

EDUCATION CABINET COMMITTEE

Wednesday, 4th December, 2013

10.00 am

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





AGENDA

EDUCATION CABINET COMMITTEE

Wednesday, 4 December 2013 at 10.00 am Ask for: **Christine Singh**
Darent Room, Sessions House, County Hall, Telephone: **01622 694334**
Maidstone

Tea/coffee will be available before the meeting

Membership (16)

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

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

Labour (2) Mr G Cowan and Mr W Scobie

Liberal Democrat (1): Mr M J Vye

Church Mr D Brunning, Mr Q Roper and Mr A Tear
Representatives (3)

UNRESTRICTED ITEMS

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

**Item
No**

Timings*

A. COMMITTEE BUSINESS

A1 Introduction/Webcasting 10.00 am

A2 Membership

Members are asked to note that Mr Brunning, has replaced Dr Bamford as the representative of the Archdiocese of Southwark on this Cabinet Committee

A3 Substitutes

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

A5 Future Meeting Dates 2014

Tuesday, 14 January

Wednesday, 24 September

Friday, 14 March

Tuesday, 16 December

Wednesday, 23 July

(All Meetings will commence at 10.00 am and held in the Darent Room)

A6 Minutes of the meeting held on 27 September 2013 (Pages 7 - 10.10 am 22)

- A7 Verbal Update by Cabinet Member for Education and Health Reform and Corporate Director, Education, Learning and Skills (Pages 23 - 24) 10.10-10.40 am
- Update of Sevenoaks Grammar School Annex
 - Reflection on the all through schools that have an age range from 3 to 18 years
 - Narrowing the Gap

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

- B1 Decision Number: 13/00091 - Proposal to expand Slade Primary School (Pages 25 - 46) 10.40-10.50 am
- B2 Decision Number: 13/00092 - Proposed Transfer of the Bower Grove secondary satellite provision and change of designated number of Bower Grove School, Maidstone (Pages 47 - 64) 11.00-11.10 am
- B3 Decision Number: 13/00084 - School Expansions - Detailed Plans and Allocation of Basic Need Funding (Pages 65 - 72)

C. Monitoring of Performance

- C1 Education, Learning and Skills Performance Scorecard (Pages 73 - 90) 11.10-11.20 am
- C2 School Performance 2013 - National Curriculum Test and Public Examination Results (Pages 91 - 100) 11.20-11.30 am
- C3 Education Learning & Skills Directorate Half Yearly Financial Monitoring 2013/14 (Pages 101 - 114) 11.40-11.50 am
- C4 Ofsted Inspection Outcome Up-date (Pages 115 - 120) 11.50-12.00

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

- D1 Budget 2014/15 and Medium Term Financial Plan 2014/17 Consultation (Pages 121 - 128) 12.00-12.15 pm
- D2 Increasing capacity: Creating SEN Provision (Pages 129 - 138) 12.15-12.25 pm
- D3 ELS Bold Steps Business Plans Mid - Year Monitoring 2013-14 and ELS Bold Steps Business Planning 2014-15 (Pages 139 - 184) 12.35-12.50 pm

EXEMPT ITEMS

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

**All timings are approximate*

Peter Sass

Head of Democratic Services
(01622) 694002

Tuesday, 26 November 2013

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

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KENT COUNTY COUNCIL**EDUCATION CABINET COMMITTEE**

MINUTES of a meeting of the Education Cabinet Committee held in the Darent Room, Sessions House, County Hall, Maidstone on Friday, 27 September 2013.

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

ALSO PRESENT: Mr R W Gough

IN ATTENDANCE: Mr P Leeson (Corporate Director Education, Learning and Skills Directorate), Mr K Abbott (Director - School Resources), Mr D Adams (Area Education Officer - South Kent), Mr R Dalziel (Area Education Officer - North Kent), Ms S Dunn (Head of Skills and Employability), Mr Nehra (Area Education Officer - West Kent), Mr D Shipton (Head of Financial Strategy), Mrs J Wiles (Area School Organisation Officer - East Kent) and Mrs C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS**129. 13/00070 - Proposed enlargement of Lamberhurst St Mary's CofE Primary School - Tunbridge Wells**

(Item B1)

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

1. Mr Leeson introduced a report that set out the results of the public consultation on the proposal to commission an enlargement of Lamberhurst St Mary's Church of England Primary School, Tunbridge Wells, to 1FE for September 2014.
2. RESOLVED that the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education and Health Reform to issue a public notice to expand Lamberhurst St Mary's Church of England Primary School, Tunbridge Wells.

130. Membership

(Item A2)

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

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

(Item A4)

1. Mrs Crabtree made a declaration regarding Item D4 advising that her sister was a governor at Bower Grove School, Maidstone.
2. Mr Balfour made a declaration regarding Item D5 as his wife ran a Montessori school.
3. Mr Scobie made a declaration regarding Item E1 advising that he had family members that worked at Laleham Gap (Special School), Margate.

132. Date of next meeting

(Item A5)

RESOLVED that the next meeting of this Cabinet Committee had been rescheduled for Wednesday, 4 December 2013 at 10.00 am and that the meeting scheduled for 20 November be deleted from the County Council diary.

133. Minutes of the meeting held on 21 June 2013

(Item A6)

RESOLVED that the Minutes of the meeting held on 21 June 2013 are correctly recorded subjected to the correction of typographical errors and that they be signed by the Chairman.

134. Verbal Update by Cabinet Member for Education and Health Reform and Corporate Director, Education, Learning and Skills

(Item A7)

1. The Cabinet Member, Mr Gough, and the Corporate Director, Mr Leeson, gave their verbal updates and highlighted work undertaken since the last Cabinet Committee meeting which included the following:
 - **Targeted Basic Need Fund** – KCC submitted 26 bids for the Targeted Basic Need Fund and was successful with 19 of those gaining £31 million in additional capital grant. Members would have the opportunity to discuss this in a later part of the agenda.
 - The tentative GCSE examination results in English and Maths in the 5 A*-C grades looked to have improved, at a time when nationally they were in decline. The Key Stage 1 and 2 results also looked positive. Mr Gough thanked the schools, their pupils and KCC officers for their hard work to gain this improvement.
 - **Private Finance Initiative** – There were 11 schools which had rebuilds under PFI. The cost of this would not change due to any school converting to an academy. The money that was paid for the affordability gap was not paid from council tax or from KCC's budget; it was to be paid from the Dedicated Schools Grant (DSG), the overall school pot. The two things that have changed over the past 2 years were that, firstly, the DSG was flat in cost terms at a time when the affordability gap was going up in line with inflation, which meant that a gap was opening up and secondly, there had

been a significant number of Kent schools, over 110, converting to academy status over the last 3 years and it was that, rather than any particular school converting, that reduced the pot that was available for paying for the PFI charges and put more of a burden on those schools that remain maintained.

- **Sevenoaks Grammar School Annex** – An agreement was reached with Valley Invicta Academy Trust, Maidstone, in March 2013, to work in partnership on their bid. The Weald of Kent Grammar School, Tonbridge, brought in a later bid quite separately that was not discussed with KCC until it became public, since then KCC had worked with the Weald of Kent Grammar School. KCC's position is that these are two good Kent schools and KCC is delighted that they both wished to provide Sevenoaks Grammar School annex provision.

Wilderness site, Sevenoaks – An agreement was reached with the Department of Education (DfE) on the Wilderness site. The Wilderness site was originally susceptible to being taken over for the purposes of the Free School by the DfE. It had been agreed that part of the Wilderness site would be used for the Trinity Free School in 2015 and the remainder of the site would be available for the Sevenoaks Grammar School Annex, subject to that being approved. This meant the site would no longer be a block on the annex happening. Mr Gough stressed it was important to emphasise that as far as the DfE and KCC were concerned these were two separate issues.

The principle to endorse either proposal from the Weald of Kent Grammar School, Tonbridge, or from Valley Invicta Academy Trust, rests with the Secretary of State.

- Mr Leeson advised on the headline attainment results available at this time. There had been changes to the way that early development at the end of the foundation stage, age 5, was being assessed. Kent was well above the national average. This year 64% of children at rising 5 were assessed to have achieved a good level of development in the early years against the national average of 54%. The achievement gap of children from more deprived areas had decreased further this year compared to the national picture.
- **Key Stage 1 (KS1)** – There were good levels of improvement in reading, writing and mathematics. KS1 continued to improve incrementally year on year. Improvements of 2, 3 and 4% had been achieved in the ranges of outcomes for KS1.
- **Key Stage 2 (KS2)** – Previously this was a combined measure of level 4 with a reading, writing and maths level. This year the government changed this to combine level 4 for reading and writing separately and mathematics. Previously it was possible to get a level 4 in English before getting a level 4 in reading and writing. The outcome for Kent was 74% of pupils reaching that level; the national average was 76%. The three year trend for Kent was continuing upwards. The comparable figure for 2012 was 72%, which meant an uplift of 2%. Mr Leeson considered that the schools that had not achieved enough were probably those that were not tracking pupils carefully enough in the 3 measures; reading, writing and mathematics at level 4.
- A key measure at Key Stage 2 was whether schools were achieving above the "Floor Standard". There were 65% of pupils reaching above the standard level. In 2012 the number of schools achieving above the floor standard increased significantly. In 2011 there were 72 primary schools that achieved below the floor standard. In 2012 the number reduced to 22 schools. There

were now 50 schools considered to be below the floor level. Those were schools that officers would work and talk with to improve their situation for 2014.

- **GCSEs results** – 65% of 16 year olds were achieving good GCSEs, with English and mathematics included, which was above the national picture. This had increased incrementally year on year nationally by 1%. In 2012 Kent was above the national average with 61%. In 2013 it was 65% with English and Mathematics.
Overall 61 secondary schools had improved or maintained their level of improvement and 14 secondary schools dropped their results of improvement by 1% or less. 75% of secondary schools maintained their performance at GCSE at a time when the standard was being pushed upwards and the grade boundary from examination boards had been altered to make GCSEs more challenging. The number of schools that were below the secondary floor standard, which was 40% of youngsters in each school achieving 5 good GCSEs with English and mathematics A-C, had reduced from 19 secondary schools being below the floor in 2012 to 9 secondary schools in 2013.
- **Post 16** – There continued to be a small incremental improvement although A-level results overall in Kent were below the national average. This year the pass level at A-level in A-E grades increased by nearly 1% to just above 93%. The upward trend was welcomed but it was not a significant increase. There was a substantial shift in the percentage for 2013 to 13.5% from 5% in 2012 of young people achieving A*, A or B grades.
- Attainment results had improved in every Key Stage in 2013. There were very ambitious targets in the Bold Steps for Education which are intended to take Kent much further in the next few years. To achieve these targets there is work being carried out in Kent schools to improve standards at each Key Stage and the results of that hard work on the part of the Headteachers and their staff is being seen across the County. There are still wide gaps in the attainment of young people on Free School Meals and other pupils, and there are still targets to be met for GCSE and Key Stage 1 and 2.
- Mr Leeson stated that the importance of reading and writing especially should not be underestimated for any child's success in the education system. The more that can be achieved at Key Stage 1 and in early years attainment the better the chances of succeeding in secondary education at GCSE level. He reminded Members that the number of young people Not in Education, Employment and Training (NEET) were largely those young people who had not developed good standards of literacy.
- **Facing the Challenge: Transformation agenda** – The Education, Learning and Skills Directorate would have three new functional groups, which all included further integration of services from across Kent and working with our partners; 1. 0-11 integrated services; 2. Kent Integrated Adolescent Services; and 3. 14-25 Skills and Employability.
- **The Number of Academy Conversions** – This had slowed down in the past year. There are now 117 academies in Kent out of a total of nearly 600 schools, 15 of which were from the old style of academy under the last government and 102 conversions since the Academies Act 2010. 13 schools were sponsored by an internal sponsor ie another school and 79 academies were stand alone.

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

- a) Further to Minute 112/2013, agreement was given to Mr Scobie receiving a detailed note in response to his questions regarding the decision to expand Newington Community Primary School and nursery which included: the future of the site; why the Infant school site was not included in the information to Members; an assurance that the playing field was not going to be sold to developers; and the full cost of the security on site.
- b) Mr Gough concurred that the attainment gap remained between children on Free School meals and other children. He reflected that in 2012 there had been considerable progress in narrowing that gap against the national average however, the same improvement did not happen this year. He confirmed that considerable effort was still being made by the School Improvement Team to deal with this issue.
Mr Leeson advised that the attainment gap was a fundamental issue in this country. The present government was putting in significant resources into schools through the Pupil Premium which had increased year on year.
KCC had carried out an enormous amount of work to ensure that the quality of teaching in Kent schools improved as children would not make good progress unless they were taught well. A 5% improvement for children on Free School Meals in Primary in 2012 was welcomed as a significant narrowing of the attainment gap. Kent was investigating this issue at present. The national figures were not available yet.
Mr Leeson advised that he would submit a detailed report on this issue to the next Cabinet meeting and this would include the results of his investigations about narrowing the attainment gap for pupils on Free School Meals and other children. The Chairman confirmed that Members would have the opportunity to discuss this at the Members Monitoring Group.
- c) Congratulations were extended to all staff who worked on improving the achievements for GCSE results.
- d) A request was made for the numbers of schools to be stated in reports when percentages are given.
- e) Agreement was given to Mr Cowan receiving a written reply regarding the Sevenoaks Grammar School annex provision answering his questions on: the legal position of annexes for grammar schools; the legality of the funds being issued by KCC supporting the Valley Invicta Academy Trust delivering a proposal to the Secretary of State for the Sevenoaks Grammar School annex; and whether this financial support would be extended to the Weald of Kent Grammar School's proposal for the Sevenoaks Grammar School annex.
- f) Mr Leeson gave his assurance that the County Council would not have put forward proposals to the Secretary of State unless it had assured itself that it was a legal proposition. Legal advice had been sought from top legal council on education legal matters in the Country. The legal definition of what was an annex and what was not an annex was "*any proposed extension or expansion even at a distance from the host school can be an annex if there was single governance and management and*

accountability back to the host school, coherent admission arrangements and was clearly part of a wider host schools provision and not a stand alone school". There was no enabling legislation to do this but there was no legislation forbidding this. Members were advised that this was a grey area in between where challenges could be made and this was not an easy decision to make. He reiterated that Kent had not put forward a proposal that was in anyway illegal.

