agencies through the Health and Wellbeing Board to encourage them to provide advice in a timely manner so this performance can further improve.
- Pressure on maintained special school capacity continues to result in out-of-county special school placements. The target to reduce 415 out-of-county SEN placements to 353 has not yet been achieved. The actual number of placements currently stands at 438. The increase is largely consequent upon a negative inspection outcome in one of our special schools, effectively reducing the capacity of in-county places for children with Behavioural, Social and Emotional Needs. Analysis by district has identified pressure in Ashford, Dover, Sevenoaks and Swale. The SEND Strategy proposes increases in the number of Special School places and specialist SEND Unit places within Kent to reduce the number of out-of-county placements.

- Recommendations from October 2012 internal audit review of SEN Budget monitoring have been implemented. A review of the SEN Service capacity will be undertaken in 2013 to deliver timely financial forecasting.
- Work to engage parents in more cost effective travel has developed into a prototype for personal budgets and a pilot which commenced in April 2013 across Ashford and Shepway is enabling us to develop tools to roll out the approach across the County. Early indications are that the pilot is achieving small but significant savings and clarifying where savings can be maximised.

Education, Learning and Skills Directorate
Business Plan End of Year Reporting 2012/13

Service Area: Fair Access

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

Key Achievements:

- The percentage of parents securing their preferred schools is the highest on record in recent years. Over 86% of reception pupils entering primary school in September secured their 1st preference school and over 84% for Secondary aged pupils. This is a huge achievement. Approximately 97% of all school offers made were to schools parents had chosen on their application forms.
- The Local Authority has successfully designed and determined a co-ordinated admissions scheme agreed by all Kent mainstream schools for the following year. This will facilitate the transition of in year admissions directly to schools which will significantly improve the experience of families seeking school places in Kent outside of the normal admissions round.
- On-line admissions take up is at 90% for Secondary - up 3% on the previous year and 93% for Primary - also up over 3% on the previous year.
- The Home to School Transport Policy changes were delivered on time and expect to return the projected savings.

Issues:

- The Transport Policy changes have resulted in some pockets of parental dissatisfaction which are being managed on a localised basis. Currently a cross party Member group has been established to look at the impact of the policy changes.
- There are pressures in certain year groups, in certain parts of the county, for In Year Admissions which we are seeking to address with ELS colleagues in Provision Planning.

Education, Learning and Skills Directorate
Business Plan End of Year Reporting 2012/13

Service Area: Educational Psychology

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

Key Achievements:

- The service has completed 99% of SEN statutory assessments to the local authority on the needs of children and young people within agreed timescales (881 statutory assessments from April 2012 – March 2013).
- The service has successfully developed its commissioned / trading element, with 226 schools having agreed an SLA between April and March 2013 (generating £535k). In addition 58 separate pieces of work were commissioned by schools and other organisations (generating £46k).

Issue:

- To continue to successfully recruit appropriately qualified staff making use of innovations such as the Kent Educational Psychology service micro site as recruitment tool. The service will invest in further trainee Educational Psychologists in 2013-14.

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By:	Roger Gough – Cabinet Member for Education and Health Reform
	Patrick Leeson – Corporate Director Education, Learning and Skills
To:	Education Cabinet Committee – 21 st June 2013
Subject	Responses to the wider consultation following the review of Pupil Referral Units (PRUs) and Alternative Curriculum Provision
Classification:	Unrestricted
Future Pathway of Paper	Cabinet report – 15 July 2013
Electoral Division	All

:

Summary:	<p>This report updates Education Cabinet Committee Members on the PRU and Alternative Provision review. The report also provides a 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.</p> <p>The Committee is asked to note the outcomes of the consultation and endorse the implementation of the proposals outlined in the report. The Cabinet Member will be taking a report on these changes to Cabinet for approval in July.</p>
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1. Introduction

- 1.1 At a meeting on 19th March the Education Cabinet Committee agreed that a wider stakeholder consultation should be undertaken on the proposal to establish 8 new delivery PRU and Alternative Provision hubs in Kent. These proposals, and the background to them, are summarised below.
- 1.2 The consultation on the new delivery models was published on the Kent County Council website on the April 22nd and closed on June 17th. In addition to the full consultation paper, a simplified version was also available to ensure that students within the existing provision were informed of the proposals.

2. DfE background to the PRU Alternative Curriculum review.

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

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

- 2.2 Alternative Provision is defined as: *“education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed*

period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour". (DfE Guidance July 2012).

2.3 Following publication of this Guidance, Kent County Council undertook to review the provision made for young people unable to access mainstream school provision because they are excluded from school, or at risk of disengaging from education.

2.4 The DfE guidance also stated that funding had to be delegated to newly constituted Management Committees.

- With effect from April 2013, PRU/Alternative Curriculum Management Committees have been established which are in effect governing bodies (although still known as Management Committees) with full delegated powers. As part of this change in status Management Committees must ensure there is better representation of the communities they serve, and the majority of its members and the schools within it. In practice, this means a membership with the majority being Secondary Headteachers in the locality - especially those who regularly use the services of the provision. This strengthens a key principle of the Kent PRU review which intends to develop high quality *locally* managed solutions for the delivery of PRU and AC provision. Eight new Management Committees have been established.
- Local authorities must make arrangements to delegate funding for Pupil Referral Units (PRUs) and Alternative Curriculum (AC) provision directly to Management Committees. Although all PRUs and AC provisions have Management Committees currently, they do not have delegated powers over the budget or staff. These new responsibilities of full delegation over the budget and staffing will bring the functions of the new Management Committees in line with the governing bodies of Community schools.

2.5 In addition to these amendments to legislation, specifications were also published on the programme offer. The statutory guidance¹ published in January 2013 identifies "*Good alternative provision*" as:

- academic attainment on a par with mainstream schools –particularly in English, maths and science;
- addressing the specific personal, social and academic needs of students to help them overcome barriers to attainment;
- improving pupil motivation and self-confidence; supporting re-integration to mainstream education, FE or employment

¹ Statutory guidance sets out the Government's expectations of local authorities and maintained schools who commission alternative provision and pupil referral units. The Government expects those who are not legally required to have regard to the statutory guidance to still use it as a guide to good practice

- the guidance is clear that responsibility for ensuring that any additional provision purchased, such as vocational training, meets these criteria and rests with the commissioner of the provision. In the future the commissioners will be the Management Committees of PRUs and the schools they serve.

3. Kent PRU and Alternative Provision Review

3.1 In order to address the new DfE statutory provisions and to improve outcomes for learners, KCC initiated a review of the PRU and Alternative Provision. The review was designed to improve the quality of provision and the outcomes for learners, and achieve a significant reduction in exclusions. The review established how Headteachers wished to achieve the delegation of funding to support the new delivery structures in localities. There were a number of ways delegation could be achieved and therefore the consultation events with schools were held to determine which option each locality wished to follow. From these consultations with Headteachers and PRU/AC managers two options emerged.

- (i) Full delegation to a Lead PRU with a Management Committee with full delegated powers
- (ii) Devolution of funding to schools within a locality and no Management Committee or PRU provision

3.2 The process of delegation/devolution of funding has been subject to two consultations with Headteachers and the Management Committees of PRUs. Significant changes to the formula funding PRUs and schools receive in their budgets will not occur until April 2014, thus allowing a year for transition. By April 2014 all provision will be funded according to the agreed formula based on pupil numbers and deprivation measures, which has been agreed by all Secondary Headteachers.

3.3 In areas where the option is for full devolution to schools, it is likely that all or some parts of the provision will close to be replaced by alternatives agreed by local schools and the Local Authority through a Service Level Agreement. In these areas funding will be devolved directly to schools.

4. Financial Implications

New Funding Formula

District	Budget at April 2014 £	Current District Budgets £
Dartford, Gravesham and Swanley	1,908,818	2,184,164
West Kent Tunbridge Wells, Tonbridge and Sevenoaks	1,197,436	1,220,797
Thanet and Dover	2,417,705	2,390,461
Maidstone and Malling	1,469,010	1,206,929
Swale	1,196,262	998,059
Canterbury	980,646	1,133,472

Ashford	909,500	745,515
Shepway	1,142,123	1,179,643
	11,221,500	11,059,040

- 4.1 The new funding formula has been the subject of detailed consultations with Headteachers in meetings in each district, and a working meeting with school business managers. Although there are differences between the formula budget and the existing (historically calculated) budgets, the proposed budgets are evidently more equitably calculated and have the support of schools.
- 4.2 Since the entire budget for PRU/AC provision is to be delegated to Management Committees and/or devolved to schools, it is essential that the Local Authority retains the capacity to ensure that new and existing provision is of the highest quality, particularly since the LA remains accountable for the education of permanently excluded students.
- 4.3 A Partnership Service Level Agreement has been shared with Headteachers and Management Committees which outlines the Local Authority's requirements of any new provision. These requirements include: quality of curriculum; good teaching and learning; improved outcomes for students; safeguarding and Child Protection arrangements; post-16 progression routes to age 18 and regular review periods. This agreement will be signed by the new Management Committees before the 1st September 2013.

5. Profile of current learners in Alternative Provision.

- 5.1 Currently, there are approximately 454 pupils attending PRU and AC provision, 163 pupils in Key Stage 3 and 292 pupils in Key Stage 4.
- 5.2 The latest published figures show that there are 210 pupils Permanently Excluded from schools in Kent. The variation across districts is very marked, ranging from the highest number, 46 permanent exclusions in one district, to the lowest with 3 permanent exclusions in one year. In the same period 2011-12, there were 12,832 fixed term exclusions and once again the variation between districts is significant, ranging from 1808 exclusions to 428 in the district with the lowest number.
- 5.3 The young people who are excluded, or who are at risk of exclusion or disengagement from school, are among the most vulnerable. The learner profile in PRUs and AC provision is as follows:
- 80% Male
 - 55% SEN
 - 6% CiC
 - 46% Free School Meals (FSM)
 - 22% Children in Need, or with a Child Protection plan

- The destinations of pupils attending PRU and AC provision highlight the fact that, in 2012, only 43% continued in education post 16, only 6% accessed employment with training, and 27% became NEET.
- At age 16 these young people achieve poor outcomes. In 2012, only 2% achieved five good GCSEs including English and mathematics, 12% achieved five GCSE grades A*-G, and 60% achieved no passes. This is unacceptable.
- Among the 16 PRUs and AC provision in Kent, 69% are rated good (10) or outstanding (1) by Ofsted.
- While the majority of the young people who attend PRU and AC provision are very vulnerable with high levels of need, only 26% had the support of a multi-agency plan agreed through the Common Assessment Framework (CAF) in the past year. This is also very variable across the county, with 83% of pupils with a CAF in one district compared to as few as 5% of PRU pupils in another district.
- The re-integration of pupils, after time out of school, is a key indicator of good practice. There is limited re-integration of pupils overall into mainstream schools (21%) but once again this varies enormously from district to district. In one district in 2011-12 there was 94% re-integration compared to 28% or 16% in other areas.