3. RESOLVED that:-

- a) the responses to comments and questions by Members be noted;
- b) agreement was given to Mr Scobie receiving a detailed note in response to his questions regarding the decision to expand Newington Community Primary School and nursery;
- c) a detailed report be submitted to this Cabinet Committee on narrowing the attainment gap for pupils on Free School Meals;
- d) agreement was given to Mr Cowan receiving a written response to his questions regarding the Sevenoaks Grammar School annex provision; and
- e) the information given in the verbal update be noted with thanks.

135. Targeted Basic Need Funded Projects

(Item B2)

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

(Mr D Adams, Area Education Officer, South Kent, was present for this item)

1. The Corporate Director, Mr Leeson and the Area Education Officer, Mr Adams, introduced the report highlighting that Kent had submitted 26 school bids for the Targeted Basic Need fund and had been successful with 19 of those, gaining £31 million in additional capital grant, which would enable the Local Authority to commission five new primary schools, and provide places in a further seven primary schools and seven special schools by September 2015. The seven schools that were unsuccessful would be financed another way.

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

- a) Schools were chosen that best matched the criteria of the Targeted Basic Need fund.
- b) Members welcomed the new schools for the Tonbridge and Malling area.
- c) The Targeted Basic Need Fund was money allocated specifically to those 19 projects. Funding for schools expansions could also be gained through a wide range of funding including developer contributions and KCC borrowing the funding.

- d) There was acknowledgment that there were still enormous pressures in Thanet, which had been identified in the Commissioning Plan.
- e) Mr Leeson advised that the Local Authority was the commissioner of the provision of new schools that would be academies or free schools. The decision to select a sponsor for each of the five new schools rests with the Secretary of State and would be informed by an assessment and expression of preference which must be carried out by the Local Authority. Once the school was established it was a free standing entity. Mr Adams added that specialist resource provision would be written into the agreement of the SLA between the Academy Trust and KCC. KCC would set out the criteria long term and if the Academy Trust at any time did not want to continue running the Specialist Provision this had to be decided unilaterally.

3. RESOLVED that:-

- a) the responses to comments and questions by Members be noted;
- b) the increase funding available through the Targeted Basic Need grant be noted; and
- c) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education and Health Reform on the proposed decisions to expand and build at the schools and in the areas identified.

136. Education, Learning & Skills Directorate Financial Monitoring 2013/14
(Item C1)

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

(Mr K Abbott, Finance Business Partner, Director School Resources was present for this item)

1. The Director of School Resources, Mr Abbott, introduced the report and highlighted the following:

- This was the first quarterly full monitoring budget report for 2013/14 that had been reported to the Cabinet on 16 September 2013. The monitoring in the report reflected the pre-election format as the Cabinet Member for Finance and Procurement had decided that we would continue to report in that format for the remainder of the financial year and reflect the portfolio changes as part of the structure of the 2014/15 budget.
- Schools were receiving support from officers from Finance and the Schools Improvement Team with their three year budget plans for 2014/15 and 2015/16 to avoid potential deficits and resolve any issues early.
- Although the Education, Learning and Skills Directorate was forecasting a £800k underspend for the current year in the revenue budget, there were significant pressures on budgets that were funded from the Dedicated Schools Grant, in particular the Special Educational Needs and Disability (SEND) Independent/Non-Maintained Provision and Redundancy (Schools). The longer term solutions to this lay in the SEND Strategy and

the completion of the Special Schools Review. In the meantime discussions may need to be had with schools about rebalancing of the position of what was delegated and non delegated to find a way of funding those pressures until more long term solutions were found.

- Mr Leeson advised that the SEND Strategy was due to be published. The Strategy sets out clear proposals to expand the provision in Kent so that there was less need to have more expensive out of county provision.

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

- a) A request was made for a Budget Task and Finish Group to allow Members time to discuss potential budget savings. The Chairman agreed to speak with the Leader to seek permission.
- b) Requests were made for details of what expenditure was discretionary and what was statutory; details on the Dedicated Schools Grant; and the role of the Schools Funding Forum. Mr Leeson advised that there was a review on the non-spending parts of the DSG at the request of the Schools Funding Forum and it agreed the number of areas that would be reviewed. The outcome of that review would be considered by the Schools Funding Forum in December. Mr Leeson agreed to provide details on the role of the DSG; the Schools Funding Forum and the outcome of the review at the next meeting of this Cabinet Committee.
- c) Concerns were raised regarding schools planned maintenance and those schools that were not in category A (i.e. in need of urgent repair) could over time go into category A if their repairs were not met in time. Mr Abbott agreed to produce information on the finance of schools maintenance and circulate to the Cabinet Committee.
- d) Mr Abbott confirmed that all of the figures excluded academies within the report. He advised that if an academy got into financial difficulty, it was unclear what would happen but the responsibility rests firmly with the Trust for the academy in the first instance and could mean intervention/support from the Education Funding Agency (EFA) and the DfE would also have a role to play.
- e) A request was made for acronyms to be in full at least once in any report.

3. RESOLVED that:-

- a) the responses to comments and questions by Members be noted;
- b) the Chairman seeks permission for a Budget Task and Finish Group from the Leader of the Council;
- c) this Cabinet Committee be provided with details on the role of the Dedicated Schools Grant; the Schools Funding Forum and the outcome of its review at the next meeting;
- d) this Cabinet Committee be provided with information on the schools maintenance budget; and
- e) the revenue and capital forecast variances in the budget for 2013/14 for the Education, Learning and Skills Directorate based on the first quarter's

full monitoring that was considered by Cabinet on 16 September 2013 be noted.

137. Education, Learning and Skills Performance Scorecard
(Item C2)

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

1. The Corporate Director, Mr Leeson, introduced a report on the Education, Learning and Skills performance management framework, which is the monitoring tool for the targets and the milestones for each year up to 2016, set out in Bold Steps for Education.

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

- Mr Leeson advised that the data in the report was retrospective as it looked at past trends and the latest position. In the past year the PRU had already made a significant difference. As a result of the review all young people attending PRU provision would remain on the roll of the school and remain the responsibility of the school. There were now many more alternatives available to address the needs of those young people. There was far less recourse for permanent exclusion; much better proposals in place in most areas to managed moves and the use of in year fair access protocol where if necessary an alternative school or an alternative curriculum pathway could be found. Permanent exclusions had reduced from 210 in the year 2012 to 140 in 2013. The target was to reduce this further, to below 40, in the next two years.

3. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) the development of the Education, Learning and Skills Performance Management Framework and the current performance be noted.

138. Medium Term Financial Outlook
(Item D1)

(Report by Mr J Simmonds, Cabinet Member for Finance and Procurement and Mr A Wood Corporate Director Finance and Procurement)

(Mr D Shipton, Head of Financial Strategy and Mr K Abbott, Director, School Resources, were present for this item)

1. The Head of Financial Strategy, Mr Shipton, introduced a report that informed Members of the latest funding estimates for the next four years and the implications for KCC's financial planning.

2. Mr Shipton highlighted the following points:

- The launch of the consultation on next year's budget would take place in early November when this Cabinet Committee would have the opportunity to debate the findings at its meeting on 3 December in advance of Cabinet debate in January 2014 and then County Council in February 2014.
- The new funding arrangements were complex. The report outlined the baseline figures that the government was setting and those figures were being used as the level of funding that would be available to Kent. There would be some minor variation with business rate collection in local districts but it was considered that this would have a minimum impact on Kent.
- The position for 2014/15 had been set out in the report and Kent was expecting a £36 million reduction in its baseline compared to 2013/14 which was £3 million more than was expected in the settlement in February 2013. For 2014/15 across the whole of the County Council the 2013/14 budget had £25 million one-off actions to balance the budget and alternatives would need to be found for 2014/15 to balance the budget. There was a £36 million reduction in the funding and £25 million needed to be found and there would still be unavoidable spending pressures that would arise through the course of the year.
- The budget for 2015/16 was significantly worse than was previously anticipated; there was to be a 13% reduction in the core base line funding because some of the new initiatives that were announced were to be recycled money from the main baseline settlement and was not from new money.
- A government consultation was launched regarding pooling some of the money from the New Homes Bonus into a new Single Local Growth Fund that would go into the Local Enterprise Partnerships which could also have a significant impact on Kent's funding for 2015/16 if those proposals go ahead as one of the proposal was to take 100% of the funding away which was £800 million from the County Council so that the reductions for district councils was less significant.
- For 2015/16 the government, in the new spending round in June, announced that there would be a 20% reduction in the Education Services Grant, which was money that was taken away from local authorities and given to the Department of Education (DfE) to fund local authority central services and then the DfE reissued it back, as a grant to local authorities and academies. It was not known how that 20% would be allocated. It was anticipated that Kent could be looking at a £56 to £64 million reduction in funding, compared to the £36 million for 2014/15.

3. Mr Shipton and Mr Abbott responded to comments and questions by Members which included the following:

- a) Mr Shipton advised that the Council Tax Freeze Grant for 2011/12 was already factored into the baseline therefore the £14 million was secured until 2015/16. The freeze money for 2013/14 was going to be added to the baseline for 2014/15 and 2015/16. There was no pro rata reduction in that money which meant that when the government transferred that money in that element of Council Tax Freeze money was protected. Those authorities that did not take the Council Tax Freeze Grant would face a larger percentage reduction in their baseline than authorities that did take the Council Tax Freeze money because the money was protected. This would enable Kent to keep the Council Tax at the level set this year. For 2015 the Government had offered another Council Tax

Freeze Grant which this County Council would need to decide on at its meeting in February 2014.

- b) Mr Gough advised that there were changes around the Post 16 funding which was a national formula which local authorities had no direct control over and Kent was aware of the issues for all schools including grammar schools.

4. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
b) the potential implications on future funding settlements; the Council's Budget/Medium Term Financial Plan; and the likely timetable for setting the 2014/15 budget be noted.

139. Proposed transfer of the Bower Grove secondary satellite provision and change of designated number of Bower Grove School

(Item D2)

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

(Mr J Nehra – Area Education Officer, West Kent, was present for this item)

1. The Cabinet Committee considered a report that proposed the transfer of Bower Grove secondary school satellite provision from Bower Grove School, Maidstone, to St Augustine Academy for September 2014 and to change the designated number of Bower Grove School.
2. RESOLVED that the public consultation on the proposal to transfer the Bower Grove secondary satellite provision from Bower Grove School, Maidstone, to St Augustine Academy and change the designated number of Bower Grove School, Maidstone, which was currently underway be noted.

140. Schools Sixth Form Funding and Comparison with FE Colleges

(Item D4)

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

(Ms S Dunn, Head of Skills and Employability and Mr K Abbott, Director, School Resources were present for this item)

1. Mr Abbott and Ms Dunn introduced a report that covered:
 - the background to the funding system for school sixth forms and FE colleges;
 - how the post-16 funding system worked;
 - what the funding should deliver;
 - funding High Needs Students;
 - the impact of the funding system on KCC;
 - the impact of the funding system on institutions; and

- capital funding.

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

- a) Ms Dunn clarified that young people aged 16-18 years did not have to stay on at school but had to be in training/learning with an emphasis on gaining functionality in English and mathematics. This could be met by an apprenticeship or workplace learning provider for which funding would be available.
- b) Through facing funding reductions, there had been some innovative solutions by working in partnership across schools, colleges and workplace learning providers to deliver the Post 16 curriculum. Mr Leeson added that there were opportunities to gain funding for the study programme Post 16. No programme would be approved without elements of English and mathematics for those young people who had not acquired this at the age of 16 years. There were other elements such as vocational learning, work experience and volunteering that also attracted funding. It was important for schools to look at other ways of attracting additional funding for Post 16 funding. There were two elements of change in the funding: 1. There was a redistribution of the funding across schools and the further education sectors; and 2. There was an increase in funding for some aspects of Post 16 learning, which was welcomed and at the same time the general affect and the downward pressure of funding for schools and education generally due to the flat cash settlements.
- c) The appendix to the report was drawn up using the old formula and was based on the schools' qualifications. As from this year there would be £4000 flat rate per learner. Mr Abbott added that there was no ringfencing of this funding.

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

141. 13/00068 - Commissioning Plan for Education 2013 - 2018

(Item D3)

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

(Mr D Adams, Area Education Officer, South Kent, Mr R Dalziel, Area Education officer, North Kent and Ms S Dunn, Head of Skills and Employability, were present for this item)

1. The Cabinet Member, Mr Gough, and Corporate Director, Mr Leeson, introduced a report that sets out the background and analysis of pressures in the Commissioning Plan for Education Provision 2013-18 prior to the final approval of the Plan by Cabinet on 14 October 2013.

2. Mr Leeson confirmed that the Commissioning Plan would be reviewed biannually and the next review would be in Spring 2014.
3. Mr Gough, Mr Leeson and Officers in attendance responded to comments and questions by Members which included the following:
 - a) A comment was made regarding the difficulty in planning for the new influx of people migrating to Kent and commended the accuracy of the data in the report. The Chairman explained that the district councils were providing much more data, which included new housing developments, on which KCC could forecast student numbers.
 - b) A comment was made that KCC should not be reliant on the number of new housing developments to indicate the number of school places needed in an area. Mr Adams advised that the forecast looked at the capacity long term for those families that were already living in the area and what additions may be required if housing developments happened at the pace that KCC was advised by the district councils. This allowed robust discussions to take place with the colleagues in the district councils about what future infrastructure needs there might be for KCC, the district council and Health etc and the cost of that could be estimated. Projections could also be made for the next 10 to 20 years when KCC could identify what capacity was needed, which 106 contribution would apply and the Community Levy charges, which come on line in 2014.
 - c) Ms Dunn explained that work had been carried out on a "Curriculum Map Post 16", which identified modern foreign language for significant development. KCC was working with Kent University on how KCC could build in the capacity in some of Kent schools to reintroduce a broader offer of modern foreign languages as a positive option. This related back to the funding issue where KCC could introduce interesting collaborative pathways across a range of schools for giving those young people who want to do two or three languages at A-level the opportunity to do so. Mr Leeson added that the changes to the Qualification Framework at 16 years would contribute to this as well as the increased use of EBAC as a measure of secondary school performance and proposals for creating a new performance measure for schools which was the best outcomes across 8 curriculum subjects rather than 5 which we have now.
 - d) Agreement was given to Mr Scobie receiving written confirmation regarding the school playing fields at Laleham Gap, Cliftonville.
 - e) Mr Leeson explained that the temporary placements gave the local authority some degree of flexibility in the way it planned and delivered school places. If there was a one year bulge finding places on a temporary basis was a way of dealing with that issue. This was no reflection that KCC was unable to be specific in the short term. Some temporary placements were used to give time to gain planning permission or provision to become permanent.
 - f) Mr Dalziel advised that the District Base Priorities Group in North Kent had highlighted the provision of high quality early years places as a priority. Increases were required for vulnerable families and the provision for two year olds. The Group had been working with private providers as well as KCC providers of this provision.
 - g) In terms of committing to additional forms of entry beyond 2016 in North Kent, negotiations were ongoing with a number of different schools.