5.4 The review has focused on improving outcomes for these young people, reducing permanent exclusions, developing better working arrangements and protocols among local schools and the PRUs, and delivering a better curriculum offer. The review aimed to improve support to maintain engagement with education, to prepare excluded pupils for re-integration into education and onto a learning pathway to age 18, and to meet young people's personal, social and health needs.

6. Establishment of the 8 delivery hubs and the development of local delivery models.

6.1 Detailed delivery hub discussions took place in January 2013 with Secondary Headteachers across all districts, for the purpose of clarifying their proposals for future provision to meet the needs of young people out of school or at risk of disengaging.

6.2 New models have to be able to support delivery of the varied alternative approaches to learning which are required to meet all pupils' needs. The proposals arising from the review focus on workforce developments, improving the local profile of alternative provision, and on developing multi-agency professional connections and networks. They also aim to enhance the offer to young people, to access a greater variety of high quality and appropriate local alternative provision and to widen the range of alternative provision available. This included the development of the Kent Integrated Adolescent Support Service.

6.3 In order to support improved quality of provision, KCC has worked in partnership with schools to establish an agreed Partnership Service Level Agreement and a clear Quality Assurance tool. These will contribute to the development of a list of quality assured learning providers whom schools can easily access through a newly established procurement framework.

District and delivery model	Outcome	Management Committee
Thanet & Dover Lead PRU/ Behaviour service	Delegated funding to Management Committee of combined KS3 & KS4 Lead PRU.	Yes
Dartford & Gravesham Lead PRU/ Behaviour service	Delegated funding to Management Committee of combined KS3 & KS4 Lead PRU.	Yes
West Kent Lead PRU/ Behaviour service	Retain an off-site provision but will seek Academy sponsorship.	Yes
Maidstone & Malling Lead PRU/ Behaviour service	Delegated funding to Management Committee of combined KS3 & KS4 Lead PRU	Yes
Canterbury (separate from Swale) Lead PRU/ Behaviour service	Retain off site provision but will seek Academy sponsorship	Yes
Swale Funding devolved to schools	Funding devolved to schools in the district in order that they may commission their own services/provision	No May commission on an ad hoc basis
Ashford (separate from Shepway) Funding devolved to schools	Funding devolved to four (non-selective) schools in order that they may commission their own services/provision	No Will commission on an ad hoc basis at the Brook KS3 Centre.
Shepway Funding devolved to schools	Funding devolved to schools in order that they may commission their own services/provision	No May commission places at the Brook KS3 Centre.

Thanet & Dover

6.4 The proposal in this district is to combine the existing PRUs at KS3 and KS4 under a single Management Committee. The PRU will offer academic and vocational education covering a wide range of subjects in 25 hours a week. Staff of the PRU will also support intervention at the earliest opportunity in order to prevent exclusion from school.

Dartford & Gravesham

6.5 Dartford & Gravesham will combine both KS3 and KS4 as a single PRU under one Management Committee. The PRU will offer provision at KS 2 in order to

support early intervention. Much of the work of supporting young people will be done on school sites. Where students are referred off-site, there will be a full 25 hour curriculum offer available. The PRU will also offer a range of therapeutic intervention including counselling as well as links with other support agencies.

West Kent

6.6 This District offers an integrated PRU for both KS3 and KS4 serving pupils in Y6 – Y11. There will be a strong focus on academic progress and attainment as well as accredited vocational provision over 25 hours a week. A number of additional providers may be commissioned in order to support the offer and ensure that it can meet the needs of a wide range of pupils.

Maidstone & Malling

6.7 A single Management Committee will oversee an integrated KS3 and KS4 PRU which will offer off-site provision for students who may not be successfully supported in school. Much of the work to support young people will be undertaken in school in order to prevent exclusion and off-site referral. Provision will be full time for 25 hours a week.

Canterbury & Swale

6.8 In the short term, Canterbury and Swale will continue to maintain provision as a double district retaining a PRU for KS3 and KS4; however, by September 2014 both districts will provide independent provision in the form of KS4 Alternative Curriculum. The offer will be of high quality vocational education which will be accredited. At KS3, there will be separate provisions each with its own Management Committee.

Ashford

6.9 Ashford schools will offer support to students at risk of exclusion through enhanced provision located at the site of each school. There will be no PRU as such, although schools will commission additional provision from a range of providers including the current KS3 PRU at The Brook. Provision will cover 25 hours a week and will include a high quality vocational offer as well as academic progression opportunities.

Shepway

6.10 Four schools, Pent Valley, Folkestone Academy, Brockhill and Marsh Academy will offer a range of enhanced on-site provision to meet the needs of students at both KS3 and KS4. Provision will include the use of on-site Inclusion Centres to support academic learning across the full curriculum as well as literacy and numeracy support where needed. At KS4, in addition to GCSE studies, the schools will offer a full time, high quality vocational education.

7. Outcome of the Consultation

7.1 In addition to receiving responses in writing, consultation meetings were held in each of the 8 Hubs where PRUs and Alternative Curriculum providers are based.

District (Hub)	Date of Consultation	Venue
Dartford & Gravesham	30.04.13	Rosemary Centre, Wilmington
West Kent	03.05.13	Tonbridge Grammar

		School
Ashford & Shepway	06.05.13	Ashford South PRU
Maidstone & Malling	07.05.13	The Cedars PRU
Dover & Thanet	09.05.13	Skills Studio
Swale	24.05.13	Challenger PRU
Canterbury	07.06.13	Grosvenor House PRU

7.2 Each consultation was attended by the Senior PRU/AC manager and in most cases, the Chair of the Management Committee, and KCC representatives. In addition to parents, carers and pupils, a range of stakeholders was invited to attend the consultation in order to reflect those most concerned with this particular group of young people. Those invited included:

- Kent Integrated Adolescent Support Service
- Representative staff of mainstream schools
- Social Care professionals
- Education Welfare Service
- Youth Offending Team
- Third Sector representatives
- Police & Fire Service
- CAMHS
- School & Community Nursing
- Other providers such as FE College staff; private providers such as Skills Force.

7.3 Staff of the various PRU and AC provisions were also invited, although it was made clear that this wider consultation was for the purpose of disseminating information and responding to questions of organization and direction of the service overall. Some events were attended more fully than others, although only one had no attendees.

The Responses

From Consultation meetings:

7.4 There have been no objections to the establishment of 8 new delivery hubs and no responses were opposed to the proposals. Most were concerned with how the re-organisation would address implementation issues. Considerable support was expressed by key stakeholders, particularly those from support services and agencies. Significant points raised are summarised below:

One external provider of services to students expressed the wish for “more of a steer” with regard to exactly what services KCC would like to encourage and what standards would need to be met for procurement.

Concern was expressed that it was expected that a Common Assessment Framework (CAF) was to be completed for each student referred to a PRU.

A wish was made for greater clarity about who should meet the costs of cross-border exclusion (exclusion from a school outside the District or outside Kent).

Concern was expressed that too many students leaving PRU/AC provision failed to secure education, employment or training in the first six months.

Concern was expressed that the Local Authority must challenge any provision - whether made by a PRU, private provider or school – that was inadequate in order to ensure that standards would improve.

A question was asked about the LA's capacity to address the needs of young people with Autistic Spectrum Disorder (ASD).

It was observed that the development of social and emotional awareness was as important as academic development in young people educated in a PR or Alternative Provision.

Although, parental representation was not high, one parent did express her satisfaction with the PRU her child had attended.

The Local Authority and the new Management Committees will address these issues in partnership.

Written Responses:

7.5 Nineteen written responses have been received to date; the vast majority of these are in agreement with the proposals. Two responses make the point that: *"In order to teach these young people, it is often important to ensure that their emotional and psychological needs are addressed before effective teaching can take place"/ "The focus on academic progress should not be at the of developing social and emotional capacity".*

8. Next steps

8.1 At the close of the consultation, a report outlining the proposals for each PRU/AC establishment affected by re-organisation will be sent to the DfE identifying an implementation date for development as well as changes to Management Committees.

9. Recommendations

9.1 The committee is asked to note the outcomes of the consultation and endorse the implementation of the proposals outlined in the report. The Cabinet Member will be taking a report on these changes to Cabinet for approval in July.

10. Background Documents

Report to Education Cabinet Committee paper, 19 March 2013 - Decision Number 12/02025 - PRU / Alternative Provision / review of current services

<https://democracy.kent.gov.uk/documents/s38874/Item%20B1%20PRU%20Review%20Committee%20Paper%20Feb%202013%20doc.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 – 21 June 2013

Subject: Decisions outside of committee

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.

(2) For the reason(s) 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 - 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 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>

Cabinet member decision - 12/02016 - Proposal to expand Ethelbert Road Primary School, Faversham

<https://democracy.kent.gov.uk/ieDecisionDetails.aspx?ID=454>

Cabinet Member decision 13/00011 – Framework agreement – School Cleaning Contracts

<https://democracy.kent.gov.uk/ieDecisionDetails.aspx?ID=458>

Cabinet Member decision 13/00012 - Schools Catering Framework Agreement

<https://democracy.kent.gov.uk/ieDecisionDetails.aspx?ID=459>

Cabinet Member decision -

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By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Roger Gough, Cabinet Member for Education & Health Reform
Subject	Decision number: 13/00013 Proposed relocation of Laleham Gap (Special) School and increase designated number
Classification:	Unrestricted

Summary:	This report seeks the agreement of the Cabinet Member to issue a Statutory Public Notice to relocate Laleham Gap (Special) School and increase the designated number of pupils on roll, following the completion a public consultation. 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.
Recommendation	The Cabinet Member for Education and Health Reform is asked to consider the outcome of the consultation and agree to issue a public notice 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 This report sets out the results of the public consultation, which took place between 15 April 2013 and 27 May 2013. A public meeting was held on 2 May 2013.

2. Proposal

2.1 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. It is intended to agree a land swap with EKO to the value of the land required for the new Laleham Gap site and to commence building, subject to planning permission, from November 2013 with the intention that the school will be operating from the new site from January 2015. It is also proposed to increase the designated number of the school from 152 to 170.

3. Bold Steps, the Kent Commissioning Plan and the SEN Strategy

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. Outcomes of the Public Consultation

4.1 A total of 22 responses were received with 14 supporting the proposal and 7 objecting to the proposal.

4.2 A petition containing 28 signatures was received from local residents against the re-location of Laleham Gap School if by doing so the site would be used for a housing development.

4.3 A summary of the comments received during the consultation period are given in appendix 1.

4.4 A summary of the views and comments given at the public consultation meeting is attached as appendix 2.

5. Views

5.1 Local Members

The local members for Thanet that cover the divisions in which both the current sites and the proposed site come are:

Mr Alan Terry, Ms Zita Wiltshire, Ms Mo Elenor, Mr William Scobie, Mr Trevor Shonk and Mr Martyn Heale.

Mr Terry has responded that he supports the proposal.