- h) Support was being offered to young people in their competencies for the work environment. This was being carried out by offering them appropriate courses, making sure that they understand why they were on that course and discussing whether they wished to go onto college, university or an apprenticeship etc. Mr Leeson added that employers had been saying that young people had not been presenting themselves well at interview. Young people needed to know what employers expected of them.
4. RESOLVED that the responses to comments and questions by Members be noted and considered by the Cabinet at its meeting on 14 October.

142. Early Years and Childcare Strategy 2014 - 17

(Item D5)

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

1. Mr Leeson introduced a report that provided the rationale for a new Early Years and Childcare Strategy, including its national and local context, its scope, what it would aim to achieve and the process and timescales for its development, consultation, final agreement and implementation.
2. Mr Leeson highlighted that a high proportion of the Early Years provision in Kent was good quality and work was being undertaken to further develop that provision.
3. Mr Leeson responded to comments and questions by Members which included the following:
 - Mr Leeson considered that the key for new parents was an understanding of education as well as care within Early Years provision and advised that there was carefully targeted information through the Children and Families Information Service on the provisions provided by childcare providers. None of the provision was funded unless it included the Early Years curriculum. It was the role of the Children's Centres to target those parents that may need help and how to access more affordable childcare. The free offer for 4 year olds had been in place for some time and parents were helped to take up that offer for 15 hours a week, the take-up of which was high in Kent and the expansion of the two year old provision would help in the future.
 - Children's Centres were central in providing early years care and learning. Most of the Children's Centres in Kent were rated good or better. One of the roles of the Children's Centres was to target early learning and was part of the network of provision in any area for early years care and learning. Part of the Strategy was to create more integration between the local providers in the areas.
 - Mr Gough advised that a good deal of work was being carried out on the Children's Centres consultation. The ELS Directorate was keen to be part of the detailed discussion in terms of looking at the detail of any of the individual Children Centres.

4. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) a draft of the Early Years and Childcare Strategy for 2014 – 2017 be submitted to this Cabinet Committee in December prior to consultation and further to the consultation, the final draft of the Strategy be presented to the next appropriate Education Cabinet Committee in 2014 for comment.

143. Alternative Provision Health Needs Service

(Item D6)

(Report by Mr R Gough, Cabinet Member for Education Health and Reform 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. The Cabinet Member, Mr Gough, introduced a report that outlined the proposals to develop an effective Health Needs Service across Kent, which enabled young people with Health Needs to access appropriate education provision.
2. Following a brief discussion, the Chairman asked Members to vote on Option 1 and Option 2 set out in the report. Member voted unanimously for Option 1.
3. RESOLVED that the Education Cabinet Committee recommends Option 1, *“Establish a county service with no PRU, based on the 8 Alternative Provision hubs recently established. Expand the Management Committees to ensure appropriate representation of Health Needs learners. This would assimilate the Health Needs service within the new PRU and Alternative Provision”*, to establish a new Health Needs service for Kent to the Cabinet Member for Education and Health Reform and endorses the intention to carry out a consultation with Schools, FE Colleges and other Stakeholders.

144. A Review of Ofsted School Inspections in Kent 2012-2013

(Item D7)

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

1. The Cabinet Member, Mr Gough, introduced a report that provided an overview of Ofsted inspections in Kent for the school year 2012/13 and the overall improvement rate for Kent overall in Ofsted outcomes, in particular the improvement and progress achieved in improving the quality of education in Kent school in 2012/13.
2. Mr Gough highlighted that there was good progress with narrowing the gap for schools that were good and outstanding. There were still demanding targets to be met with the schools that were inspected and judged to require improvement and found to be inadequate. Work continued to be carried out to improve those results.

3. Mr Leeson considered the Ofsted results a good outcome for all the work carried out by many Kent Schools and a number of service providers that supported schools improvement. The uplift of 70% of schools being good or outstanding overall in Kent compared with 59% of schools in 2012 were judged good or outstanding was a good rate of improvement. Nationally, the rate of improvement was 9%. In Kent the rate of improvement was 11%.

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

- Mr Leeson stated that the reasons why a special school's Ofsted judgement may go down was not due to the type of special needs of the children but due to the leadership of the school not being effective enough, the children were not being taught well enough and the progress the children were making was not good enough.
- A comment was made that the method of reporting the figures first then percentages was preferred.
- Members considered this a good and fair report.

5. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) the positive outcomes and improved progress for Kent schools in Ofsted inspection outcomes in the 2012-3 school year be noted.

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

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

1. Members commented on the decisions that were taken in accordance with the urgency procedure set out in the County Council Constitution.

2. The Opposition Spokesmen for the Liberal Democrat and Labour Groups considered that they were not given enough notice and time to respond to the email regarding the urgent decision and requested that the electronic email be accompanied by a telephone call.

3. RESOLVED that:-

- a) the responses to comments and questions by Members be noted; and
- b) Decision numbers: 13/00013/2 – Proposed relocation of Laleham Gap (Special) School and 13/00065 – Valley Invicta Partnership agreement were taken in accordance with the urgency procedure set out in appendix 4 Part 7 paragraph 7.18 of 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 – 4 December 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: -

- Update of Sevenoaks Grammar School Annex
- Reflection on the all through schools that have an age range from 3 to 18 years
- Narrowing the Gap

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

To: Education Cabinet Committee – 4 December 2013

Subject: Decision number: 13/00091 - Proposal to expand Slade
Primary School

Classification: Unrestricted

Past Pathway of Paper: Education Cabinet Committee – 27 September 2013

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Castle Ward, Tonbridge: Richard Long/Christopher Smith

Summary: This report sets out the results of the public consultation on the proposal to commission an enlargement of Slade Primary from 1.5FE to 2FE for September 2014.

Recommendation(s):

The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- (i) Issue a public notice to expand Slade Primary School, The Slade, Tonbridge by 15 places from 1.5 FE to 2FE.

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

- (ii) Expand the school
- (iii) Allocate £1.5 million from the Education. Learning and Skills Capital Budget.

1. Introduction

- 1.1 The Tonbridge and Malling section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a significant pressure in Reception year places. The planning area of Tonbridge South is forecasted to have a deficit of up to 26 Reception year places in September 2014 and 2015.
- 1.2 It is proposed to enlarge Slade Primary School by 15 reception year places, taking the published admissions number (PAN) from 45 to 60 (2 Forms of Entry) for the September 2014 intake. Successive Reception Year intake will offer 60 places each year and the school will eventually have a total capacity of 420 pupils.

- 1.3 On 27 September 2013 Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on the proposal to expand Slade Primary School.
- 1.4 This report sets out the results of the public consultation, which took place between 14 October and 29 November 2013. A public meeting was held on 4 November 2013.

2. Financial Implications

- 2.1 It is proposed to enlarge Slade Primary School by 15 places taking the PAN to 60 (2FE) for the September 2014 intake and eventually a total capacity of 420 places.

- a. The enlargement of the school requires the provision of 5 additional classrooms, as well as ancillary facilities. A feasibility study has been completed. The total cost is estimated to be in the region of £1.5 million of which £0.9 million will be funded from the Targeted Basic Need allocation from the DfE made in August 2013 and the remainder from the Basic Need Budget, which includes the annual capital allocation for Basic Need from the DfE. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

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

- c. Human – Slade Primary School will appoint additional teachers, as the school size increases and the need arises.

3. Bold Steps for Kent and Policy Framework

- 3.1 These proposals will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in ‘Bold Steps for Kent’.
- 3.2 The ‘Kent Commissioning Plan for Education Provision, 2013-18’ has identified the demand for up to 26 Reception Year places within the planning group of Tonbridge South.

4. Consultation Outcomes

- 4.1 At the time of writing, a total of 24 written responses were received: 13 respondents supporting the proposal; 10 objecting to the proposal and 1 respondent undecided.
- 4.2 A summary of the comments received at the time of writing is provided at Appendix 1.
- 4.3 A summary of the views and comments given at the public consultation meeting is attached at Appendix 2.

5. Views

5.1 The view of the Local Members:

Having attended the recent public meeting and heard the School's proposals, Local Member Christopher Smith is pleased to support the proposed expansion of the Slade Primary school to a 2 form entry with the increase of pupils rising from 315 to 420 places. Local Member for Tonbridge, Richard Long, having been consulted, also supports this view.

5.2. The view of the Headteacher and Governing Body:

The Headteacher and the Governing Body are supportive of the sustainable long term solution that has been proposed by KCC to enable Slade to move from one and half form entry to two form entry. This proposal includes extra class room provision and other spaces such as a small hall that will ensure the school's high standards are maintained.

5.3. The view of the Area Education Officer:

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

Slade Primary is a popular and inclusive school judged as 'Outstanding' by Ofsted and is regularly oversubscribed. The school's location in Tonbridge South means it is ideally placed to meet the forecasted demand for primary school places.

6. Proposal

6.1 The proposed expansion of Slade Primary School will increase the value of KCC's property portfolio by adding value to the school buildings.

6.2 The proposed expansion of Slade Primary School is subject to KCC statutory decision making process and planning.

6.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

7. Delegation to Officers

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

8. Conclusions

- 8.1 Forecasts for the planning area of Tonbridge South indicate an increasing demand for primary school places. This enlargement will add an additional 15 Reception Year places to the capacity per year, in line with priorities 3, 4 and 9 of 'Bold Steps for Kent and Policy Framework' and the 'Commissioning Plan for Education – Kent' (2013 – 2018).

9. Recommendation(s)

Recommendation(s): The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- (i) Issue a public notice to expand Slade Primary School, The Slade, Tonbridge by 15 places from 1.5 FE to 2FE.

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

- (ii) Expand the school
- (iii) Allocate £1.5 million from Education, Learning and Skills Capital Budget.

10. Background Documents

10.1 Bold Steps for Kent and Policy Framework

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

10.2 Kent Commissioning Plan for Education Provision 2013-2018

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

10.3 Education Cabinet Committee report– 27 September 2013 – Primary Commissioning in Tonbridge & Malling District.

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

10.4 Consultation Document and Equalities Impact Assessment

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

11. Contact details

Report Author

- Jared Nehra, Area Education Officer – West Kent
- 01732 525330
- Jared.nehra@kent.gov.uk

Relevant Director:

- Kevin Shovelton`
- Director of Education Planning and Access
- 01622 694174
- Kevin.shovelton@kent.gov.uk

The proposed expansion of Slade Primary School to increase the PAN from 45 to 60 places

Summary of written responses at the time of writing

Consultation documents (hard copies) distributed: 500
Responses received: 24

	Support	Against	Undecided	Total
Parents/Carers	4	7	1	12
Governors	1			1
Members of Staff				
Interested Parties	8	3		11
Total	13	10	1	24

In support of the proposal

- Slade is a fantastic school thanks to the amazing staff and all the families which are part of it.
- Slade is the only primary school in central Tonbridge and is hugely oversubscribed. This is a step in the right direction. As more and more houses and apartments are being built in the centre of the town I can only see the demand increasing.
- Slade is an excellent and popular school and any chance to give more children access to a good quality education should be welcomed.
- It is obviously desirable to see expansion plans of a Primary School and we find it encouraging that consideration is being given to the demographic.
- It would be to the benefit of residents in Hildenborough if Slade Primary School should expand their places to 420 places.
- This proposal would enable children to attend a local school and therefore providing health and environmental benefits as children can walk to school.
- Attending a local school contributes to a sense of feeling part of a local community, by allowing children to make local friends.
- Attending a local school will reduce the need to travel across town during peak times.

Against the proposal

- Communal areas of the school such as the playground, library, IT suite and school hall are already overcrowded.
- Slade has the benefit of having the whole school together in one hall, concerned that the proposal will mean that the school will be separated.
- The community will suffer if the proposal is progressed.
- Concerns that shortcuts are being taken at the detriment of this wonderful school.
- Concern about use of mobile classrooms and loss of green space.

- Concern that larger Reception classes will not allow for extra attention that younger children need when they start their school career.
- There is availability of reception places at other local primaries – Long Mead could pick up additional demand.
- The argument that Slade provides good quality education is not a strong one. In 2011 Long Mead achieved 92% level 4+ in Maths and English as opposed to 82% at Slade. In 2012, the difference was only 2 points despite the significantly higher percentage of FSM and Special Needs.
- Concerned that this proposal will affect children with special needs, a small class size is a deciding factor.
- Would prefer for a new school to be built instead of the expansion of Slade Primary School.
- Suggested the expansion of St Stephen's (Tonbridge) Primary School is preferable compared to the expansion of Slade Primary School

**Proposal to expand Slade Primary School, Tonbridge
Public Consultation Meeting 1st October 2013**

Panel	Leyland Ridings (Chair)	MEM, Chairman of the ECC and Standards Committee
	Jared Nehra	Area Education Officer (West Kent)
	Michelle Hamilton	Area Schools Organisation Officer (West Kent)
	Deborah Ledniczky	Public Meeting Recorder
	Mrs Vivienne Resch	Head Teacher
	Mr Brett Egan	Head of Governors

Introduction

Cllr Ridings welcomed parents, staff and members of the public to the meeting and introduced the supporting officers and principal speakers. Cllr Ridings explained that the meeting will be recorded and a transcript of the meeting will be presented to the KCC Education Cabinet Committee meeting (of which he explained he is the Chairman) and will be considered at any future meeting if the local authority is looking at whether to go ahead with this proposal.

Purpose of the Meeting

- To explain the proposal to enlarge Slade Primary School from 315 places to 420 places
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

Proposal

A short presentation outlining the background to the proposal was given.

In September 2014 reception year deficit is projected to be 23 places rising to 26 places in September 2015. Not taking into account the pupil numbers arising from anticipated housing developments, the medium and long term forecasts indicate that the high number of primary age children will continue.