5.2 Governing Body

Peter Hawthorne, Chair of Governors spoke at the public meeting and said that the Governing Body took their responsibilities seriously and would be scrutinising the plans. The Governing Body has concerns that this consultation is running concurrently with the consultation on Kent’s Strategy for SEN and the timing of the decisions.

5.3 Area Education Officer

The move to the new site will enable the school, currently operating over two sites, to operate as one all through school in modern purpose-built buildings with improved ability to meet the needs of its pupils.

6. Equality Impact Assessment

6.1 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>

6.2 The conclusion following the public consultation is that the presumptions made in the initial assessment still remain and that it is not necessary to initiate a further Equality Impact Assessment.

7. Recommendations

- 7.1 The Cabinet Member for Education and Health Reform is asked to:
- (i) consider the outcome of the consultation
 - (ii) agree to issue a Statutory Public Notice to relocate Laleham Gap (Special) School
 - (iii) increase the designated number from 152 to 170 pupil places.

8. Background Documents (and links to them)

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>

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>

The public consultation document is available via the following link:

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

Lead Officer Contact details

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The Proposed Relocation of Laleham Gap (Special) School.

Summary of written responses

Consultation documents (hard copies) distributed: 450
 Responses received: 22

	Support	Against	Undecided	Total
Parents/Carers	15	3	-	18
Governors	-	-	-	-
Members of Staff	-	2	-	2
Interested Parties	-	2	-	2
Total	15	7	-	22

In support of the proposal

Parents

- A new purpose-built school will enable the excellent work of the staff to continue for many years.
- Currently the children have to move between mobiles and buildings in all weathers.
- The old buildings are not fit for modern teaching and it will be great for the excellent staff to work in a modern purpose built building.
- Having both primary and secondary departments on the same site can only be positive for the children as they move through the school.
- The proposed site is in a good location easily accessible to most.
- Amalgamating the two departments would reduce costs and provide up to date technology.
- There are insufficient places within this county for children with ASD and any plan to expand the available placements is a positive thing for this county.
- I feel strongly that if the rebuild goes ahead that the school should include 6th form provision as in the future children will have to remain in education up to the age of 18.
- Being on one site will make transition between the primary and secondary so much easier for the children, as children with ASD do not like change.
- I broadly agree with the proposal but I am surprised that the proposed school is not larger. Is this not an opportunity to provide a 6th form and increase the school roll?

Against the proposal

Parent

- We are very impressed with the primary site and we like the beautiful old school and wonder if there are any good points for being taught in an architecturally pleasing and homely environment for both pupils and teachers. The proposed site is smaller and in an unpleasant and unsuitable part of Thanet.
- Combining the two schools means there will be too many students on one site and this would be detrimental to the younger children.
- The proposed site is smaller than the 2 separate sites and is basically on an enormous retail park.

Members of Staff

- The school would lose its nurturing, calm, natural environment which helps balance pupils.
- There would appear to be inadequate parking for staff.
- The proposed site is too small and there would be no room for future expansion.
- Access to the proposed site would be difficult and taxis would have to queue on the main road.

Other interested parties

- As a local resident I object to the proposal if it means that the future of the site would be for a housing development.
- The Westwood Cross area is already very busy with traffic and with further housing proposed in the area, it would be almost impossible for parents to get their children to and from the school.
- Building a school that is not big enough to accommodate the amount of pupils that Laleham Gap has at present would seem to be very short sighted.
- If the school has to relocate then surely it would be in the best interest of the public purse to use the present site for the expansion of Cliftonville Primary School.
- The current school is beautiful and has such character – what is the point of building a new school with little character.

Thanet District Council

A letter was received from Thanet District Council saying that the council has no comments to make with regard to the consultation but will be interested to see the outcome and receive formal consultation should the proposals for the sites continue.

The Proposed Relocation of Laleham Gap Special School.

Summary of the public meeting held on Thursday 2 May at Laleham Gap School, Northdown Park Road, Margate

The meeting was chaired by Mr Kevin Shovelton, Director of Education Planning & Access and was attended by approximately 50 people including parents, governors, staff and other interested parties.

A short presentation outlining the proposal for expansion was given Marisa White and Philip Houghton from the EFA, who will be project managing the Priority Schools' proposals in Kent.

Views and comments are listed below:

Issues raised	Response
Will the proposed school site impact on the Jackie Baker playing fields? - (land donated for community use).	No the proposed site will not encroach on the Jackie Baker playing fields
What will the designated number be in the future as the school is likely to have 180 in September?	The designated number is allowed to be increased or decreased by 10% so with 170, it could 17 more or 17 less allowing for peaks and troughs and the school would not be asked to take more.
If the Specialist Teaching Service is not to be included and it has to move can this be completed by September?	It was agreed with the other special schools that another school would be considered to host and manage the service in the best interests of the service and the children of Thanet, but this cannot be assured for September.
Would it not be sensible for County to provide additional funding so that sixth form accommodation, accommodation for the Specialist Teaching Service, to enable the school to continue with the management of the service, and accommodation for outreach and running courses could also be included on the new site?	Although there may be good evidence for including these within the scheme, this has to be balanced against the money available to deliver the project. County has to look at all the projects and consider how to make the best use of facilities and deliver best value for money.
Will there be a specialist classroom for pre-school children?	In every district there is a pre-school observation and assessment unit. Foreland Special School provides that provision for the district called First Leap.
How will vulnerable children be gated and protected?	Fencing will be provided to ensure a level of safety and wellbeing that the school can agree and sign up to.

Issues raised	Response
What are the plans for the current site and the playing fields as surveyors have been looking at the land?	Part of the land swap deal with the developers will involve a site survey for valuation purposes. That developer would have proposals to take forward which may be housing but this is not definite at present.
6 th form provision should be part of the new site.	This will be considered as part of the consultation process for the SEN and Disability Strategy and further Special School consultation later in the year.
Will the playing fields at the back of the school be retained?	There is a discussion as part of the land swap to look at whether it is possible to retain the playing field to improve and expand Cliftonville Primary School.

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KENT COUNTY COUNCIL - RECORD OF DECISION

DECISION TAKEN BY

Roger Gough, Cabinet Member for Education and Health Reform

DECISION NO.

13/00013

Unrestricted

Subject: Proposed relocation of Laleham Gap (Special) School and increase designated number of pupils

Decision:

I hereby agree to

to issue a public notice to:

- (i) relocate Laleham Gap (Special) School and increase the designated number from 152 to 170 pupil places

Subject to no statutory objections to the public notice being received. I hereby agree to:

Relocate the school and increase the designated pupil places from 152 to 170

Any Interest Declared when the Decision was Taken: None

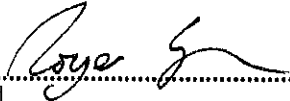
Reason(s) for decision, including alternatives considered and any additional information

- 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
2. **Issues and Risks**
 - 2.1 If this decision were not taken, considerable disruption would be caused to the proper provision of school places for future intakes.
3. **Any Alternatives Considered:**
 - 3.1 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.
4. **Cabinet Committee recommendations and other Consultation:**
 - 4.1 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.
 - 4.2 A public consultation was conducted, the result of which the cabinet member will have regard to in taking this decision. They are also referred to in the appendices.
 - 4.3 The local members Mr Alan Terry, Ms Zoe Wilshire, 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.

Background Documents: None

Cabinet Member Signature


.....
signed

5/6/13
.....
date

Decision Referred to Cabinet Scrutiny			
YES		NO	

Cabinet Scrutiny Decision to Refer Back for Reconsideration			
YES		NO	

Reconsideration Record Sheet Issued			
YES		NO	

Reconsideration of Decision Published			

By:	Patrick Leeson, Corporate Director, Education, Learning and Skills
To:	Mike Whiting, Cabinet Member for Education, Learning and Skills
Subject	Decision No. 13/00004 - Proposed enlargement of Ethelbert Road Primary School, Faversham
Classification:	Unrestricted

Summary:	This report seeks the agreement of the Cabinet Member for Education, Learning and Skills to the issue of a public notice to expand Ethelbert Road Primary School and requests that he put in place delegated authorities to officers for future actions if and when they are needed. The decision is urgent and is being taken in accordance with procedures required by statute and set out in the Council's Constitution
Recommendations:	The Cabinet member for Education, Learning and Skills is asked to issue a public notice to expand Ethelbert Road Primary School via the necessary first stage issue of a Statutory Public Notice and to put in place measures to continue with the proposal after that period has ended

1. Introduction

- 1.1 The Swale section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Faversham area.
- 1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Ethelbert Road Primary School.
- 1.3 The Public Consultation took place between 4 March 2013 and 19 April 2013 and a public meeting was held on 21 March 2013. The Cabinet Member must have regard to the responses received when considering the decision.
- 1.4 A report was received by the March meeting of the Cabinet Committee advising the Members the decision to issue a public notice would be taken outside of the Committee structure due to time constraints on work of the buildings. The Committee endorsed this approach.
- 1.4 Education Cabinet Committee report outlines the outcomes of the consultation and is attached as appendix 1 to this report. The Cabinet Member should note and have regard to the information contained within appendix 1 on taking his decision.

2. The proposal

- 2.1 It is proposed to enlarge Ethelbert Road Primary School by 15 reception year places, taking their PAN to 30 (1FE) 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.

3. Outcomes of the Public Consultation

- 3.1 The consultation document was distributed to parents/carers, school staff, nursery staff, governors and County Councillors, Member of Parliament, the Diocesan Authorities, local library, the Borough and Parish Councils, and others, in accordance with the agreed County policy. The document was also posted on the KCC website and the link to the website widely circulated via email.

3.2 Approximately 350 copies of the public consultation document were circulated, which included a form for written responses.

4. Responses to the Public Consultation

4.1 128 responses have been received, of which 122 are in favour, 5 are opposed and 1 is undecided. The Cabinet Member has reviewed these responses and should have due regard for them before taking a decision.

5. Issues and Risks

5.1 If this decision were not taken, significant delay would be caused to the proper provision of school places in time for the September 2013 intake.

6. Urgency

6.1 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, leading to a deficit in local school places in September 2013. There would be 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 expanded in time. The County could fail to meet its statutory obligations to provide school places, and would incur significant reputational risk.

6.2 If the decision is deferred until the next meeting of the relevant Cabinet Committee the only alternative to mitigate the risk on non-provision of places would be to enter into building contracts and begin works prior to the decision being taken. Should the expansion go on to be agreed, the Council would be at risk of there being significant local complaints and dissatisfaction that the agreed processes had not been adhered to.

6.3 As there are a limited number of Cabinet Committee meetings and there are over 40 school expansions which require approvals, all with complex timetables including statutory consultations, and procurement regulations, the process has been a difficult one to co-ordinate. In future commissioning plans will be produced earlier to ensure that these processes can be taken into account, and ELS and P&IS will work together with Legal and Democratic Services to look at how approaches to governance and procurement might be streamlined in future.

6.4 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.

6.5 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..

7. Cabinet Committee recommendations and other Consultation:

7.1 Education Cabinet Committee on 12 September 2012 considered and endorsed the proposal to expand Ethelbert Road Primary School. The Committee recommended a public consultation on the proposal

7.2 Education Cabinet Committee on 19 March 2013 were advised the decision to issue a public notice would be taken outside of the Committee due to time constraints and endorsed this route.

7.3 A public consultation was conducted, the result of which the cabinet member will have regard to in taking this decision. They are also referred to in the appendices.

7.4 The proposed Education Cabinet Committee report outlining the public responses and financial implications of this proposal are attached as an appendix to this decision.

The Committee will receive an update at the next meeting of the actions taken and the reasons why.

8. Views

- 8.1 The Spokesman for the Scrutiny Committee was contacted and agreed in this instance it was necessary to take this decision as a matter of urgency.
- 8.2 The chairman of the Education Cabinet Committee agreed the decision should be taken under the urgency provision.
- 8.3 The Spokesmen for the opposition, Mr Vye and Mr Christie, have no objections to the decision being taken as urgent.
- 8.4 The local member Mr. Tom Gates fully supported the proposal to expand the school but also expressed his understanding of the parking issues raised by local residents and will be looking to see if anything can be done to ease the situation.

9. Equality Impact Assessment

- 9.1 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/gf2.ti/f/321794/8101829.1/DOC/-/EIA%20Equality%20Impact%20Assessment%20Report%20August%202012.doc>

10. Recommendations

- 10.1 The Cabinet Member for Education, Learning and Skills is recommended to:

(i) issue a public notice to expand.

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

(ii) expand the school

Should objections 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.

11. Officer Scheme of Delegation

- 11.1 The Cabinet Member should be aware that no specific officer delegations are included within the formal decision as 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 that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council in this instance
- 11.2 Officers performing tasks under the scheme of delegation are expected to keep the relevant portfolio holder informed of progress

Background documents

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>

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning –East Kent

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

The public consultation document is available via the following link:

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

Education Cabinet Committee report – 19 March 2013 – Primary Commissioning - Swale District

<https://democracy.kent.gov.uk/documents/s38809/Item%20B9b%20Primary%20Commissioning%20Swale%20District.pdf>

By:	Kevin Shovelton, Director of Education Planning & Access
To:	Mike Whiting, Cabinet Member for Education, Learning & Skills
Subject	Decision number: 12/02016 Proposal to expand Ethelbert Road Primary School (Community)
Classification:	Unrestricted

Summary:	This report sets out the results of the public consultation.
Recommendation	The Education Cabinet Member is asked to consider the responses to the consultation and agree to the issuing of a public notice to expand the school.

1. Introduction

1.1 The Swale section of the Kent Commissioning Plan for Education Provision 2012-17 indicates a need for additional places in the Faversham area.

1.2 On 12 September 2012, Education Cabinet Committee recommended to the Cabinet Member for Education, Learning and Skills that a consultation takes place on the proposal to expand Ethelbert Road Primary School.

1.3 This report sets out the results of the public consultation, which took place between 4 March 2013 and 19 April 2013. A public meeting was held on 21 March 2013.

2. Proposal

2.1 It is proposed to enlarge Ethelbert Road Primary School by 15 reception year places, taking their PAN to 30 (1FE) 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.

3. Bold Steps and the Kent Commissioning Plan

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 can have fair access to school places" as set out in Bold steps for Kent.

3.2 The Swale section of the Commissioning Plan indicates a need to commission additional primary capacity in Faversham, Sittingbourne and Sheppey.

4. Outcomes of the Public Consultation

4.1 A total of 128 responses were received with only 5 objecting to the proposal.

4.2 A summary of the comments received during the consultation period are given in appendix 1.

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

5. Views

5.1 Local Member

Mr Tom Gates is the local member for Faversham and he attended the public meeting held on 21 March. He fully supported the proposal to expand the school but also expressed his understanding of the parking issues raised by local residents and will be looking to see if anything can be done to ease the situation.

5.2 Governing Body

The Governing Body of Ethelbert Road Primary School fully supports the proposal to permanently increase the admission number to 30. This will allow us to teach in single year groups and have a greater number of staff to facilitate the wide range of learning opportunities for all the children in our care. Being able to permanently increase our intake will enable more local families to be offered a place at a school of their choice. Allowing us to admit 30 children a year will provide more school places, which are desperately needed in our locality.

The Governing Body are absolutely passionate about being a one form entry primary school. We want to be able to build on what we as a school community have developed together. We want to be able to go on the learning journey with more children and to provide them with an outstanding education.

5.3 Pupils

A video of the children discussing the proposed expansion was shown at the public meeting. Their views were in support of the proposal and below are some of their comments:

- Increasing the numbers will let more children and families come to the school, particularly those who live close to the school.
- We can stay as a solid year group throughout our time at Ethelbert Road.
- More children will mean more friends to share ideas with and play with.
- There will be more staff and more opportunities for activities.

5.4 Area Education Officer

This is a popular and successful school that is regularly oversubscribed. Increasing pupil numbers in the Faversham area, including in the vicinity of Ethelbert Road, mean that expansion is necessary to ensure sufficient school places for local children. We will work closely with the school on the provision of additional accommodation and the planning for the works on site in order to ensure that this supports the smooth running of the school, is in keeping with the vision that the governing body has for Ethelbert Road Primary School and provides for a permanent solution for September 2014. The school at that time would also produce a new travel plan in liaison with Highways and taking into consideration the views of the local residents.

6. Equality Impact Assessment

6.3 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/gf2.ti/f/321794/8101829.1/DOC/-/EIA%20Equality%20Impact%20Assessment%20Report%20August%202012.doc>

The conclusion following the public consultation is that the presumptions made in the initial assessment still remain and that it is not necessary to initiate a further Equality Impact Assessment.

7. Recommendations

7.1 The Education Cabinet Member is asked to consider the responses to the consultation and agree to the issuing of a public notice to expand the school.

8. Background Documents (and links to them)

COMMISSIONING PLAN FOR EDUCATION PROVISION 2012-17

[http://kent590w3:9070/documents/s34295/FINAL%20VERSION%20Kent%20Comm%20Plan%20Ed%20Prov%202012-](http://kent590w3:9070/documents/s34295/FINAL%20VERSION%20Kent%20Comm%20Plan%20Ed%20Prov%202012-17%20attached%20to%20WEB%20SITE%2020%20SEPT.pdf)

[17%20attached%20to%20WEB%20SITE%2020%20SEPT.pdf](http://kent590w3:9070/documents/s34295/FINAL%20VERSION%20Kent%20Comm%20Plan%20Ed%20Prov%202012-17%20attached%20to%20WEB%20SITE%2020%20SEPT.pdf)

Education Cabinet Committee report – 12 September 2012 – Primary Commissioning –East Kent

<http://kent590w3:9070/documents/g4880/Public%20reports%20pack%2012th-Sep-2012%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

The public consultation document is available via the following link:

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

Lead Officer Contact details

Marisa White, Area Education Officer

01227 284407

marisa.white@kent.gov.uk

The Proposed Expansion of Ethelbert Road Primary School from 105 pupil places to 210, increasing the PAN from 15 to 30.

Summary of written responses

Consultation documents (hard copies) distributed: 350
Responses received: 127

	Support	Against	Undecided	Total
Parents/Carers	89	1	0	90
Governors	2	0	0	2
Members of Staff	15	0	0	15
Interested Parties	16	4	1	21
Total	122	5	1	128

In support of the proposal

Parents

- As a community school, children living within that community should not be excluded. Increasing the admission number supports inclusion and increases the potential for new strengths and resources within families to contribute towards the school.
- Increasing the admission number at Ethelbert Road responds to the challenge faced by Local Authorities in providing school places for all children and meeting parents' preferred choice of school. Ethelbert Road is an oversubscribed school, clearly showing its popularity within its community and its status as the preferred choice for parents.
- Ethelbert Road is a town primary school offering a fantastic education that few town children can currently get places at. This proposal will make this standard of education open to more children in our town.
- I really do feel that a greater number of children will positively influence the lives of the existing children.
- I think it only fair that others in the locality be able to attend this wonderful school.
- Faversham is drawing in young families by its reputation as a great place to lead a family life and to educate one's children. Therefore, we must allow our local schools to grow and develop in these positive ways to maintain the town and community expansion and to sustain its future hopes and aspirations.

Staff

- At the moment we have to turn more children away each year but with an admission number of 30 we will not have to do so and therefore more children can be provided with the amazing learning opportunities our school provides.
- As a larger school we will have a larger staff and be able to offer our pupils a wider range of opportunities and experiences.
- Our school is unique and I feel that more children should be able to benefit from attending our happy school.
- This will be an amazing opportunity for the school and our local community.

Governors

- Increasing the size of the school is reasonable as the new building will permit the extra classes.
- We need the extra places in Faversham and with an excellent headteacher and staff the pupils will get an excellent start to their education.

Other interested parties

- We are in favour of the proposal but the only proviso is that the school management must impress upon all parents bringing their children to the school by car, the need to exert the utmost discipline in their driving, in approaching and parking in an area that is already quite congested at some times in the day.
- If the class sizes are permanently expanded to 30 it does give us hope that our son may be able to go there.
- We are residents who support the proposal but would like to see a dedicated crossing point near to the school to make crossing safer. We would also like a two hour parking restriction in the road to restrict commuter parking and free up spaces for parents visiting the school.

Faversham Town Council responded in writing and made the following comments:

The town council unanimously support the proposal to expand Ethelbert Road Primary School. It is encouraging to see a good school expanding in this way. There was some debate about the impact of increased traffic in and around Ethelbert Road, but it was recognised that the school has good public access unlike other primary schools in Faversham.

Against the proposal

Parent

- I feel the Council should be funding new schools, not squeezing more children in over capacity classes and jeopardising the schooling of our children.

Other interested parties

- The intake has already increased and this has created a situation that is untenable in terms of highly increased traffic flows in Egbert Road and surrounding roads. The problem is further exacerbated by inconsiderate parents who create significant problems with parking.
- I propose that the school should be relocated to bigger premises, purpose built in the Central Car Park, Faversham. The school would then benefit from being located close to the Arden Theatre.

**The Proposed Expansion of Ethelbert Road Primary School
from 105 pupil places to 210, increasing the PAN from 15 to 30**

Summary of the public meeting held on Thursday 21 March at Ethelbert Road Primary School

The meeting was chaired by Mr Gary Cooke and was attended by approximately 90 people, including parents, governors and other interested parties. The meeting was also attended by Mr Tom Gates, local KCC member and members of Faversham Town Council.