Slade Primary School is a popular and successful school; ideally placed to accommodate the forecasted increase in demand for primary school places. It is therefore proposed to enlarge Slade Primary School to a two forms of entry by admitting 60 pupils to Reception Year each year from 1st September 2014. To facilitate this expansion KCC is in discussion to acquire the Deacon House site which is situated adjacent to the school site.

No final decision will be taken until the consultation process has finished. The deadline for the response forms is the 29th November 2013.

Statement from the Head teacher of Slade Primary School, Mrs Vivienne Resch

The proposed expansion is seen as a positive direction for the school and I do not feel that it will affect its ethos, caring environment or quality of education at the school. Slade has been through change before, going from a boy's school to a

mixed school and in the 1970's expanding to a one and a half form entry, and throughout this time Slade has remained a wonderful school. We are looking very carefully at the proposal to make sure that this does not change and that the property side of the proposal can still happen. There are a lot of advantages and benefits for the school becoming a two form entry. Although we are very successfully in running a school with one and a half form entry and having the mixed aged classes, and other schools do visit to see how we do that, mixed stage classes do take a great deal and more time and effort with school organisation, curriculum and tracking pupil progress than a two form entry would and the majority of the teachers agree and are in favour of the expansion. The school understands that people will naturally be concerned about the proposal and we would want to reassure you that we would be looking to make sure everything remains the same and that the heart of the school which comes from you, the children and the staff will not change and I feel it would be marvellous to give more children the benefit of the Slade education.

Statement from the Chair of Governors, Mr Brett Egan

The governing body believes that this is a unique opportunity that has the potential to benefit the long term education of the children at Slade School. The School and the Governing Body are working closely with the AEO and his team on the proposals to ensure it meets our high standards. The Governing Body supports a sustainable long term solution to the deficit in Tonbridge South. We recognise that the proposal could have a negative impact, and as such, we are already in contact with other schools that have been through this process to learn from them. The School and the Governing Body are already planning to ensure that this opportunity has no negative impact on the learning of our current students. Then Governing Body and the School believe that the pace of change i.e. an extra fifteen (15) students per year from September 2014 is very manageable. This has been achieved through robust project management and governance arrangements and making sure that we have had access to the right people with the right skills and knowledge.

Question	Response
<p>Lee Davies - Parent I have a second child who will hopefully be coming to the school in September 2014 and will be a week over 4 years old. One of the things we liked about this school was that the smaller class of fifteen really helped the very young four year olds slowly get up to standard for their second year and the worry is that starting in a class of thirty pupils we are going to lose that dedication of looking after the younger children and I would like to know how Slade is going to manage that?</p>	<p>Head Teacher, Mrs Vivienne Resch I can understand your point but the fact that we have had that small class size at Slade all these years has been a luxury and that would not normally be provided in a state school. Although we will not be able to provide a class of 15 or 18 children, it would be two classes of 30, we would be looking to meet the needs of the children and give them the provision that they need for them to flourish. As always, we hold the children at the heart of what we are doing and planning for them.</p>
<p>Daphne Millen - Parent I would like more concrete detail about the extra provision in terms of accommodation because I think the accommodation currently at Slade is incredibly poor compared to some of the other schools and also how much extra</p>	<p>Jared Nehra, AEO for WK Accommodation is at an early stage of feasibility in terms of the proposal to use the Deacon House site. The next stage, subject to agreement, will be to move into detail design and planning. At this stage precise</p>

<p>staff would be coming to the school to support the extra children i.e. is it one extra teacher, one extra teaching assistant?</p>	<p>details are not available. We will work very closely with the school to ensure that the additional accommodation is sufficient as permanent accommodation for the additional pupils that will be coming to the school, that it fits well with the current school building and is beneficial in terms of the overall provision that the school has available rather than detracting from it. From the early feasibility work that we have seen we are confident that that will be the case, and I think the school would also support that, although we are at a very early stage in terms of that proposal.</p> <p>Mrs Vivienne Resch, Head Teacher Staffing - the expansion to 420 pupils will happen gradually. As the reception children come through and the class sizes expand then the need for extra staffing will occur. We already have two reception teachers but we would need a full time teaching assistant rather than a part time teaching assistant that we currently have. As the classes build in number we would employ new staff. The school will have the capacity to induct new people at the school to the quality that we want and it would be a gradual process which I believe is a good thing</p>
<p>Rebecca Lobel – Parent In terms of the Deacon House site do the council currently own that?</p>	<p>Jared Nehra, AEO for WK KCC are currently in discussions with the acquisition of the site</p>
<p>Tracy Arnold – Parent</p> <p>(i) What happens if you don't get Deacon House?</p> <p>(ii) Will you be acquiring the site before the end of the consultation process? i.e. will you know before the final decision is made whether you own it or not?</p>	<p>Jared Nehra, AEO for WK</p> <p>(i) If that is the case then we will work closely with the school to review the proposal but it is anticipated that it will be possible to acquire Deacon House</p> <p>(ii) Unable to provide the exact timings. Negotiations are on-going but we would know by the time we get into the detailed design planning and the before the report goes before the ECC.</p>
<p>Ms West - Parent I work in building and know how long it often takes to develop a new project starting from planning so I was very surprised that this increase is going to start or could start in September 2014 and that we still haven't seen</p>	<p>Jared Nehra, AEO for WK Acknowledged that the time scales are tight but KCC are confident that it will be possible to complete the project by September 2014 and that this is the timescale that KCC are working on. No design detail has been seen</p>

<p>any details about the increase in the facilities or planning permissions, or, as we just heard, we don't know if this idea is going to happen because you are trying to deal with that decision. How can you reassure us that we will not have any problem with the site and that all this is going to happen? I would like to have more information because I feel we have not had enough information about what you are doing about the problem. I think we can understand what the school can do and it is lovely to hear that it could be a good thing for the school and we are happy that this school will serve more people because that is a great thing but I would like more information and more detail about what your input is in this</p>	<p>because that relates to the planning consultation process which is a separate process. This is the education consultation that is principally about the impact on the school and making sure that that is consulted upon. Detailed plans will be published; those will be consulted on at the planning process and at that stage there will be the opportunity to comment on the specific proposals that have been set out. Those would not normally be available at an educational consultation such as this.</p>
<p>Sue Kirk - Parent and visiting teacher The room we are currently sitting in at the moment is the school hall and it is quite a squash to get the whole school into it. With the numbers increasing by an extra 105 pupils I cannot see how it would be possible to fit the whole school into one room on this site. What consideration has been made for that?</p>	<p>Jared Nehra, AEO for WK As part of the feasibility we will look at all the facilities that are available to the school and make sure that they are in line with the building regulations. It may be that it is not possible to extend the hall and that it is not possible to accommodate all the pupils within the hall at one time; this is not uncommon for a two form entry primary school. I can't say at this moment that this is the case because, as I have said, we are at an early stage.</p>
<p>Joanna Russell – Parent, prospective parent and governor Will KCC be providing any support or funding to help the school through the development process? This is my area of expertise and I understand the pressures and the amount of time it can take away from the senior management team, and I would be quite concerned if that was drawing from the pupils time and attention with Mrs Resch and the other teachers, so would KCC put in place any project management or funding to ensure that runs smoothly and properly?</p>	<p>Jared Nehra, AEO for WK The County Council would also recognise that it is a challenge for the management of the school to go through the expansion process and we are keen to support schools as they go through that process as part of that i.e. looking to set up work-shops, sharing that process with schools that are going through a significant expansion or are due to go through that process. Something that has been set up recently with the Special Schools who have found it very useful and we are now looking to do the same for mainstream schools. In terms of funding; unfortunately I am not aware that there is funding available for that.</p>
<p>George Graham – Parent Whilst I accept that this is an Education consultation rather than a planning one I feel that the facilities are so inherently bound to the desirability of the expansion that it is hard to be able to separate the expansion without a lot more information about proposals in terms of the infrastructure. Bearing in mind that this</p>	<p>Jared Nehra, AEO for WK The proposal is to utilise the Deacon House site and building and to enable the provision available within that budget to go ahead.</p>

<p>proposal is supposed to happen in 2014 there must be some concrete plans about how to accommodate the first expanded class and how, what are those plans?</p> <p>Before Sept 2014?</p>	<p>Yes</p>
<p>Member of the public People are quite worried that the proposed date of 2014 is not that realistic. What assurance are we going to get to assure us that there will not be a portacabin put up to help the expansion because it is not ready and in five or ten years time it is still being used while we wait for Deacon House? Also, what is being done about the other things in the school that need updating such as the music room, is this all going to be updated together or are we just going to have a nice new room for the Reception Year and the other children are still in the old class rooms?</p>	<p>Jared Nehra, AEO for WK Unfortunately it is unlikely that we would have the resource to do a full school refurbishment of the existing school building.</p> <p>In terms of assurances we would work very closely with the Governing Body in providing a solution that meets the needs of the school and is to the benefit of the pupils. We would not want to see temporary arrangements for the long term; we would want to see a permanent proposal.</p>
<p>Parent Where are all the children going to eat and what about all the other things that take place that with the increase in pupil numbers will be harder to organise such as P.E. I fear that really what the Council maybe after is the field. Are there parallel consultations to build a new primary school to accommodate the extra places that will be needed with the anticipated new housing developments that are not even part of this process or will it be a case of the successful schools accommodating the demand for places that we know will be needed?</p>	<p>Jared Nehra, AEO for WK In terms of growth there are three new primary schools proposed for Tonbridge & Malling district which are due to open in September 2015 which are linked to housing developments in Kings Hill, Leybourne Chase and Holborough Lakes. These are some distance away from Tonbridge South and perhaps are not going to directly meet the needs within this area. We will need some additional provision and this expansion is a key part of that, increasing this school to two forms of entry, and we are also considering other proposals as well.</p>
<p>Member of the Public What are you going to say to the dwellers of the Halford site, which I presume families would have moved into by 2014 or would you be saying to Slade that you have to take an extra 18 or 20 because, if all these things that are going to come on stream by that date and the flats will be ready and lived in, what will you say to people applying for places in this area? Will you be asking Slade to take an extra five or ten children or are we getting a guarantee we are taking in an extra fifteen in September?</p>	<p>Jared Nehra, AEO for WK Our intention is to ensure we have enough places for 2014. We cannot say with absolute certainty what the figures from the anticipated housing development will be and that is why those figures are excluded from the slide. We need to be certain before we use public money and build, that the housing developments are coming forward. This is an on-going process and we will work closely with the Borough Council to ensure that there are sufficient school places and our statutory duty is fulfilled in Tonbridge.</p> <p>The slides set out the picture for Tonbridge South and we need to ensure that we have a</p>

	strategic response to the numbers we are facing.
<p>John Cope – Parent September 2014 shortfall of 23, 2015 shortfall 26, 15 places are being added at Slade, what will happen to the shortfall of places that still exists?</p>	<p>Jared Nehra, AEO for WK There is a link between Tonbridge South, Tonbridge North and Hildenborough within the travel to school distance and some surplus places elsewhere that could accommodate those pupils. We are also looking at other proposals in terms of temporary expansion and there are other options that we can look at.</p>
<p>Ian Russell - Parent It appears that the expansion does not hinge on the purchase of land and that we are being asked for a yes/no decision before knowing whether there is a plan B which may mean that there is some unforeseen compromise involved. If we cannot be utterly sure about the adjacent site can you say if there is a plan B, and if there is are we able to know about that before the 29th because not knowing is slightly concerning, and will we know if it has been possible to purchase the site before the closing date on the 29th or is that something that cannot be confirmed?</p>	<p>Jared Nehra, AEO for WK We do not have a plan B. The proposal is to expand into the Deacon House Site. KCC are in advanced discussions regarding the acquisition of the Deacon House site. We are hopeful that that will proceed but I cannot say for certain that we will be in a situation to say by the 29th.</p>
<p>Emma Stokes - Parent Regarding Mrs Resch's points about the ethos and culture of school, all the children know each other and part of that is due to the mixed year class system that gives the school the family feel. My concern is that whilst I understand the reasons for the teachers being in favour of a two form entry, it will lose the family feel and the culture we are proud ourselves on.</p>	<p>Mrs Resch - Head Teacher The feedback from the other headteachers that I have spoken to about this is that a two form entry is good size and works well and that you don't lose that family feel but that three forms of entry is difficult.</p>
<p>Sue Kirk – Parent and visiting teacher Would there be consideration given to the two form entry but keeping mixed classes because I feel that the good behaviour levels and low level of bullying in the playground stems from the mixed year classes and that is why I am a keen supporter of it.</p>	<p>Mrs Resch - Head Teacher Staff and organisation is much easier with single age classes but we can think about that although I cannot see that the staff would be in favour. There are things that we can do such as peer mentoring and peer teaching, children of mixed years are taught together i.e. paired reading and golden time activities where older children work with younger. We could keep re-mixing the classes each year to keep that fresh so the children don't stay in the same class through the seven years. I think that is healthy and we would look to do that so that the children get to know the other</p>

	children in other classes.
<p>Janine Cole Mixed year groups been a positive from a social point of view and the peer mentoring is beneficial to the younger children. With regard to the current reception group how will you cope with the transition of the youngest 15?</p>	<p>Mrs Resch - Head Teacher In Yr 1 there would be two classes of Yr R. We would still continue, still have I3, I4, etc. Mrs Hill - Teacher It would stay the same next year, my class would still go into I4 next year it would be the following year that two reception classes would move up into 2 Yr 1 classes. Mrs Resch - Head Teacher You would end up with two small groups in year 2 that works its way through quite nicely.</p> <p>We would have higher staff costs than other years because we would have a smaller class in reception</p>
<p>Sue Kirk – parent and visiting teacher What provision is there in the new plan for further parking places for permanent members of staff?</p>	<p>Jared Nehra, AEO for WK We are not at the detail design phase yet but I would anticipate that there would be additional staff parking as part of the proposal.</p>
<p>Joanna – Parent and school governor The planning and detail stage is important. Once Deacon House is purchased will KCC work with the school and governing body to make sure provision within Deacon House fits the needs of the children and that the school is not left with costly things to put right.</p> <p>What will happen to I1, where will they go? Reception classes are close together and play together and the plan would be to cascade the older children up to the new building.</p>	<p>Jared Nehra, AEO for WK The precise details are not available yet but we would be looking to provide permanent class rooms within the Deacon House site. The configuration of classes will be designed to meet the needs of the children and we will work very closely with the school and the governing body in looking at the most effective options available.</p>
<p>Tracey Arnold - Parent Has there been any consideration on traffic and picking up at pick up times, as a local resident you cannot move at those times</p>	<p>Jared Nehra, AEO for WK The planning process will look at all those issues. Highways will look at travel plans and parking issues.</p>
<p>Parent The proposal does not say anything about school travel plan</p>	<p>Mrs Resch - Head Teacher We do have two walking busses and we are currently looking at the possibility of developing that further. As a school we are lucky to be able to park at the Castle car park. A lot of schools have more issues than we have with residents having drive ways blocked, something that is not such an issue here.</p>
<p>Aaron Hill - Parent If we are going through this public consultation</p>	<p>Jared Nehra, AEO for WK The proposal is to increase the PAN to 60.</p>