Views and comments are listed below:

- The school is outstanding and plays a full and active role in the community, engaging with the facilities in the town and wider cultural activities. Overall the children's learning is enhanced with these opportunities and expanding the school will allow more children to take advantage of these opportunities.
- Every child in Faversham should be allowed the privilege of coming to this school.
- This is a vibrant school bringing life to the neighbourhood.
- I live close to the school and want to say that my daughter is having an amazing time here and it would be wonderful for more families to bring their children to Ethelbert Road.
- I am a local resident and do have some concerns about the parking although I agree this is a wonderful school and can see how many people support this proposal. It is frustrating when my driveway gets blocked by parents parking and my next door neighbour who is an emergency responder has also had problems. Nevertheless, I wish the school good luck in the future.
- Parents need to take responsibility and support the headteacher in her endeavours to encourage parents to park respectfully in the local community.
- Parents should be encouraged to walk their children to school for health reasons as well as helping them to become more independent.
- Ethelbert Road is an excellent school and if the expansion doesn't take place, it would be a lost opportunity for parents and the Council.

KENT COUNTY COUNCIL - RECORD OF DECISION

DECISION TAKEN BY

**MIKE WHITING
CABINET MEMBER FOR EDUCATION, LEARNING AND SKILLS**

DECISION NO.

12/02016

Unrestricted

URGENT DECISION.

This decision is being taken in accordance with statutory and local procedures for urgency for reasons set out below.

Subject:

Proposal to expand Ethelbert Road Primary School, Faversham

Decision:

As Cabinet Member for Education, Learning and Skills, I agree to:

- (i) ISSUE a public notice to expand Ethelbert Road Primary School, Faversham,
And,

Subject to no objections being received to the public notice expand the school

- (ii) Expand the school

Should objections 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 Commissioning Plan for Education Provision 2012-17 identifies a pressure in the Swale district in 2014/15, and a shortfall of places. The expansion of Ethelbert Road Primary School, Faversham 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 4 March 2013 and 19 April 2013, and those put in writing in response to the consultation;
- the views of the local MP, 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

Issues and Risks

If this decision were not taken, considerable disruption would be caused to the proper provision of school places in time for the September 2013 intake.

Urgency Procedures

If the decision is deferred until it can be considered by the relevant Cabinet Committee there will be insufficient time to procure and deliver the works, leading to a deficit in local school places in September 2013. There would be 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 expanded in time. The County could fail to meet its statutory obligations to provide school places, and would incur significant reputational risk. Therefore the decision is taken outside of the Cabinet Committee system in accordance with procedures required by the council's constitution for such occasion.

If the decision is not taken by these means, the only alternative to mitigate the risk on non-provision of places would be to enter into building contracts and begin works prior to the decision being taken. Should the expansion go on to be agreed, the Council would be at risk of there being significant local complaints and dissatisfaction that the agreed processes had not been adhered to.

As there are a limited number of Cabinet Committee meetings and there are over 40 school expansions which require approvals, all with complex timetables including statutory consultations, and procurement regulations, the process has been a difficult one to co-ordinate. In future commissioning plans will be produced earlier to ensure that these processes can be taken into account, and EIS and P&IS will work together with Legal and Democratic Services to look at how approaches to governance and procurement might be streamlined in future.

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. In addition to agreeing the urgency of the decision, comments were also requested from those contacted and these are included within the report to the Cabinet member for consideration on taking the decision.

Any Alternatives Considered:

Alternatives were considered fully as part of the Commissioning Plan and the conclusion of those investigations was that the expansion of this school was the most appropriate solution to issues identified

Cabinet Committee recommendations and other consultation

12 September 2012

The Committee considered and endorsed the proposal to expand Ethelbert Road Primary School. The Committee recommended a public consultation on the proposal

19 March 2013

The Committee were advised the decision to issue a public notice would be taken outside of the Committee, as set out in the Councils Constitution due to time constraints. The Cabinet Committee resolved to endorse this action.

In addition the Committee agreed, owing to the timeframes, that if no response were received during the Public Notice and following consultation with the Spokesmen of the Opposition then the expansion can proceed without a further Cabinet Member decision.

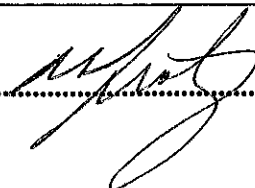
The views of the local member Mr Tom Gates have been sought, and as per the council's constitution, his response is included in the report to the Cabinet member, to which he will have regard on taking the decision

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:

None

.....
signed 

30 April 2013
.....
date

By: Patrick Leeson, Corporate Director for Education, Learning & Skills
To: Roger Gough – Cabinet Member for Education & Health Reform
Subject: Post 16 Transport Policy
Classification: Unrestricted

Summary: The purpose of this paper is to seek agreement for KCC to continue its existing approach to Post-16 Transport Policy for 2013.

KCC has a statutory duty to consult each year on its Post 16 Transport Policy before determining and publishing arrangements. A paper was brought to the Education Cabinet Committee in March 2013 to seek agreement to consult on retaining the existing Post 16 Transport Policy and the continued LA support for the 16 Plus Travel Card.

There is no statutory duty to provide support for Post 16 Transport however the LA should enable pupils to access post 16 learning or training. Those pupils with a statement of special educational need that names a specific requirement for transport continue to be supported.

The changes to Post 16 Policy introduced in September 2012 were in response to continued lobbying for KCC to introduce some form of discounted travel scheme with similar benefits to the Kent Freedom Pass. The Kent 16 Plus Travel card has operated successfully over the previous year and statistics outlining its success are included in the earlier report which went to ECC.

Decision required The Cabinet Member for Education and Health is asked to:

- (1) note the consultation summary feedback, and
- (2) agree the proposal to retain the existing 16+ Transport Policy and Eligibility Criteria as set out in this report, and
- (3) agree the continued support for the Kent 16+ Travel Card
- (4)

Historical context of current provision

- 1.1 Prior to September 2012 a yearly transport pass was available to students attending their nearest appropriate school or college where they live more than 3 miles from the provision, at a cost of £490. This fee was waived if the family received Income Support, Income Based Job Seekers Allowance, Guaranteed Element of State Pension Credit, Income-Related Employment and Support Allowance or Child Tax Credit. Provided that the family do not get Working Tax

Credit and have a yearly Income according to HM Revenue & Customs of not more than £16,190.

- 1.2 The transport pass entitled learners to a single journey at the beginning and end of the school day to and from school or college only. IT was restricted to the most appropriate form of transport as determined by KCC and could include bus travel, rail travel and in some circumstances a mixture of both.

2. Context for change

- 2.1 Kent County Council introduced the Kent Freedom Pass in 2009. It has proven to be an extremely popular and important form of support for young people in Kent, in enabling them to access a range of activities including learning, work and leisure.
- 2.2 The pass is however only available to learners attending school in Years 7 to 11, and KCC have been lobbied to develop some sort of Post 16 Travel Card that can provide similar flexibility to Kent's 16-19 year old learners. KCC is keen to introduce similar benefits to those enjoyed by pre 16 learners in an affordable way.
- 2.3 Changes in funding for Post 16 learners meant they no longer received funding they can use to subsidise their transport directly, following the government's cessation of the Education Maintenance Allowance (EMA). KCC therefore proposed a policy that allowed for transport to be funded in a different way, whilst recognising the importance of supporting those families most in need.
- 2.4 The KCC Post-16 Transport Policy for 2012 was written against the backdrop of the need to fulfil the Authority's responsibility to ensure full participation in learning and work based training for all 18 year olds by 2015, the removal of the Education Maintenance Allowance (EMA) and introduction of the government's new 16-19 Bursary scheme.
- 2.5 With more post 16 learning institutions funded directly by government through the Bursary scheme, they are now able to provide support for transport through their various grants. KCC could not sustain a growing demand for support with post 16 transport when there is no legal duty to do so, or any funding direct from government for such provision.
- 2.6 The proposed scheme in 2012 enabled pupils to access all Kent public bus networks for as little as the equivalent of £10 per week, learning providers proved keen to progress this approach to Post 16 Transport Support in a collaborative way. For little additional cost, students have significantly benefited from the 2012 policy change details of which are set out below.

3. Existing 16+ Transport Policy

- 3.1 The recommended KCC Post 16 Transport Policy is to allow schools and colleges to secure a travel pass which will provide extended access to all students in a fair and sustainable way. KCC will provide the opportunity for all education and training providers to secure a Post16 Transport Pass available for use on all registered public service bus routes in Kent.

- 3.2 The subsidised pass will be available to schools and colleges for an annual fee of £520, or £10 a week, and can be further subsidised by them for their registered students.
- 3.3 The changes in government funding arrangements will mean that these will be procured directly from the education providers by students. It is expected that such providers who will have benefited from the government's new 16-19 Bursary scheme can use elements of this funding to support the cost of their students' travel.
- 3.4 If bus travel is not the most appropriate form of transport for a learner, it will be up to the learning provider to facilitate an alternative. KCC will, where required, continue to act as a broker to procure other transport at attractive rates, as a paid-for service to learning providers.
- 3.5 Any learner in education or training who is not eligible for a contribution from their provider or employer would pay the full cost of the Post 16 Freedom Pass at £520.

4. Eligibility Criteria

- 4.1 From the start of the academic year 2013/14 all year 12, 13 and 14 learners will be able to apply for a pass through their employer (if in an apprenticeship), or their college or school sixth form.
- 4.2 It will be for learning providers to determine the level of subsidy they wish to introduce, however KCC recommends that providers model their support structures along the criteria set out below:
- a) A learner whose family income is not more than £16,190, who is on Income Support, Income Based Job Seekers Allowance, Guaranteed Element of State Pension Credit, Income Related Employment and Support Allowance or Child Credit, but not Working Tax Credit; it is recommended that they pay no more than 50% for the Pass. This would result in providers reducing the cost to the learner of their Pass to between £0 and £260.
- b) A learner whose family income is between £16,190 and £20,817. It is recommended that they may receive a learning-provider contribution to the cost of the Pass, at a level set by the learning provider, reducing the cost of their pass to the learner to between £260 and £520. This is to be in addition to the KCC subsidy. For example learners may benefit from a further subsidy payable by, and at the discretion of, their learning provider, reducing the cost to the learner of their Pass to between £260 and £520.
- c) A learner whose family income is above £20,817. It is recommended that they pay the maximum amount of £520 .
- d) Where a 16-19 year old apprentice falls outside these criteria, but can demonstrate hardship caused by travel-to-learn and travel-to-work pressures, then they can be treated as category (b) above. Employers should be approached for additional funding support.

- e) All eligible learners must demonstrate to their institutions that they have a genuine travel-to-learn need.
- f) While the learning-provider funding or employer funding that could be used to further subsidise each Pass is entirely discretionary, the guidance in (a) to (e) above is designed to assist in ensuring a standard level of subsidy for all learners in Kent.

4. Summary Feedback to the Consultation

4.14.1 A full and widespread consultation on the policy change took place back in 2012, this year in line with its statutory duty KCC consulted on retaining the existing policy for 2013 a summary of the feedback to this consultation is below:

- (a) There were 70 responses, broken down as follows:

parent, carer, guardian	46
student years 12 – 14	12
student years 7 – 11	3
learning provider	7
other	2

- (b) Responses fell into for categories – the number of responses is given for each category:

Cost of the travel card	62
Types of travel included	9
Management of the scheme by providers	6
Eligibility criteria	3
Administration of the scheme	1

4.2 A number of responses praised the scheme but often provisionally with comments about cost, types of travel subsidised, management and administration suggestions.