<p>and you still have to decide if you are going forward with Deacon House then you will then have to go through the planning process. If as a parent applying for 2014 is it going to be 45 places or 60 and will it be concluded by time the Cabinet meet in January 2014?</p>	<p>There will be 45 places currently on offer subject to the proposal going through and that being agreed, there will be 60 places available.</p>
<p>Aaron Hill - Parent When the offer of places is sent out will it say 45 or 60?</p>	<p>Jared Nehra, AEO for WK Subject to the proposal going through it will be increasing to 60 in September 2014.</p>
<p>Emma Stokes – Parent</p> <p>(i) There has been an historic shortage of places in Tonbridge and many new housing developments over the years. Why has it taken this long and being rushed through this year, why was it not pre-empted?</p> <p>(ii) I can appreciate why Slade is an optimal school to expand, being situated in the centre of Tonbridge and having an outstanding Ofsted. However, there are other schools in Tonbridge that have been reduced from a two form intake to a one form intake in recent years that have the</p>	<p>Jared Nehra, AEO for WK It is a tight time scale but we think the proposal is achievable for September 2014. Clearly we do need to work closely with Borough Council in terms of what the housing projected numbers may be. There has been an increase in the projection figures; they are higher than last year. We are expecting there to be a greater deficit than previously forecast. We will continue to work closely with the Borough Council.</p> <p>Leyland Ridings – MEM, Chairman of the ECC and Standards Committee We also try and make an annual assessment of the numbers that are coming through the projected year groups several years ahead because we need to look at the longer picture. When we looked at the figures last year we wanted to make sure that any of the decisions we made were going to be capable of being either a permanent improvement, decrease, increase or whatever they may be. We didn't have the number of permanent solutions that were needed so there was a lot of temporary expansion from last year that we now need to ensure we have proper permanent expansion processes for. Last year we knew we would have a problem going forward but we didn't have a solution for it but now we have a permanent solution this is why we are carrying it out this year.</p> <p>Jared Nehra, AEO for WK In terms of the forecasting process that falls in the Kent Commissioning Plan for Education provision for 2013/2018 and as part of that commissioning process we need to look at capacity and places in the area and where there is a deficit in the Tonbridge South area we need to respond to that deficit. We look at</p>

<p>capacity in situ to expand and wondered if they were being considered as well.</p>	<p>all the provisions/options available and identify the proposal to take forward. Slade is ideally placed to expand and is in line with KCC policy to expand good or outstanding schools and on that basis we identified Slade as being perfect for expansion.</p>
<p>Ollie Sylge – Parent</p> <p>(i) Deacon House site is critical, who owns the site and if you cannot obtain it are you going to use your purchasing powers to obtain it?</p> <p>(ii) If you can't are you able to use compulsory purchase orders to purchase the property?</p>	<p>Jared Nehra, AEO for WK</p> <p>We are in advanced discussions about acquiring that property and hope to conclude shortly.</p> <p>That is not something that we have considered to date.</p>
<p>Louise Davenport - Parent</p> <p>Will the expansion included any increase in the breakfast club or the after school club or after school provision in the area which is already very difficult to get.</p>	<p>Jared Nehra, AEO for WK</p> <p>At the moment I cannot say if there will be an opportunity to increase that provision. A key part of the proposal is to allow additional pupils to be admitted to school. However, this maybe an option for the school around the configuration of the additional provision.</p>
<p>Parent</p> <p>Any option to delay 2015 or is it saying 2014 with have go ahead even if Deacon House is not ready you will have to start in 2014 and make provision elsewhere?</p>	<p>Jared Nehra, AEO for WK</p> <p>There is a need to provide for additional provision for September 2014. We are hopeful that is going to be achievable subject to the agreement of this proposal.</p>
<p>Parent</p> <p>(i) Is it the intention of refurbishing Deacon House or knock it down and make it fit for purpose?</p> <p>(ii) If that is the case then that is a shame because if we are saying a refurbishment then it is a chance wasted. If we had more time we could design something that is along the lines with what the school need. Is there not an option to create those places for 2014 elsewhere and have a proper think, timescale for Slade.</p>	<p>Jared Nehra, AEO for WK</p> <p>We are currently at the early feasibility stage. When we move into the detailed design stage that will give us an idea about how best to proceed. The most likely option will be to refurbish and revamp; converting the building to regulatory standards.</p> <p>We feel the proposal does meet the needs of the school. We are at the early stage in terms of feasibility and from the discussions we have had with the school we do believe that the school will work effectively at two forms of entry and it is appropriate and achievable to bring forward for 2014. In terms of identifying appropriate options, we need to look at a range of different factors such as popular and successful school and location and the need for KCC to deliver the most cost effective proposal that; meets the needs of pupils; is affordable and deliverable in that time frame.</p>

<p>John Cope - Parent I can see how this expansion will benefit teaching staff, KCC, children who fall into this short fall but what about the pupils who are currently at school and sibling of children already here?</p>	<p>Mrs Resch - Head Teacher Nothing will change; we will sustain what we already have here.</p> <p>Jared Nehra, AEO for WK The design for the expansion should be quite clear and benefit children at the school. As already stated; feasibility is in the early stage and I cannot at this stage promise what will be the outcome of that.</p>
<p>Sue Does Deacon House have any history of flooding?</p>	<p>Jared Nehra, AEO for WK I am not in a position to say. However, as part of the process any constraints will be looked at in the surveys and ground work.</p> <p>Mrs Resch - Head Teacher I cannot say for certain. The ground floor is very high, higher than the mobile class and that flooded up to the first step so do not think so.</p>
<p>Teacher and parent I had one child start in a class of 15 and one in a class of 30. Both had a good start. I do not think the children will be disadvantaged</p>	
<p>Parent Are you likely to come back about the plans for Deacon House before going to the Cabinet Members on the 29th?</p>	<p>Jared Nehra, AEO for WK Detailed plans are not available at the moment. That is a separate process.</p>
<p>Parent When will you come back to us about the planning side?</p>	<p>Jared Nehra, AEO for WK Detailed planning will follow and I will ensure that the school have site of the plans when they are available which will be within a 3 month period.</p>
<p>Parent This is a good school and the children are happy. There appears to be ifs and buts but no plan 'B'. What happens is the option to acquire Deacon House fails, is there any chance of extending the time scale as I feel we have not been given much detail.</p> <p>I feel we need some context about the proposal for the school, the children and the area and feel your answer is shady. What happens after the process or is it a done deal? What other opinions are there? Has to happen this year? Not much detail to discuss.</p>	<p>Jared Nehra, AEO for WK I understand your concern. What is being consulted on is the principal to expand and the approach.</p> <p>I do not agree that the process is a done deal. This is a full open transparent process that is recorded and noted and views will be listened to by the Education Cabinet Committee. The proposal is to use the Deacon House site to expand and benefit the school. The Head teacher and governing body are happy with what they have heard and feel that the</p>

	expansion will be beneficial to the school, and a key part to take forward and make sure that the proposal meets the needs of the pupils. I am not able to give exact details about the design details at this stage.
Tracy What will happen if you do not get Deacon House, will the expansion be cancelled?	Jared Nehra, AEO for WK I cannot say one way or the other. Currently we are in the process of acquiring Deacon House and shortly will be able to advise you of the outcome. There is no plan B, the proposal is to proceed with the plan to acquire Deacon House.
Question to Head teacher Are there any plans to give more information about the proposal because by being here tonight we will need to come to some type of conclusion? How are you addressing that?	Mrs Resch - Head Teacher The leaflets have been distributed to all the parents setting out the proposal for the expansion and inviting them to give their views. As you are aware there is not a lot of detail available.
DH The building is a significant part of the expansion but we have not heard: if there will be parking available, there has been no detail of the simple things, no photographs of what the expansion will look like, how many additional classes or proposed level of entry. We need more detail. I am not impressed. The timing of the consultation, first day back after half term, is poor and there are parents that would have forgotten that this was taking place.	Jared Nehra, AEO for WK This evening's consultation was about the Education process. The slides from the power point presentation will be made available. The acquisition of Deacon House is at an early stage but we would anticipate that the proposal is that the site will have at least four classes and there will be additional parking provided for staff.

Leyland Ridings thanked everyone for their views and comments. He told the room that he will make sure the school and parents are kept informed about the process.

Cllr Ridings concluded that he felt the general feeling had been fairly positive about the expansion.

Feed back to Cllr Ridings' comment:

- Do not feel that there was enough information about the plan to make an informed decision
- Presentation was limited
- No information about the proposed accommodation
- No consideration given to cancelling the process until the acquisition of Deacon House is known and the plans for the expansion are completed
- Clarification sought over the number of classrooms

Cllr Ridings explained that the consultation had delivered all the information that is available at this stage of the process.

JN read out the timescales for the consultation process as detailed on the presentation and reiterated that no final decision will be made until the consultation process has concluded. He asked that people do complete a response form and return it before the closing date for public comment which is the 29th November 2013.

The meeting was informed that following the consultation the Cabinet Member will decide whether to continue with the proposal. If so, KCC will publish a Public Notice which will run for 6 weeks. The Cabinet Member then considers all the responses made and decides whether to proceed with the proposal to.

Cllr Ridings thanked everyone for coming along and for their views and questions.

The meeting closed at 8.30pm

Approximately 30 people attended the meeting.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

13/00091

For publication

Subject: Proposal to expand Slade Primary School

Decision:

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

- (i) Issue a public notice to expand Slade Primary School, The Slade, Tonbridge by 15 places from 1.5 FE to 2FE.

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

- (ii) Expand the school
- (iii) Allocate £1.5 million from the Education, Learning and Skills Capital Budget.

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

Reason(s) for decision:

The Tonbridge & Malling section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a need for up to 26 additional Reception Year places within the planning group of Tonbridge South.

The expansion of Slade Primary School, The Slade, Tonbridge, Kent TN9 1HR will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at an outstanding, popular school. In reaching this decision I have taken into account:

- the views expressed by those attending the public consultation meeting on 4 November 2013, and those put in writing in response to the consultation;
- the views of the District and Parish Councils, the local County Councillor; Governing Body of the school, the Staff and Pupils;
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education Cabinet Committee which are set out below

Financial Implications:

It is proposed to enlarge Slade Primary School by 15 places taking the PAN to 60 (2FE) for the September 2014 intake and eventually a total capacity of 420 places.

- a. Capital - The enlargement of the school requires the provision of 5 additional classrooms, as well as ancillary facilities. A feasibility study has been completed. The total cost is estimated to be in the region of £1.5 million of which £0.9 million will be funded from Targeted Basic Need and the remainder from the Basic Need Budget. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet

Member will be required to take a further decision to allocate the additional funding.

- b. Revenue - The school will receive increased funding through the Delegated Budget on a 'per pupil' basis.
- c. Human – Slade Primary School will appoint additional teachers, as the school size increases and the need arises.

Cabinet Committee recommendations and other consultation:

27 September 2012

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places in the planning group of Tonbridge South and recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on the proposal to expand Slade Primary School, The Slade, Tonbridge, Kent TN9 1HR

4 December 2013

To be added after Committee meeting

Any alternatives considered:

The Commissioning Plan for Education Provision 2013-18 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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From: Patrick Leeson, Corporate Director for Education,
Learning and Skills

To: Education Cabinet Committee – 4 December 2013

Subject: Decision Number: 13/00092 - Proposed transfer of the
Bower Grove secondary satellite provision and change of
designated number of Bower Grove School.

Classification: Unrestricted

Past Pathway of Paper: Education Cabinet Committee – 27 September 2013

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Maidstone Central division, Dan Daley/Rob Bird

Summary: This report sets out the results of the public consultation.

Recommendation(s):

The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to issue a public notice to (i) transfer the Bower Grove secondary satellite to St Augustine Academy, subject to the agreement of the Secretary of State for Education; and (ii) change the designated number of Bower Grove School to 183 (if the proposal to transfer the secondary satellite to St Augustine Academy is agreed) or 195 (if the transfer is not agreed).

1. Introduction

- 1.1 Bower Grove School is a special school designated for pupils with Behaviour and Learning Needs. It has two satellite provisions; a primary one based in Westborough Primary School and a secondary unit based on the site of St Augustine Academy, formerly the Astor of Hever Community School. The pupils attending the satellite provisions have a statement of Special Educational Needs (SEN), are diagnosed with an Autistic Spectrum Disorder (ASD) and are on roll at Bower Grove School.
- 1.2 St Augustine Academy and its sponsor, The Woodard Academies Trust, have inclusive philosophies. The Academy initially proposed that the Bower Grove satellite, which is on the same site, should transfer to St Augustine Academy to become resourced SEN provision run by the Academy. The pupils, staff and building would transfer to St Augustine Academy. An ongoing relationship would be maintained between St Augustine Academy and Bower Grove School to support the staff and pupils in the resources provision. The Governing Bodies of Bower Grove School, St Augustine Academy and the Woodard Academies Trust support the proposal.
- 1.3 The intended date for transfer is September 2014. If the proposal is agreed it will reduce the current (and proposed) designated number of Bower Grove

School by 12 places. From this date the Academy would be commissioned by the local authority, via a Service Level Agreement, to provide a specialist resourced provision for up to 12 pupils with ASD.

- 1.4 Bower Grove School is currently designated to admit 146 children in both the main building and the satellite provisions. Since 2009 the school has had around 200 children on roll and the school's designated number needs to be changed formally to better reflect current admissions patterns and school capacity. Therefore it is proposed to change the designated number to 183 (if the proposal to transfer the secondary satellite to St Augustine Academy is agreed) or 195 (if the transfer is not agreed).
- 1.5 The proposed transfer of the satellite provision to St Augustine Academy will require the submission of a business case to the Secretary of State for Education for agreement. This decision will therefore be conditional upon agreement of the Secretary of State for Education.

2. Financial Implications

2.1 *Transfer of the Bower Grove secondary satellite provision from Bower Grove School to St Augustine Academy.*

a. Capital: The existing satellite building will be leased to St Augustine Academy by KCC. The lease will be linked to the Service Level Agreement for the provision of a specialist resourced provision.

b. Revenue: St Augustine Academy will receive £228,000 (notional budget) for operating a 12 place specialist resourced based provision for pupils with ASD, in line with the Service Level Agreement.

c. Human: It is intended that staff who work in the satellite provision will transfer from Local Authority employment to the Woodard Academies Trust. The terms and conditions of staff will be protected via TUPE (Transfer of Undertakings Protection of Employment regulations).

2.2 *Change in designated number of Bower Grove School*

a. Capital: The change has no capital costs. The school already accommodates the number of pupils proposed.

b. Revenue: There are no revenue implications. The school currently receives funding for pupils on roll. This funding comes from within existing budgets

c. Human: The school is already staffed to support the proposed designated number.

3. Bold Steps for Kent and Policy Framework

3.1 This proposal will help to:

- secure our ambitions to “ensure our priorities and services meet the needs of all Kent residents” and that “schools will always be at the heart of the local communities irrespective of their legal status, who runs them or who funds them” as set out in ‘Bold Steps for Kent’, and
- “develop the broadest range of providers to increase parental choice and offer provision which offers a flexible match to the needs of our children and young people” as set out in our ‘SEN and Disability Strategy’.

3.2 The ‘Kent Commissioning Plan for Education Provision’ referred to the need to review the future capacity of specialist SEN provision within special schools and within the mainstream sector.

4. Consultation Outcomes

4.1 A total of 18 written responses were received with 7 respondents supporting the proposal and 11 objecting to the proposal.

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

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

5. Views

5.1 *The view of the Local Members*

Mr Rob Bird, the local member for Maidstone Central, has been consulted and attended the public meeting. He supports the proposal subject to confirmation that the staff being transferred to St Augustine Academy are happy with the proposed arrangements.

5.2 *The view of the Governing Body*

The governing bodies of Bower Grove is very supportive of the proposal.

5.3 *The view of the Headteacher of Bower Grove School, Mr Trevor Phipps.*

This proposal is a positive progression for the total integration for the students at the satellite centre. Bower Grove will continue to support the staff; offer any training including induction programmes or specialist training that the satellite staff may require. The school does not envisage that there will be any difference in the pupil’s education on a daily basis; pupils will still have the same opportunities. Bower Grove is hopeful that St Augustine’s fully inclusive policy will grow and that we will be able to continue to support St Augustine Academy as successfully as they have done to date.

5.4 *The view of the Advisory Council of St Augustine Academy*

The Advisory Council of St Augustine Academy and the Trustees of the Woodard Academies Trust are supportive of the proposal.

5.5 *The view of the Principal of St Augustine's Academy, Mr Jason Feldwick.*
The aim of St Augustine Academy is to offer an inclusive, holistic education, which stimulates, challenges and develops all students. We welcome and support the incorporation of the Bower Grove satellite unit into our Academy. The centre will continue to be used as a base for 12 students with ASD. Students will continue to enter the Academy for the majority of their lessons. The specialist staff at the centre and the school will continue to work together to ensure the progression and well-being of all students in their care. We will continue to work with Mr Phipps the Head teacher of Bower Grove and with the specialist teaching service to ensure that all students receive appropriate support. We will continue to guide students onto a career path to fulfil their aspirations.

5.5 *The view of the Area Education Officer*

The Area Education Officer for West Kent is in support of the two aspects to the proposal; to transfer the secondary satellite, which operates at St Augustine Academy, from Bower Grove to the Academy in order to create a new mainstream provision; and to change Bower Grove's designated number to better reflect the school's capacity and admission patterns.

6. Proposal

6.1 An Equality Impact Assessment has been completed as part of the consultation. Changes were made to the Equality Impact Assessment following comments received during the consultation period.

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. Delegation to Officers

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

8. Conclusions

8.1 Bower Grove's secondary satellite provision sits within the curtilage of St Augustine Academy. The Academy is happy and willing to take over the running of the satellite provision, indeed it was originally the idea of the Academy to do so. The Headteacher of Bower Grove and the Principal of St Augustine Academy have worked together to develop arrangements for future joint working and support for pupils with ASD. We are confident that this matter will proceed with little or no disruption to current pupils and their families.

- 8.2 The proposed change of designated number of Bower Grove School reflects both the number on roll at the school over the last five years and the likely demand for places going forward.

9. Recommendation(s)

Recommendation(s): The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to (i) issue a public notice to transfer of the Bower Grove secondary satellite provision, subject to the agreement of the Secretary of State for Education; and (ii) change of designated number of Bower Grove School to 183 (if the proposal to transfer the secondary satellite to St Augustine Academy is agreed) or 195 (if the transfer is not agreed).

10. Background Documents

10.1 Bold Steps for Kent and Policy Framework

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

10.2 Kent 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):

<https://democracy.kent.gov.uk/documents/s40881/Item%20B2b%20SEND%20Strategy%20Appendix.pdf>

10.3 Draft Kent Commissioning Plan for Education Provision 2013-2018

<https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Kent%20Education%20Commissioning%20Plan%202013%20-2018%20-160913%20%20Draft.pdf>

10.4 Consultation Document and Equalities Impact Assessment

http://www.kent.gov.uk/education_and_learning/plans_and_consultations/school_consultations.aspx

11. Contact details

Report Author

- Jared Nehra, Area Education Officer – West Kent
- 01732 525330
- Jared.nehra@kent.gov.uk

Relevant Director:

- Kevin Shovelton
- Director of Education Planning and Access
- 01622 694174
- Kevin.shovelton@kent.gov.uk

Proposed transfer of the Bower Grove secondary satellite provision and change of designated number of Bower Grove School

Summary of written responses

Printed Consultation Documents distributed: 1270

Consultation responses received: 18

	In Favour	Undecided	Opposed	Totals
Governors				
Staff				
Parents	5		10	15
Other	2		1	3
Totals	7		11	18

Comments in favour of the proposal:

- Integration will prove beneficial to both sets of students.
- Similar system is working well.
- Rationalises the position as agreed by the professionals involved.

Comments against the proposal:

- Concerns about children spending more time in a mainstream setting and not getting the support when needed.
- Fear that the expert tuition, advice and guidance from the highly motivated and capable Bower Grove teachers would not necessarily continue in the future if total provision was controlled by an Academy.
- Concerns that the driver for the proposal to transfer the Satellite Unit to the Academy is that the successes of Satellite pupils are currently accredited to Bower School and not St Augustine Academy. This should not be a driver for a change of management of the Unit.
- Concerns regarding the potential impact for pupils that a change in leadership would bring. For example, the transfer of a provision judged by Ofsted as 'good' to a school judged by Ofsted as requires improvement.
- Integrating the Bower Grove pupils will affect the accreditation and academic standard of the pupils attending the Academy resulting in a lowering of standards.
- Diluting the teaching and support for the specialist school will not be of benefit to the children in both schools and will be used to dilute the provision for SEN in St. Augustine's and Bower Grove where staff will be reduced and the provision will suffer. This is yet another cut in education and provision of SEN and secondary (not Grammar) schools.
- Concerns about previous track record of the Academy particularly in terms of running a unit specialising in ASD.

- Concerns about the number of pupils that will be on the roll or will have access to the Satellite if the proposals are implemented. Changes in the need and admission criteria for the Satellite.
- The comment by Jason Feldwick that ‘there would be no more than 12 people in the satellite at any one time’ will mean that children who currently have satellite named on their statement will lose out. There will be lots of children on a rota basis meaning that the care and good results that the satellite is getting will be put under pressure. How is time out/quiet time going to work and access to services such as doctors, therapists?
- Poor communication between the Academy and the Satellite will be exacerbated. There needs to be an improvement and closer working with parents of the satellite such as a parent Forum. This will assist with issues such as students from the Satellite being able to access the Academy’s focus days.
- Concerns about training for Academy staff not having been completed before the proposal is considered and future access to speech and language therapists.
- The loss of the effectiveness of the provision especially if the current satellite staff are expected to managed pupils with other needs. The loss of a ‘safe haven’ that the base currently gives to the pupils of Bower Grove.
- Aggrieved that the work that was put into choosing the right place will be lost as a result of logistics and bureaucratic paperwork.
- Comment that Bower Grove to be left alone.

Proposal to transfer the satellite provision from Bower Grove School to St. Augustine Academy Public Consultation Meeting 1st October 2013

Panel	Leyland Ridings (Chair)	MEM, Chairman of the ECC and Standards Committee
	Jared Nehra	Area Education Officer (West Kent)
	Michelle Hamilton	Area Schools Organisation Officer (West Kent)
	Deborah Ledniczky	Public Meeting Recorder
	Mr Trevor Phipps	Head Teacher of Bower Grove
	Mr Jason Feldwick	Principal of St. Augustine Academy

Introduction

Cllr Ridings welcomed parents, staff and members of the public to the meeting and introduced the supporting officers and principal speakers. Cllr Ridings explained that the meeting will be recorded and a transcript of the meeting will be presented to the KCC Education Cabinet Committee for consideration.

Purpose of the Meeting

- To explain the proposal to transfer the Bower Grove satellite provision to St. Augustine Academy and also to re-designate the number of pupils admitted to Bower Grove School.
- To give members of the public an opportunity to ask questions and comment
- To listen to views and opinions

Proposal

A short presentation outlining the background to the transfer of the satellite was given by Jared Nehra.

In October 2004 Bower Grove's satellite provision was set up in the grounds of The Astor of Hever Community School, providing up to 12 places for secondary aged pupils in the Maidstone district with statement of Special Educational Need and a diagnosis of an Autistic Spectrum Disorder.

In September 2011 The Astor of Hever Community School became St Augustine Academy, sponsored by Woodard Academies Trust.

It is proposed to transfer the satellite provision of Bower Grove School to St Augustine Academy, creating a new mainstream resource based provision with effect from 1 September 2014.

Bower Grove School is designated to admit 146 children from both the main building and the two satellite provisions. Since 2009 the school has had around 200 children on roll with the number now standing at 216.

Kent County Council and the Governing Body need to formally change the school's designated number to better reflect current admission patterns and school capacity. The change will not affect any pupil currently on roll. The County Council and Governing Body do not wish to see the roll of the school rise any further although it is recognised that there may be individual cases which mean the

County Council asks the school to admit beyond the designated number. However, this should no longer be a regular practice.

No final decisions will be made until the consultation process is over, so please complete a response form and return it to us by 21st October 2013.

Statement from the Headteacher of Bower Grove, Mr Trevor Phipps

Mr Phipps spoke about the positive 20 year relationship that has existed between Bower Grove and the Astor of Hever Community School (now the St. Augustine Academy) that had led to the decision in 2004 to base a satellite provision on the site. He went on to speak about the success that the pupils have gained with the support of the specialist staff within the base in accessing the mainstream classes and integrating with the main school. He explained that the proposal to transfer the satellite from Bower Grove to the St. Augustine's Academy came about as a result of wanting to offer the pupils full inclusion and that the proposal was discussed fully with the two governing bodies and the then head teacher Mr Midwinter, now Jason Feldwick. Mr Phipps gave his reassurance that nothing would change for the pupils and that he saw this proposal as a positive progression for total integration for the students at the centre. He said Bower Grove would continue to support the staff, offer any training, any induction/programmes that the staff may need and does not envisage that there will be any difference in the pupil's education on a daily basis; they will still have the same opportunities. He has discussed the implications for the staff with them and they are fully aware of how the transfer of contract to St Augustine's will work. He went on to say that the governing body, two of whom are present tonight, are very supportive of the proposal. Bower Grove had been very reassured by the action by the Woodard Trust and the governing body at St Augustine's that they will fully embrace not only the pupils coming via Bower Grove but also those pupils within the Maidstone district. He said that he hoped that their fully inclusive policy will grow and that Bower Grove are able to support that as successfully as they have done to date and the success of the pupils continues. He told the room that there was data available to show how successful the young people have been if anyone would like to view it.

Statement from the principal of Bower Grove St. Augustine's Academy, Mr Jason Feldwick

Mr Feldwick explained that the Woodard Trust has always stood for inclusion and that this will continue to be the case. He stated that there would be no change in the way that the students are integrated and that they will still be able to access the base if needed. He spoke about the students at the academy who have similar needs, students with ASD and statements of SEN, being able to have access to the satellite provision if needed, the success of those students who have used the provision as a home base, the safe haven that the base offers and the benefit to students in having the two provisions next door to each other. He stated that he believes that the satellite is the future especially for ASD students and those with similar needs as it gives them a safe base and safe haven but also access to a mainstream setting. As a school and as an Academy they are for the proposal because not only is it naturally set up but they have seen how successful the set up with Bower Grove has been for the students over the years.