4.3 The travel card was considered useful, a way to encourage the use of public transport and an opportunity for young people to take part fully in after school and weekend activities.

4.4 Unsurprisingly the biggest issue related to cost most felt it was too expensive at £520 per year especially if they had previously benefited from the KFP available for just £100. Of course the reality is the cards have a street value of upward of £750 so they are already discounted significantly by the LA. The scheme also enables further subsidy by learning providers for students with genuine financial hardship.

5. Equalities Impact Assessment

- 5.1 An equalities screening has been undertaken in order to identify any adverse impacts that may exist in relation to the implementation of the policy in 2013 and can be fund at <http://consultations.kent.gov.uk/consult.ti/Post16Transport/consultationHome>

6. Issues and Risks

6.1 If this decision were not taken, KCC will not meet its statutory duty to publish its agreed transport policy.

7. Education Cabinet Committee and democratic processes

7.1 At its meeting on 19 March a report was presented to the Committee reviewing the first year of the new post 16 strategy. The Committee agreed to endorse the continuation of the policy and asked that a report on the feedback from the consultation be brought back its meeting on 21 June 2013.

7.2 This decision has been referenced on the forward plan of decisions and will be taken in the under Kent County Council's agreed processes.

Recommendations

The Cabinet Member for Education and health is asked to:

endorse the proposed continuation of the existing 16+ Transport Policy and Eligibility Criteria for continued use in 2013/14.

Lead Officer
Scott Bagshaw
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Background Documents
Education Cabinet Committee Report - Post 16 Transport Policy -19 March 2013

Appendix 1

Analysis of post 16 Travel Card Consultation

Background

This consultation went public on 15th March 2013 and was accessible on www.kent.gov.uk/Post16Transport. It closed on 4th May 2013.

Schools and FE colleges in Kent were sent details of the consultation directly. Medway schools were reached through the local authority.

Parents, carers, guardians, students and providers were invited to respond.

Response

There were 70 responses, broken down as follows:

parent, carer, guardian	46
student years 12 – 14	12
student years 7 – 11	3
learning provider	7
other	2

Of the 7 learning providers, 3 identified themselves as named Kent schools and 2 said they were heads of sixth but did not name their institution.

There were no obvious responses from training providers, apprentices or apprenticeship providers, or FE colleges.

30 respondents stated they did not hold a travel card or have young people in their care who did: 15 respondents did hold travel cards

Categories of response

Responses fell into for categories – the number of responses is given for each category:

Cost of the travel card	62
Types of travel included	9
Management of the scheme by providers	6
Eligibility criteria	3
Administration of the scheme	1

Public response

A number of responses praised the scheme but often provisionally with comments about cost, types of travel subsidised, management and administration suggestions.

The travel card was considered useful, a way to encourage the use of public transport and an opportunity for young people to take part fully in after school and weekend activities.

.Cost of the Kent 16_ Travel Card

The overwhelming majority of responses was concerned with the cost of the travel card – “incredibly expensive”, “disgusted” and “criminal” are among the epithets used to describe the price of the pass.

The following comments were made:

- There should be a clearer message about payment by instalments: some respondents were even unaware that this was a possibility.
- In order to bring the price down, there should be a travel card which covers journeys to and from school only.
- The price of the travel card needs to be at a level which discourages school journeys by car.
- In the case of two or members of the family requiring a travel card, there should be a system of reduced pricing..
- There should be more correlation between the price of a Freedom pass at £100 and the travel card at £520 (maximum price): this does not reflect the price differential between adult and child ticketing.
- The price of the travel card should be part of the raising participation policy, enabling travel to the most appropriate providers: at this price it is perceived not to be.
- There was much confusion about the Raising of the Participation Age framework. Respondents felt that since education was now “compulsory”, travel to and from school should be cheaper, if not free. £100 seemed right as a charge.
- For some respondents, purchase of Megariders was a much more cost efficient option.
- At current costs, students will take up car travel as soon as they can.

Management of the Kent 16_ Travel Card by learning providers

The following comments were made:

- There should be a wider window for application, thus reducing late applications
- Although schools are happy to offer staged payments, this places an extra burden when staff when instalments and debt need to be chased up.
- It would be helpful if parents could start applying and paying for the pass from end term 5 or at least before study leave- this would give them more time to make a decision and find the money for the pass.

- Thought should be given to those who wish to purchase the card but have not yet made their choice of sixth form school – this caused problems last September.
- There is an equity issue – some schools were happier offering phased payments than others.
- It was suggested that a monthly card be made available, or that payment can be made monthly by direct debit/standing order for the annual pass. I
- A monthly card would also be more helpful to those young people working with training providers.

Administration of the scheme

The following comments were made:

- The administration of the scheme is burdensome for learning providers in both verifying eligibility for the scheme and acting as the financier.
- The policy needs to be better publicised and schools do not advertise it.
- The reason KCC cannot administer and issue the cards needs to be more clearly stated.

Types of travel included in the scheme

The following comments were made:

- Kent County Council should urgently reinstate discounts on rail travel for 16+ students, especially for students in those areas with no bus routes – young people are forced to buy adult season tickets, students reductions being time limited.
- The example of Surrey Student Transport Partnership was given.
A student train fare card enables 16 to 18 year old Surrey students attending full-time further education to buy season tickets at half the adult rate for their home to school/college train journey. Season tickets are available for periods of 7 days (minimum), 1 month and between 1 month and 1 year.

Access to information

The following comments were made:

- There were problems finding and getting information needed to help students.
- Basic information such as the application form, cost and how to apply were difficult to locate.. I
- It was not clear where to send students' details.
- KCC to school invoicing was also delayed.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TAKEN BY

ROGER GOUGH

CABINET MEMBER FOR EDUCATION AND HEALTH REFORM

DECISION NO.

13-00037

Unrestricted

Subject:

Post 16 Transport Policy – 2013 -14

Decision:

As Cabinet Member for Education, Learning and Skills, I agree to the Post 16 Transport Policy outlined in the report attached as appendix 1)

Reason(s) for decision

KCC has a statutory duty to consult each year on its Post 16 Transport Policy before determining and publishing arrangements. A full and widespread consultation on the policy change took place back in 2012, this year in line with its statutory duty KCC consulted on retaining the existing policy for 2013. This proposed transport policy reflects the results of the consultation.

Cabinet Committee recommendations and other consultation

The proposed decision was considered by the Education Cabinet Committee at its meeting held on 19 March 2013. The Committee supported the proposal to retain the existing policy and requested a report be brought back to the Committee on the results of the consultation.

Any alternatives considered:

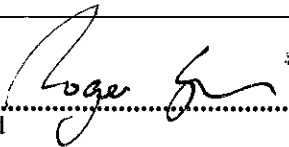
If the recommended KCC Post 16 Transport Policy is not agreed schools and colleges will not have the ability to secure a travel passes from KCC which provide extended access to all students in a fair and sustainable way. KCC would no longer provide the opportunity for all education and training providers to secure a Post16 Transport Pass available for use on all registered public service bus routes in Kent.

The current KCC Post-16 Transport Policy for 2012 was written against the backdrop of the need to fulfil the Authority's responsibility to ensure full participation in learning and work based training for all 18 year olds by 2015, the removal of the Education Maintenance Allowance (EMA) and introduction of the government's new 16-19 Bursary scheme. If this policy is not agreed then KCC will not meet its responsibility to ensure full participation in learning and work based training for all 18 year olds.

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

None

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signed



6/06/13

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date

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By:	Patrick Leeson, Corporate Director for Education, Learning and Skills
To:	Roger Gough, Cabinet Member for Education and Health Reform
Subject:	Premises Cleaning In Educational Establishments – Framework Agreement Award
Classification	For publication

Summary	<p>This report details the recent changes to the provision of school cleaning services. It describes KCC's ambition to support new arrangements for schools, without providing a county-wide contract as had previously been the case, and the solution devised: a Framework Agreement whereby preferred providers are selected for specified geographical lots from whom schools can secure cleaning services without a separate procurement process and which provides other securities for schools in terms of support and management.</p> <p>The report explains the procurement process designed and utilised to select these providers and the outcome of the bidding process.</p> <p>It goes on to explain the chronology of the decision to date and some of the issues that have arisen and been resolved.</p> <p>Finally the report recommends that the Cabinet Member take a decision to authorise the Council to enter into the Framework Agreement.</p>
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1. Background Information

- 1.1 For many years ELS Client Services has offered all educational establishments the opportunity to buy back into a County-let contract for premises cleaning. This allows a uniform standard to be set and a competitive price to be tendered. Schools, units, nurseries, etc, have been reassured by having an experienced team to support them in complying with procurement legislation, establishing appropriate contractual terms and conditions and also to manage the contract throughout its life. By using the services provided by Client Services it helps manage a range of risks and reduces the pressure on the school management team.
- 1.2 Under new arrangements it was agreed that similar aims could be achieved by creating a Framework Agreement. KCC can set the standard for provision within the specification, ensure that procurement practices are sound and provide follow up support and guidance for schools who choose to call off a contract with the winning service provider for their area.
- 1.3 The procurement exercise has been conducted and the Service Providers identified. A challenge was received in relation to the procurement process,

which has been settled through negotiation and no financial agreements or payments have been required.

- 1.4 Schools have now engaged in contracts with those providers selected as preferred providers for the particular geographical area and services are being provided.
- 1.5 Should a school choose to make their own arrangements for cleaning they may engage a private contractor as a single site contract, alternatively schools may employ their own direct labour. This gives the Headteacher the responsibility of employing staff, covering of absenteeism, training, monitoring standards and dealing with day to day problems. In addition, should the contract be of sufficient value the contract must be procured in line with Public Contract Regulations 2006.
- 1.7 The cleaning standards to which bids were made was based on a generic specification. It has been designed to offer flexibility to suppliers in delivering the service, whilst maintaining appropriate standards. Tenderers were required to submit Method Statements derived from this generic specification, with their tender submission. These were used to measure the outputs as an integral part of the tender assessment and subsequent measurement of contract standards. Individual establishments will vary in size considerably depending on status of the school.
- 1.8 Only one firm was selected as the approved Framework provider for each lot and all establishments using the Framework have been able to contract directly with that provider without further competition.

2. The Procurement Process

- 2.1 An opportunity was posted on the South East Business Portal in December 2011 for contractors to provide cleaning services to publicly funded educational establishments in Kent. 70 Expressions of Interest were received.
- 2.2 A Prequalification process was undertaken during January 2012 from which 28 responses were received.
- 2.3 Following evaluations of the Prequalifications, 23 contractors were invited to tender during February 2012.