Question	Response
<p>Michelle Tatton – Parent</p> <p>(i) Asked for clarification about the number of pupils that the Satellite will cater for because both the consultation document and the presentation refer to “at least 12” and further on it says “up to 12”</p> <p>(ii) Is the Trust saying that this base/building will remain as the provision and that the children are not going to be whisked off to another part of the academy and that this centre will stay here as the base for the pupils?</p>	<p>Jason Feldwick, Principal of St. Augustine’s Academy</p> <p>“At least 12”- at the moment although we have Bower Grove students based in the centre we do have a relationship whereby we do use this centre for children with similar needs and this will continue dependent on how many students are at the centre at that time. The centre caters for about 12 students. We very rarely have 12 students working in the centre at any one time but the centre would be for the 12 students on the roll here although they are mainly in the main stream setting and we would work with the staff here to make sure that the number remains around that at any one time. We can also make sure that the timetabling ensures that the students are not losing out on that support.</p> <p>Yes, this base will remain the same. It has been hugely successful and we would be foolish as a trust and a school to change that. The whole point for this centre is to provide a safe base/haven that I have to say MT’s son uses very well and I would not want to change that. In our new build we are going to have a fantastic inclusion area but we are not moving this base into that because it would change the feeling of what this base is all about.</p>
<p>Annette Scott - Governor, Bower Grove</p> <p>Is it possible to have some clarification about the admission criteria?</p>	<p>Jason Feldwick, Principal of St. Augustine’s Academy</p> <p>One of the criteria will be a statement and with ASD and that will not change. We would need to work with Trevor about the numbers and the need in the Maidstone area. It will be students who we think can access a mainstream setting. It will not be for students who, when their needs are assessed, we think requires a special school setting at the moment but are not actually going to be able to access the mainstream setting. We will still be working very closely in partnership with Trevor and the parents to make sure that the assessment is appropriate because that is one of the reasons why these students succeed and being able to access the mainstream setting is really important.</p>
<p>Annette Scott – Governor, Bower Grove</p> <p>Will that then be a formalised arrangement because what you are talking about is a</p>	<p>Jason Feldwick, Principal of St. Augustine’s Academy</p> <p>There will be an admission process that I think</p>

<p>situation that you are committed to at the moment but should you or Trevor leave would that admissions process remain the same?</p>	<p>will need to be ironed out through the LEA so I don't know if the LEA wish to comment, but from our point of view and that of the Trust, the Satellite service is still a main stream services for students with statement of need with ASD and that will not change. In terms of the Trusts view e.g. we also have 12 additional people coming in to the school with a statement at the moment so we have to look at the need of all those students, and in a way we are using this particular setting as a case study because we can see that it works so well that we are thinking of setting up a similar one in another part of the school to help similar type of students but not ASD. We will keep to the criteria for ourselves so we can say to parents that they have to access it through that statement process.</p>
<p>Annette Scott – Governor, Bower Grove It is probably then about knowing what the LEA criteria is going to be for long term future here</p>	<p>Jared Nehra - WK AEO As an Academy school there is certainly the ability for the trust/governing body or the operators of the school to set their own criteria but the SEN team within KCC will work closely with the school to ensure that the needs of the pupils are met.</p> <p>Mr Trevor Phipps - Head Teacher, Bower Grove School Acknowledged that Jared had not been involved in all the discussions until now. It was agreed by the LA and the two governing bodies that the admission criteria would not change. There is a very clear admission criteria we keep to when we are looking at Secondary transfer or for those pupils who have been admitted to the Satellite area, that can be pupils who may access the centre full time or part time or who in the early stages may need to spend a considerable amount of time in the satellite and it has been agreed that this needs to be taken into account. It was also agreed that they did not necessarily need to be average or above average ability and that we will still be looking at the range of children that are admitted and coming through the Satellite. The admission criteria that applies today is still going to be exactly the same and is going to be embraced fully by the Academy and Woodard Trust.</p>
<p>Michelle Tatton - Parent On same point, on the web-site KCC Equality Assessment P 3, beneficiaries, it says "that the children who will benefit will be the</p>	<p>Trevor Phipps – Head Teacher, Bower Grove School That is what we agreed, ASD.</p>

<p>children with speech and language needs and/or Autistic Spectrum Disorders” so that is not quite the same as saying it is specifically ASD.</p> <p>So is it not Speech and Language and/or is it just ASD</p>	<p>Jared Nehra – AEO WK</p> <p>That is correct; in which case it is a mistype on the document. I will have it amended and I apologise for the error.</p>
<p>Michelle Tatton - Parent</p> <p>One of the key benefits of the centre is that times when it is not school lesson i.e. break time or lunch time and as Mr Feldwick was saying, the safe haven that this centre provides, is there not a risk that during those times that there will be far too many children to use this provision at those times? We know that the students are in mainstream classes a lot of the time and that is the idea but this provision is also needed for those times when they need to be away from large groups of children.</p>	<p>Jason Feldwick, Principal of St. Augustine’s Academy</p> <p>I can reassure you that I totally understand the needs of the students based here. In September we will use our qualified staff to guide us as to how the lunch times are going so we would not overload the centre. We do have a couple of students with ASD from St Augustine’s that currently use the centre although one of them does not use it at lunch time. We will use the centre for students that we get on a regular basis with a statement of ASD who have not gone through Bower Grove, but we would not overload the centre because it would lose that impact and safe haven; not just for the Bower Grove students now but also the St. Augustine students and students in the future who will use the centre. The situation will be reviewed on a daily basis and if needed, we will work with the parents, specialised staff and change it for the better and continue to work with Trevor.</p>
<p>Rob Bird - Councillor for Maidstone Central</p> <p>We had assurance from Trevor Phipps a couple of weeks ago that the staff are very happy about this proposal. Clearly this will be a tricky process so that terms and conditions will remain the same. As we have some staff here I think it would be helpful if they would be prepared to confirm that they believe this is a good move for students and for them as the teachers, as we know that this centre stands and falls by one resource and one resource only and that’s the staff.</p> <p>Mr Bird offered his apologies to Sarah Jefferies for any embarrassment that he may have caused her and her colleague.</p>	<p>Sarah Jefferies - Lead Teacher of Bower Grove Satellite</p> <p>While I accept the transfer has been put forward as a very positive process I do not feel that it is appropriate for me to be put on the spot in this public arena and asked my opinion. I can certainly pass the microphone to my colleague, but I have a feeling that my colleague, who is sitting next to me and is one of my TA’s, will also feel that it is inappropriate for us to give our opinion at this stage.</p> <p>Jared Nehra - AEO WK</p> <p>There will be a separate consultation on the TUPE process and staff may feel that this is the most appropriate time for them to raise their views.</p> <p>Cllr Ridings – MEM, Chairman of the ECC and Standards Committee</p> <p>Those comments will come forward to the Education Cabinet Committee as well so we</p>

	will have a balanced view.
<p>Jenny Emes - Parent It is very positive to hear about all the work that has been undertaken with the statemented pupils but I have not heard anything about the non statemented pupils in the school here and how their interests relate to work undertaken</p>	<p>Jason Feldwick, Principal of St. Augustine's Academy First of all nothing will change for the non statemented children, statemented children or any other type of student we teach because all the students based here who go into mainstream setting are extremely supported by the staff at the Satellite and by the teachers in our school. Usually students benefit because with a child with ASD or statement there is an additional member of staff in the room, so you have two members of staff instead of one or three instead of one and students eventually gain that extra support because although the teacher is supporting the child with ASD, they will naturally support that table or another table if they see that they need help, so actually, in the long term, it's possibly a benefit for those students because not only do they work with students with ASD but they also get to work with a range of different people which is beneficial for when they leave school. So I assure you there will be no detrimental effect for the non statemented students.</p>
<p>Tasha Wells – parent of child at West Borough I have a daughter in West Borough Satellite due to come up in September. I find it safe knowing that my child is involved with Bower Grove and West Borough knowing that if there should be a lapse in anything I have always got Bower Grove as a safe haven. What will she have when she comes, if she is transferred over?</p>	<p>Trevor Phipps – Head Teacher, Bower Grove School Your concern and anxiety is that everything that is going successfully is not successful. The relationship we would have would be to offer support and if we felt that the support needed to be greater than that i.e. part time for example, then Bower Grove would offer that support and we would work with the Academy.</p>
<p>Natasha Wells – Prospective Parent Why is it only Bower Grove Satellite and not West Borough?</p>	<p>Trevor Phipps – Head Teacher, Bower Grove School The amount of integration that was taking place at Bower Grove was far greater. The majority of the pupils here, almost 75%, are accessing mainstream time. West Borough is slightly different; the children have more complex needs and need to use the classroom base and are not accessing the mainstream classes quite as much. It's a very different structure at West Borough and there is more of a flow between the pupils back to Bower Grove or coming back to Bower Grove</p>

	<p>in those early primary years. It is very clear when they get to secondary what their future is going to look like and therefore those pupils who are referred through to the Satellite, I have to say, are most of the time here and stay here. There will always be an opportunity to fall back so it has not gone forward as a proposal for West Borough because of the different nature of the children. As they are progressing through those KS2 years some students that we think are going to make the progress, unfortunately other things happen, and that tends to happen more at primary than secondary where it is a much clearer picture.</p>
<p>County Councillor Leyland Ridings to Trevor Phipps We were talking earlier and one of the things you were saying was how much support will come from Bower Grove for the staff here so that children remain properly catered for.</p>	<p>Trevor Phipps – Head Teacher, Bower Grove School We will support with any inset, ASD training we can give, induction and basic training into ASD. One of the things we are looking at in conjunction with the specialist teaching services at the moment is another stage in the ASD training and that will also be available to St Augustine but we think that will be needed for mainstream staff as well in exactly the same way as the mainstream schools getting far more baseline ASD training on inclusion. One thing that we are looking at with specialist teaching service is not a certificate level but a more in-depth ASD course that we can give to all colleagues in mainstream schools. We can do inset, come in on inset days, we also have toing and froing, they can come in an observe us working at Bower Grove with ASD children; that freedom will still exist because of the existing relationship.</p> <p>Leyland Ridings added that the links with remain the same, not severed but improved.</p>
<p>Michelle Tatton - Parent It was raised at the meeting at the of end of term, in relation to Speech and Language therapist (SALT), how her son has needed to see the SALT based at Bower Grove and that was arranged very quickly. A phone call was made and we were able to take him along, but how easy is it going to be, even though you are still talking of ties with Academy, to arrange that? Will it not be a case that the Academy needs to pay you first before we can access the service and therefore not as simple perhaps?</p>	<p>Trevor Phipps – Head Teacher, Bower Grove School Yes and it is the same for occupational therapy (OT) service.</p> <p>There are some pupils on the ASD continuum who do require SALT and OT for example. The satellite has been able to access the Bower Grove SALTs and also have access to OT. Having said that, the OT we have accessed has had to be on a commissioned basis, in exactly the same way as you would have had to access that service, because we have had to buy in that service. With the</p>

	<p>budget the unit inherits they will be able to do exactly the same. Not many of the pupils that have come through have required SALT although have used the service occasionally so I have no reason to say that we would not be able to continue. SALT is very skilled and very able in advising on terms of ASD continuum but I don't see any problem. Trevor joked that the SALT will charge double; for the record.</p>
<p>Michelle Tatton - Parent Looking at the impact assessment again is says on P 5, "no adverse impacts have been identified at this stage" and obviously I appreciate the experience that Mr Phipps has got but has there been any independent assessment of what the effects might be and anything in particular? Talking about training, and that sounds great that that training will be provided, and I assume that some training has been provided already, are we not jumping the gun a bit if the training still needs to be provided? Are we not getting things back to front in thinking about transferring the satellite to a school that still needs training? Also, one another point, and I don't like to be critical, Focus days within the academy. I'm sure Mr Feldwick can come back on this. There are Focus days that my son has certainly found difficult to access and I haven't seen attempts by the academy to make that possible for him to access those days. Children with ASD typically need a lot of structure and when that goes out of the window when there is a Focus day the time table disappears and then that day becomes impossible and I wondered what plans the academy has to look at that and build on that. How much training do you still need to take on this role?</p>	<p>Jason Feldwick, Principal of St. Augustine's Academy Firstly, we have been doing this role and nothing changes. We do have support by the specialist people sitting here and training by those people as well as our independent training programme that we use for a range of things, not only ASD, to teach students of a range of ability. We have a large training programme and do more than other main stream settings; 10 days whereas most main stream schools will have 5. That is not to dismiss specialist training for ASD. We seem to be getting, for whatever reason, 10-12 other students with statements of other needs and what we will do is look at that and provide the training for those individual staff terms of PSE and Focus days if they are bought to our attention and possible communication. If the school has not been aware that something had not been working for a student, or if someone had bought something to our attention that was causing an issue for a student and we hadn't acted then I would be very upset about: that not having being communicated, a time table hasn't been done in advance, we have not sat down with MT's son's support worker and thought what will this day be like for this student, the Satellite haven't thought, on the calendar we have this day what are we going to do for AT to make sure the support is there, so that pre planning possible. There will be blips in a main stream setting where maybe we need to think extra about ASD students when maybe we haven't thought enough about it and we will learn from that. Sometimes we may make a couple of mistakes but people will learn from that. Parents will work with the specialist people here and I will work with my staff and most genuinely include all students, not just children with ASD, and that includes MT's son and other students using this unit. One other thing</p>

	<p>I would need to say about the Focus days is that they will be getting reduced because we are introducing PSE as a normal lesson. YR7 students are doing a Penn Resilience lesson to try and build their resilience. It's an intensive programme from Pennsylvania to support all students not only those with ASD and from that every five years there will be less and less Focus days because we are including it in normal lessons. This will help the students with ASD in the structure in a normal lesson and a normal day; this is something that is already starting to happen.</p>
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There were general comments about the process of the proposal. Jared Nehra read out the timescales for the consultation process as detailed on the presentation and reiterated that no final decision will be made until the consultation process has concluded. He asked that people do complete a response form and return it before the closing date for public comment which is the 21st October 2013.

The meeting was informed that following the consultation the Cabinet Member for Education and Health Reform will decide whether to continue with the proposal. If so, KCC will publish a Public Notice which will run for 6 weeks. The Cabinet Member then considers all the responses made and decides whether to proceed with the proposal to transfer the Satellite from Bower Grove School to St. Augustine Academy.

Cllr Ridings thanked everyone for coming along and for their views and questions. The meeting closed at 8.30pm

Approximately 12 people attended the meeting.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough, Cabinet Member for Education and Health Reform

DECISION NO:

13/00092

For publication

Subject: Proposal to transfer the Bower Grove secondary satellite provision and change the designated number of Bower Grove School

Decision:

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

- (i) Issue a public notice to transfer the Bower Grove secondary satellite provision and change the designated number of Bower Grove School to 183 (if the proposal to transfer the secondary satellite to St Augustine Academy is agreed) or 195 (if the transfer is not agreed).
- (ii) And, subject to no objections being received to the public notice, transfer Bower Grove secondary satellite provision and change the designated number of Bower Grove School, subject to the agreement of the Secretary of State for Education.

Should objections, not already considered by the Cabinet Member when taking this decision, be received during the notice period a separate decision will be required in order to continue the proposal.

Reason(s) for decision:

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”.

The Special Educational Needs section of the Kent Commissioning Plan 2013-2018 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 the future capacity of specialist SEN provision within special schools and within the mainstream sector.