3. Tender

3.1 Tender Evaluation & Selection Criteria

The tender evaluation model was weighted as follows:

Criteria	Weighting
Cost/Price	25
Quality	30
Experience	20
Service Delivery	25

Specifically:

- Cost - final tendered price
- Quality - a combination of references, evidence provided against Additional Information” and Method Statements
- Experience - references
- Service Delivery - Method Statements and Productivity and staffing information provided in the Pricing Matrices

3.2 In order for tenderers to be short-listed, they had to achieve a minimum un-weighted Quality/Experience/Service Delivery score of 250 points out of a possible 400.

3.3 Tender Response

Of the 23 contractors invited to tender, 17 responses were received.

4. Tender Evaluations & Scores

4.1 Technical (Quality) Evaluations were carried out by the Client Services Team in accordance with a pre-determined set of scoring matrices. Once these evaluations had been carried out and the scores recorded, a financial evaluation was carried out and scored accordingly. In addition, all schools were invited to take part in the evaluation and one Business Manager spent some time reviewing the Lot their school was part of.

4.2 Post Tender Clarifications

Initial evaluations raised a number of queries with tenderers, specifically around their interpretation of the TUPE requirements for existing cleaning staff:-

(a) Ocean initially came back with what appeared to be a price competitive tender, however, following post tender clarification where questions on TUPE application were raised, Ocean withdrew their tender on the basis that appropriate application of TUPE would make them uncompetitive.

(b) Post tender clarification with Superclean indicated that they had reduced many of the staff operational hours in order to offer competitive pricing. Whilst they have confirmed that they would cover the cost of any TUPE related redundancy or compensation this did not address the potential issue of reduced operational hours resulting in a lower standard of cleaning. The risk is that it could result in post contract issues and complaints and ultimately, in unsustainable pricing and/or in schools not calling off contracts from the framework agreement at all. (This practice is also borne out of current experience).

5. Winning bids

(a) **Ashford - Metro**

Metro was the winning service provider and already gives a quality service to a few schools in this area, outside the group contract. Currently most schools

in the Ashford Lot are serviced by another contractor providing a contract for fewer weeks per year. This has resulted in a lower standard of cleaning and schools opting to make their own arrangements. By awarding to Metro it is hoped more schools will make use of the new contract.

The price bid by Metro is approximately £5000 above the current price (taking into account annual RPI increase) It is expected that all 7 schools in this Lot who have previously expressed their intent to using the framework will accept the higher price for an improved specification.

(b) Canterbury & Swale - Steadfast

Steadfast was the winning service provider and already provided a quality service to schools in the Swale area. The Canterbury schools are keen to change their service provider.

The price bid by Steadfast is approximately £20,000 higher than the current contract. It is expected that all 13 of the schools in this Lot which have previously expressed their intent in using the framework will accept the higher price for an improved specification.

(c) Dartford - Solo

Although Metro scored the highest, they have expressed unwillingness to take on multiple contracts over a total value of £325k due to their size, financial standing and available resources. Steadfast was second placed but have already been awarded 3 other large areas. Therefore the Dartford lot was awarded to the third placed service provider, Solo.

The price bid by Solo is approximately £20,000 less than the current contract (on the basis of the 5 schools in this lot that have previously expressed their intent to use the framework).

(d) Dover, Shepway & Thanet - Metro

Metro was the winning service provider in this area. Due to service concerns, the schools are keen to change from their current provider. This area is geographically close to the other lot awarded to this company so should make supervision of the two lots manageable for Metro.

The price bid by Metro is approximately £25,000 more than the current contract. It is expected that all of the 12 schools in this Lot which have previously expressed their intent in using the framework will accept the higher price for an improved specification.

(e) Gravesham - Steadfast

Although Metro was the winning service provider, we were not able to award to them for the reasons summarised in point (3) above. Steadfast was second placed and currently providing a quality service to schools in the Gravesham area.

The price bid by Steadfast is approximately £12,000 lower than the current contract (on the basis of the 5 schools in this lot that have previously expressed their intent to use the framework).

(f) Maidstone - Steadfast

Although Metro was the winning service provider, we were not able to award to them for the reasons summarised in point (3) above. Steadfast was the second placed service provider. Currently most schools in the Maidstone Lot are serviced by another contractor, providing a contract for fewer weeks per year. This has resulted in a lower standard of cleaning and schools opting to make their own arrangements. The schools in this area appear to be keen to change from their current contractor. By awarding to Steadfast it is hoped more schools will make use of the new contract.

The price bid by Steadfast is approximately £18,000 higher than the current contract (on the basis of the 22 schools in this lot that have previously expressed their intent to use the framework). However, cleaners are currently only employed for 48 weeks per year, whereas the new contract will be for 52 weeks per year.

(g) Sevenoaks - Solo

Although Steadfast was the winning service provider they had already been awarded 5 other Lots, therefore this Lot was awarded to the second placed service provider. Solo already provided a quality service to schools in this area.

The price bid by Solo is approximately £9,000 lower than the current contract (on the basis of the 11 schools in this lot that have previously expressed their intent to use the framework).

(h) Tonbridge & Malling - Steadfast

Steadfast was the winning service provider and already provided a quality service to most schools in this area.

The price bid by Steadfast is approximately £5,000 lower than the current contract (on the basis of the 18 schools in this lot that have previously expressed their intent to use the framework).

(i) Tunbridge Wells - Solo

Although Steadfast was the winning service provider they had already been awarded 5 other Lots, therefore this Lot was awarded to the second placed service provider, Solo.

The price bid by Solo is approximately £30,000 lower than the current contract (on the basis of the 19 schools in this lot that have previously expressed their intent to use the framework).

(6) Single Sites

(a) Meadowfields – Steadfast

Steadfast was the winning provider and was already providing an excellent service to this school. The tender price is approximately £13,000 lower than they currently pay.

(b) Pembury - Steadfast

Although Metro was the winning service provider, we were not able to award to them for the reasons summarised in point (3) above. Steadfast was the second placed tender in the evaluation and were currently providing a quality service to this school.

(7) Summary

School District	Contractor Award	Value (£ per annum)
Ashford	Metro Cleaning (South East) Ltd	£136,218
Canterbury & Swale	Steadfast Cleaning Company Ltd	£232,250
Dartford	Solo Service Group	£150,539
Dover, Shepway & Thanet	Metro Cleaning (South East) Ltd	£276,833
Gravesham	Steadfast Cleaning Company Ltd	£204,270
Maidstone	Steadfast Cleaning Company Ltd	£286,217*
Sevenoaks	Solo Service Group	£115,855
Tonbridge & Malling	Steadfast Cleaning Company Ltd	£275,244
Tunbridge Wells	Solo Service Group	£363,037
Single Sites:		
Meadowfields	Steadfast Cleaning Company Ltd	£66,920
Pembury	Steadfast Cleaning Company Ltd	£26,555
TOTAL		£2,133,938.00

8. Post Award Amendments - July 2012

- 8.1 Following receipt of a process challenge from Solo Service Group on 24 May 2012 and a subsequent review of the procurement process, KCC conceded to amend the award for the Maidstone lot. This amendment was negotiated between all parties concerned and Steadfast Cleaning Company agreed to this change in award with no detrimental effect to their original tender offer for all remaining lots awarded to them.
- 8.2 No financial settlements were necessary in the renegotiations but it should be noted that the procurement process has been successfully challenged, which has the potential to weaken the agreement in the face of any future challenge.

Amendment as follows:

Solo Service Group price per annum £239,127
 Steadfast Cleaning Company price per annum £286,217

These awards are now also in place and contracts have been entered into by schools with winning bidders, where desired.

9. Background

- 9.1 Following the procurement process Legal Services requested the relevant Record of Decision in order that the Kent County Council Seal could be affixed to the agreement. .

- 9.2 A signed record of decision sheet was duly received by Legal Services but concerns were raised when it was noticed that no decision number appeared on it as should be expected.
- 9.3 Officers within Democratic Services established that, although a genuine attempt had been made to secure the proper authority, certain statutory and administrative requirements of the decision making process had been omitted and as such the Framework agreement could not be sealed.
- 9.4 Thorough research was conducted to establish whether a delegation to officers to implement the Framework Agreement existed within the Medium Term Financial Plan, Budget Book or annual plan entries. Although there were several entries related to the future of school budgets and to the provision of services it was agreed that they were not sufficient to provide the authority needed to seal the agreements and that a Cabinet Member Key decision would need to be taken.
- 9.5 Work towards the execution and implementation of a Cabinet Member decision began. However, this process was delayed by the need for careful investigatory work into the robustness of the procurement process and therefore the Framework Agreement. It is important that the Cabinet Member be fully informed and in receipt of a viable and legal way forward when taking any decision.
- 9.6 The likelihood and scale of the risk is deemed to be very low now that the initial issue has been settled and as with any decision this risk must be contemplated by the Cabinet Member in relation to the risk of the other options available to him. These being not entering into the agreement and continuing to allow risk to the council, or dissolving the agreement and running another procurement process to create a new agreement. The risks associated with these two options are high, both reputationally and financially.

10. **Urgency Procedures**

- 10.1 This decision is being taken outside of the Cabinet Committee process. The Chairman of the Council has been consulted and has agreed that the decision should not be deferred until the next meeting of the relevant Cabinet Committee.

Recommendations:

That the Framework Agreement for Premises cleaning in Kent educational establishments be agreed and adopted

Lead officer:
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Lead Director
Patrick Leeson
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KENT COUNTY COUNCIL - RECORD OF DECISION

DECISION TAKEN BY

Mr Gough, Cabinet Member for Education
and Health Reform

DECISION NO.

13/00011

Unrestricted

Subject:

Framework Agreement - School Cleaning Contracts

Decision:

As Cabinet Member for Education and Health Reform I agree that the Framework Agreement for Premises cleaning in Kent educational establishments be agreed and adopted

Reason(s) for decision

The Framework agreement will allow a uniform standard to be set and a competitive price to be tendered. Many schools, units, nurseries, etc, are reassured by having an experienced team to support them in complying with procurement legislation, establishing appropriate contractual terms and conditions and also managing the contract throughout its life. Utilising the services provided by Client Services can help schools to manage a range of risks and reduces the pressure on the school management team.

KCC can set the standard for provision within the specification, ensure that procurement practices are sound and provide follow up support and guidance for schools who choose to call off a contract with the winning service provider for their area.

A cabinet member decision is required in order that the correct authority is place for the council's seal to be affixed to the Framework Agreement

Cabinet Committee recommendations and other consultation

This decision is being taken outside of the Cabinet Committee process but in accordance with statutory procedures. The Chairman of the Council has been consulted and has agreed that the decision should not be deferred until the next meeting of the Cabinet Committee.

Any alternatives considered:

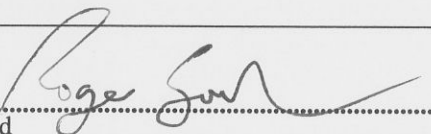
Not providing a Framework would mean that schools that needed support to deliver these services could not receive it. This would leave some schools vulnerable to problems with the delivery of services or potential legal issues with contractors.

Alternatives were considered by elected members prior to the agreement that a Framework Agreement would be pursued and a tendering exercise undertaken. Now that that exercise is complete and work being undertaken for individual schools, any alternatives such as not agreeing the Framework or re-tendering would be extremely costly and would not benefit the council or the Schools utilising the Framework.

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

None

signed



date

24/5/13

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By:	Patrick Leeson, Corporate Director for Education, Learning and Skills
To:	Roger Gough, Cabinet Member Education and Health Reform
Subject:	Schools Catering Framework Agreement
Classification	For publication

Summery	This report seeks retrospective approval to enter the Framework Agreement established to support School Catering Contracts within the County. The obligation to support schools with the provision of school meals is referenced in the 2012/13 directorate business plans; however the references are not sufficient to provide authority to affix the council's seal to the document and therefore a Cabinet Member decision is being sought.
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1. Background Information

- 1.1 The previous countywide school meals contract ended on 31st July 2012 and school budgets for catering were devolved to the individual schools. Therefore it is no longer possible to arrange a county wide school meals contract. In order that KCC can offer schools some level of contract support it has been necessary to create a Framework Agreement from which individual schools can, if they wish, secure contracts with approved providers. This has allowed KCC to set the specification of service provision and to ensure that EU procurement rules are adhered to, whilst allowing the individual contracts to be maintained between the school and the winning service provider for that area. KCC will continue to provide advice and support in relation to the management of the contract and the requirements of health and safety and other legislation.
- 1.2 As a result of the changes described it was no longer possible to offer service providers the use of one school's kitchen to provide meals for a different school.
- 1.3 Tenders were invited on two Framework Agreements, one for schools with cooking facilities on site and one for schools with no cooking facilities. Those providers wishing to tender for the second agreement would have to resolve the issue of providing meals at servery only schools. This approach led to significant issues during the tendering process, as it is unusual for contractors in this market to have access to a county wide network of production kitchens.
- 1.4 When a school decides that it wishes to be part of the Framework, it purchases a 'call off' contract from the Framework. Should a school choose to make their own arrangements for school meals they may engage a private contractor as a single site contract.
- 1.5 In establishing the Framework, it was agreed that the County be divided into 'lots' based on divisional boundaries. One firm has been selected as

the approved provider for each lot and all establishments using the Framework have contracted direct with that provider without the need for further competition.

2. The Procurement Process

- 2.1 An opportunity was posted on the South Eastern Business Portal (SEBP) on 26 January 2012 for contractors to provide catering services to publicly funded educational establishments in Kent.
- 2.2 15 Expressions of Interest were received.
- 2.3 A Prequalification process was undertaken from which 15 responses were received.
- 2.4 Following evaluations of the Prequalifications, 15 contractors were invited to tender during February 2012.

3. Tender

3.1 Tender Evaluation & Selection Criteria

The tender evaluation model was weighted as follows:

Criteria	Weighting
Cost/Price	60
Quality	40

Specifically:

- Cost - final tendered price
- Quality - a combination Method Statements, Contract Innovation and Service Improvement

3.2 Tender Response

Of the 15 contractors invited to tender 7 responses were received.

4. Tender Evaluations & Scores

- 4.1 Quality Evaluations were carried out by the Client Services Team in accordance with a pre-determined set of scoring matrices. Once these evaluations had been carried out and the scores recorded, a financial evaluation was carried out and scored accordingly.
- 4.2 Post Tender Clarifications:

Initial evaluations raised a number of queries with tenderers. The most significant of which was the lack of response to the Servery Framework Agreement. After initially receiving expressions of interest from all bidders for both the Kitchen and Servery Frameworks, the majority responded only with Kitchen bids once they realised they would not have access to production kitchens for these contracts.

The small number of providers who had responded for the Serveries only agreement had selected a small number of the total lots and/or the response did not represent adequate competition or interest, i.e. some lots were not included in the bids, and it was agreed that it was not possible to progress with this tender.

In order to remedy the issue that had arisen it was agreed that a new servery procurement process would be conducted within which would be the offer of arrangements for the use of production kitchens at other schools. All bidders were requested to submit a second round of bids for the servery Framework on the basis of a number of schools being identified to them as potential production kitchens.

Prior to the due date for submission of these re-specified bids, all bidders attended a post-tender clarification interview. All providers responded positively to the approach, but all raised identical concerns around the costs associated with the servery schools and in particular, the costs of transporting meals from the production kitchen to the servery kitchen. A significant proportion felt that the resulting meal prices to servery schools would be so high that it would be unaffordable to parents and make their overall bids appear uncompetitive.

In response to these concerns, bidders were asked to provide their pricing, supported by a breakdown of the associated costs including the transport element and in addition a “blended price” option. This enabled KCC to evaluate possible options for provision via a Framework Agreement for all schools and to understand the impact of the transport costs on possible provision.

The blended prices requested were designed to achieve consistency in the meal price offered to each district by their allotted Contractor, rather than having different prices to schools with kitchens and schools with serveries only and to achieve affordable servery meal prices.

4.3 Second Round Bids

Second round bids were received a week after the interviews. Each Lot was evaluated individually with regard to whether there was an option to award under the original bid, or whether a blended offer needed to be considered.

5. Recommendations for Award

Summary of Successful Bids: As below

School District	Contractor Award	Value (£ per annum)
Ashford A	Compass Group	£85,970
Ashford B	Greenwich Service Plus	£564,153
Canterbury	Greenwich Service Plus	£623,617
Dartford	Compass Group	£632,083
Dover	Greenwich Service Plus	£478,638

Gravesham	Greenwich Service Plus	£457,872*
Maidstone	Greenwich Service Plus	£746,571
Sevenoaks	Greenwich Service Plus	£550,853
Isle of Sheppey	Compass Group	£234,099
Shepway	Cater Link	£511,474
Swale	Principal Catering Consultants Ltd	£903,752
Thanet	Cater Link	£895,490
Tonbridge & Malling	Greenwich Service Plus	£663,208
Tunbridge Wells	Greenwich Service Plus	£568,987
Single Sites:		
Maidstone A	Greenwich Service Plus	£37,463
Thanet A	Compass Group	£32,323
Thanet B	Compass Group	£39,905
Thanet C	Greenwich Service Plus	£29,880
Thanet D	Greenwich Service Plus	£25,312
Tonbridge & Malling A	Greenwich Service Plus	£15,867
TOTAL		£8,097,517

*Award Amendment July 2012

6. Post Award Amendments - July 2012

- 6.1 Following receipt of a challenge from Initial Catering Services (T/A Eden Food Services) on 1 June 2012 and a subsequent review of the procurement process, KCC conceded to amend the award for the Gravesham lot. This amendment was negotiated between all parties concerned and Greenwich Service Plus agreed to this change in award with no detrimental effect to their original tender offer for all remaining lots awarded to them.
- 6.2 Two companies have asked for the Framework Agreements to be novated. The necessary financial checks have been carried out and instructions have been received that the novations should go ahead as requested. The Framework allows for these actions to be taken but they are included here for information. These are:
- Eden - Initial Catering Services Ltd will be novated to Rentokil Initial Services (UK)
 - Greenwich Services Plus Ltd will be novated to Greenwich Service Solutions Ltd

7. Further developments

- 7.1 In order to finalise the process and create the Framework Agreement, Legal Services received a request to affix the council's seal to it. The relevant record of the Cabinet Member's decision was requested in order to verify that the correct authority was in place and that the Kent County Council Seal could be affixed.
- 7.2 A signed record of decision sheet was duly received by Legal Services and the seal affixed.
- 7.3 A similar process had run alongside the creation of the School Catering Framework Agreement to create an agreement for the provision of school cleaning services. Problems had been identified with the authority needed to affix the seal to this agreement and Democratic Services had been contacted in order to investigate that process. As the same processes had been followed for the Catering contract it was agreed that the Catering Framework, although sealed, should be investigated too.
- 7.4 It was established that, although a genuine attempt had been made to secure the proper authority, certain statutory and administrative requirements of the decision making process had been omitted for both Framework agreements and as such, there was no authority for the catering Framework Agreement to have been sealed.
- 7.5 Thorough research was conducted to establish whether a delegation to officers to implement the Framework Agreement existed within the Medium Term Financial Plan, Budget Book and annual plan entries. Although there were several entries related to the future of school budgets and to the provision of services it was agreed that they were not sufficiently robust to provide the authority needed to seal the agreements and that a Cabinet Member decision would need to be taken.
- 7.7 Work towards the execution and implementation of a Cabinet Member decision began. However this process was further delayed by the need for careful investigatory work into the robustness of the procurement process and therefore the Framework agreement. It is important that the Cabinet Member be fully informed and in receipt of a viable and legal way forward when taking any decision.
- 7.8 The likelihood and scale of the risk is deemed to be very low now that the initial issues have been settled and as with any decision this risk must be contemplated by the Cabinet Member in relation to the risk of the other options available to him. These being, not sealing the agreement and continuing to put the council at risk, incurring the responsibilities of the contractual arrangement with none of the protections it affords, or dissolving the agreement and running another procurement process to create a new agreement. The risks associated with these two options are high, both reputationally and financially. The risk of signing off the original agreement in comparison is low. Legal challenges to date have been resolved and it is unlikely that any of a similar vein will return.

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8. Cabinet Committees

- 8.1 This decision is being taken outside of the Cabinet Committee process. The Chairman of the Council was consulted and has agreed that the decision should not be deferred until the next meeting of the Cabinet Committee.

9. Recommendations:

That the Cabinet Member AGREE:

1. That the School Catering Framework Agreement be approved.

KENT COUNTY COUNCIL - RECORD OF DECISION

DECISION TAKEN BY

Mr Roger Gough
Cabinet Member for Education and Health Reform

DECISION NO.

13/00012

For publication.

Subject:

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

Decision:

As Cabinet Member for Education and Health Reform I agree that the Framework Agreement as set out in the report be agreed, adopted and the official seal of the council attached.

Reason(s) for decision

Following the delegation of the school budget for catering to each individual school this framework agreement was created in order to continue to support schools in their provision of meals. It would allow preferred providers to be identified for specified geographical lots and schools may then secure catering services from this provider without the need for a separate procurement process and also benefit from other securities such as advice, support and help with contract management from the experienced KCC Client Services Team.

Cabinet Committee recommendations and other consultation

In accordance with the Council's constitution the Chairman of the Council and the Director of Education, Learning and Skills have agreed that owing to delays already experienced and set out in the report, the decision should not be deferred until the next meeting of the relevant Cabinet Committee.

Any alternatives considered:

Not providing a Framework would mean that schools that needed support to deliver these services could not receive it. This would leave some schools vulnerable to problems with the delivery of services or potential legal issues with contractors.

Alternatives were considered by elected members prior to the agreement that a Framework Agreement would be pursued and a tendering exercise undertaken. Now that that exercise is complete and work being undertaken for individual schools, any alternatives such as not agreeing the Framework or re-tendering would be extremely costly and would not benefit the council or the Schools utilising the Framework.

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

None

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signed

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date

24/5/13

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