In reaching this decision I have taken into account:

- the views expressed by those attending the public consultation meeting on 1 October 2013, and those put in writing in response to the consultation;
- the views of the District and Parish Councils, the local County Councillor; Governing Body of the school, the Staff and Pupils;
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

27 September 2012

The Committee endorsed the Kent Commissioning Plan that identified the need to review the future capacity of specialist SEN provision within special schools and within the mainstream sector and recommended to the Cabinet Member for Education and Health Reform that a consultation commenced.

4 December 2013

To be added after Committee meeting

Any alternatives considered:

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

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

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Signed

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date

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

To: Education Cabinet Committee – 4 December 2013

Subject: Decision Number: 13/00084 School Expansions - Detailed Plans and Allocation of Basic Need Funding

Classification: Unrestricted

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Identified in report

Summary: The Commissioning Plan for Education Provision 2012-17 identified the need to commission additional school capacity in Kent. The decisions identified in this report were taken to provide the additional school capacity and as per legal requirement public notices were issued to expand the schools and the expansions agreed following that statutory consultation period.

This report provides details on the planned expansions and seeks the endorsement or comments of the Education Cabinet Committee's on the proposed decisions of the Cabinet Member for Education and Health Reform to allocate the capital funds from the Basic Need budget and secure delegated authority for the agreement of individual terms and conditions for each contract award to ensure the necessary expansions are completed in a timely and cost efficient manner.

Recommendations:

(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 proposed decision to allocate the capital funds from the Basic Need budget for the implementation of the following decision:

- i. Decision 12/02007/2 - Proposal to expand St Botolph's Church of England Primary School (Aided), Gravesham allocate ££3,035,500;
- ii. Decision 12/02008/2 - Proposal to expand Lady Boswell's Church of England Primary School (Aided), Sevenoaks allocate £1,500,000;
- iii. Decision 12/02011/2 - Proposal to expand Stone, St Mary's Church of England Primary School, Dartford allocate £1,500,000;
- iv. Decision 12/02016 - Proposal to expand Oakfield Community Primary School, Dartford allocate £2,350,000;
- v. Decision 12/02021 - Proposal to expand Maypole Primary School, Dartford allocate £1,716,000;
- vi. Decision 12/02010/2 - Proposal to expand St Mark's Church of England Primary School, Tunbridge Wells allocate £2,500,000;
- vii. Decision 12/02009 - Proposal to expand Southborough Church of England Primary School, Tunbridge Wells allocate £3,300,000;
- viii. Decision 12/02015 - Proposal to expand Langton Green Primary School, Tunbridge Wells allocate £2,400,000;
- ix. Decision 13/00070 - Proposal to expand Lamberhurst St Mary's Church of England Primary School, Tunbridge Wells allocate £703,813;
- x. Decision 12/01962/2 - Proposal to expand The Discovery School, Kings Hill allocate £299,975;
- xi. Decision 13/00002 - Proposal to expand Bromstone Primary School, Broadstairs allocate £2,800,000;

- xii. Decision 13/00008 - Proposal to expand Ospringe CE (Voluntary Controlled) Primary School, Ospringe, Faversham allocate £650,000;
- xiii. Decision 12/01976 - Proposal to expand St John's Church of England Primary School, Maidstone allocate £1,717,985
- xiv. Proposal to expand Westlands Primary School (Academy), Sittingbourne allocate £450,000 (the Academy completed its own consultation process in accordance with the law).

(2) 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.

(3) Authorise the Director of Property and Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

(4) In relation to other required officer actions not specifically delegated above, the Executive Scheme of Delegation for Officers set out in Appendix 2 Part 4 of the Constitution (and the directorate schemes of sub-delegation made thereunder) provide the governance pathway for implementation by officers.

Introduction

1.1 The Commissioning Plan for Education Provision 2012-17 identified the need to commission additional school capacity in Kent. The decisions below were taken to provide the additional school capacity required and as per legal requirement public notices were issued and following that period of statutory consultation it was agreed that the schools be expanded. This report provides details on the planned expansions and asks the Cabinet Member for Education and Health Reform to take the decision to allocate the capital funds from the Basic Need budget and delegate authority for the agreement of individual terms and conditions for each contract award to ensure the expansions are completed in a timely and cost efficient manner.

1.2 The Education Cabinet Committee at various meetings throughout 2012 and 2013 endorsed and/or made recommendations to the (former) Cabinet Member for Education, Learning and Skills and Cabinet Member for Education and Health Reform that the schools identified within this report be expanded and public notices issued accordingly.

1.3 Further to those decisions funding can now be allocated having conducted detailed feasibility assessment

2. Financial Implications

2.1. Capital: The accommodation required and associated costs are listed below.

2.2 Human: If required, the schools will appoint additional teaching and support staff at the appropriate time.

2.3 The costs given for individual projects are budget estimates and it is proposed that all projects are managed at a programme level within the

overall Basic Need approved budget for 2014/15 and 2015/16.

- 2.4 As per the Executive Scheme of Delegation to Officers, those undertaking actions delegated to them are obliged to keep Members, in particular, the Cabinet Member informed. As part of this obligation where individual project costs vary from those set out in this report, the Cabinet Member for Corporate and Democratic Services will be consulted and will be asked to agree informally with the Director of Property Infrastructure that the changes can be managed within the basic need project budget property.
- 2.5 At any time the Cabinet Member may withdraw an undertaking from the scheme of delegation and escalate the decision to one that is taken at Member level via formal procedures.
- 2.6 Likewise at any time the officer with delegated authority may escalate a decision to the Cabinet Member for approval via formal procedure should they think it necessary.
- 2.5 The Cabinet Member for Education and Health Reform is recommended to allocate the capital funds to enable the expansion of the schools identified above to proceed and authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/agreements on behalf of the County Council. In addition to authorising 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.

3. Bold Steps for Kent and Policy Framework

- 3.1 This proposal will help to secure the Council's 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 Commissioning Plan for Education Provision 2012-17 indicates a need to commission additional school capacity across Kent to ensure every child has a school place.

4. Proposals

- 4.1 Decision 12/02007/2 - Proposal to expand St Botolph's Church of England Primary School (Aided), Gravesham. On 26 April the Cabinet Member for Education, Learning and Skills agreed to expand the school. Following this decision detailed feasibility studies were completed and planning permission obtained. To accommodate the additional pupil numbers agreed in the original decision it is planned that the school expands by 8 classrooms, including staffroom and hall extension plus provision of ancillary facilities at a cost of £3,035,500.
- 4.2 Decision 12/02008/2 - Proposal to expand Lady Boswell's Church of England Primary School (Aided), Sevenoaks. On 26 April 2013, the Cabinet Member for Education, Learning and Skills agreed to expand the school. Following this decision detailed feasibility studies were completed and planning permission obtained. To accommodate the additional pupil

numbers agreed in the original decision it is planned that the school expands by 6 classrooms, extension to hard play area and additional car parking at a cost of £1,500,000.

- 4.3 Decision 12/02011/2 - Proposal to expand Stone, St Mary's Church of England Primary School, Dartford. On 26 April 2013, the Cabinet Member for Education, Learning and Skills agreed to expand the school. Following this decision detailed feasibility studies were completed and once planning permission is obtained. To accommodate the additional pupil numbers agreed in the original decision it is planned that the school expands by 6 classrooms, including additional hall provision plus provision of ancillary facilities at a cost of £2,050,000.
- 4.4 Decision 12/02016 - Proposal to expand Oakfield Community Primary School, Dartford. On 25 March 2013, the Cabinet Member for Education, Learning and Skills agreed to expand the school. Following this decision detailed feasibility studies were completed and once planning permission is obtained it is planned that the school expands by 5 classrooms, including additional hall plus provision of ancillary facilities to accommodate the additional pupil numbers agreed in the original decision at a cost of £2,350,000
- 4.5 Decision 12/02021 - Proposal to expand Maypole Primary School, Dartford. On 28 February 2013, the Cabinet Member for Education, Learning and Skills agreed to expand the school. Following this decision detailed feasibility studies were completed and once planning permission is obtained it is planned that the school expands by 4 classrooms, including additional hall provision plus provision of ancillary facilities to accommodate the additional pupil numbers agreed in the original decision at a cost of £1,716,000.
- 4.6 Decision 12/02010/2 - Proposal to expand St Mark's Church of England Primary School, Tunbridge Wells. On 26 April 2013, the Cabinet Member for Education, Learning and Skills agreed to expand the school. Following this decision detailed feasibility studies were completed and once planning permission is obtained it is planned that the school expands by 6 classroom plus extension to staffroom, Head Teacher office & hall plus provision of ancillary facilities to accommodate the additional pupil numbers agreed in the original decision at a cost of £2,500,000.
- 4.7 Decision 12/02009 - Proposal to expand Southborough Church of England Primary School, Tunbridge Wells. On 25 March 2013, the Cabinet Member for Education, Learning and Skills agreed to expand the school. Following this decision detailed feasibility studies were completed and once planning permission is obtained it is planned that the school expands by 6 classroom, hall, kitchen plus provision of ancillary facilities to accommodate the additional pupil numbers agreed in the original decision at a cost of £3,300,000.
- 4.8 Decision 12/02015 - Proposal to expand Langton Green Primary School, Tunbridge Wells. On 25 March 2013, the Cabinet Member for Education, Learning and Skills agreed to expand the school. Following this decision detailed feasibility studies were completed and once planning permission is

obtained it is planned that the school expands by 6 classroom plus provision of ancillary facilities to accommodate the additional pupil numbers agreed in the original decision at a cost of £2,400,000.

- 4.9 Decision 13/00070 - Proposal to expand Lamberhurst St Mary's Church of England Primary School, Tunbridge Wells. On 2 October 2013, the Cabinet Member for Education and Health Reform agreed to expand the school. Following this decision detailed feasibility studies were completed and once planning permission is obtained it is planned that the school expands by 2 classroom plus provision of ancillary facilities to accommodate the additional pupil numbers agreed in the original decision at a cost of £703,813.
- 4.10 Decision 12/01962/2 - Proposal to expand The Discovery School, Kings Hill. On 25 March 2013, the Cabinet Member for Education, Learning and Skills agreed to expand the school. Following this decision detailed feasibility studies were completed and planning permission obtained. To accommodate the additional pupil numbers agreed in the original decision it is planned that the school expands by 2 classrooms plus SEN room provision at a cost of £ 299,975.
- 4.11 Decision 13/00002 - Proposal to expand Bromstone Primary School, Broadstairs. On 24 June 2013, the Cabinet Member for Education and Health Reform agreed to expand the school. Following this decision detailed feasibility studies were completed and once planning permission is obtained it is planned that the school expands by 7 classrooms plus re-provided 3 classrooms, small hall space plus provision of ancillary facilities to accommodate the additional pupil numbers agreed in the original decision at a cost of £ 2,800,000.
- 4.12 Decision 13/00008 - Proposal to expand Ospringe CE (Voluntary Controlled) Primary School, Ospringe, Faversham. On 24 June 2013, the Cabinet Member for Education and Health Reform agreed to expand the school. Following this decision detailed feasibility studies were completed and once planning permission is obtained it is planned that the school expands by 4 classroom expansion plus provision of ancillary facilities to accommodate the additional pupil numbers agreed in the original decision at a cost of £650,000.
- 4.13 Decision 12/01976 - Proposal to expand St John's Church of England Primary School, Maidstone. On 28 November 2012, the Cabinet Member for Education, Learning and Skills agreed to expand the school. Following this decision detailed feasibility studies were completed and planning permission obtained. It is planned that the school expands by 5 classrooms, extension to Hall and Internal configurations to include a Resource Group Room plus provision of ancillary facilities to accommodate the additional pupil numbers agreed in the original decision at a cost of £1,717,985.
- 4.14 Proposal to expand Westlands Primary School, (Academy) Sittingbourne - The Kent Commissioning Plan identified a need to expand Westlands Primary School and as the school is an Academy it completed its own consultation process in accordance with the law. Following the public notice feasibilities studies were completed and once planning permission is obtained it is planned that the school expands by 3 classroom expansion

plus provision of ancillary facilities to accommodate the additional pupil numbers agreed in the original decision at a cost of £450,000.

- 4.15 Equality Impact Assessment were carried out for each proposal at the start of the consultation period and each one is available via the following link: <http://consultations.kent.gov.uk/consult.ti>

Governance and Approvals

- 5.1 As contracts need to be awarded and signed in a timely fashion to ensure that additional places are available when needed it is proposed that one decision to allocate the funds accordingly be taken and a proposed record of decision is attached at appendix A.
- 5.2 Local members affected will be asked for comments before the decision is taken and the Cabinet Member will have regard to them when taking the decision.
- 5.3 If the decisions are not taken in this way there is a potential that they would be delayed, creating the potential for some building works to not be completed on time or for the authority to incur additional costs or fail to realise potential savings.

6. Conclusions

- 6.1 Forecasts for the County indicate increasing demand for Primary school places. The expansions of the schools' identified in this report are necessary, and have been agreed, in order to accommodate current pressure and support the increasing pupil population. In accordance with legislative requirements and local procedures Kent County Council carried out public consultations and issued public notices for each school expansion with the exception of Westlands Primary School as this school is an Academy and therefore followed a different set of legal requirement. In order to ensure that sufficient authorities are in place for the award of contracts and work to be undertaken the Cabinet Member for Education and Health Reform is required to allocate the capital funds from the Basic Need budget for the proposed expansions to be completed.

7. Recommendations

- 7.1 (1) Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decisions to allocate the capital funds from the Basic Need budget for the following proposals:
- i. Decision 12/02007/2 - Proposal to expand St Botolph's Church of England Primary School (Aided), Gravesham allocate ££3,035,500;
 - ii. Decision 12/02008/2 - Proposal to expand Lady Boswell's Church of England Primary School (Aided), Sevenoaks allocate £1,500,000;
 - iii. Decision 12/02011/2 - Proposal to expand Stone, St Mary's Church of England Primary School, Dartford allocate £1,500,000;
 - iv. Decision 12/02016 - Proposal to expand Oakfield Community Primary School, Dartford allocate £2,350,000;
 - v. Decision 12/02021 - Proposal to expand Maypole Primary School, Dartford allocate £1,716,000:

- vi. Decision 12/02010/2 - Proposal to expand St Mark's Church of England Primary School, Tunbridge Wells allocate £2,500,000;
- vii. Decision 12/02009 - Proposal to expand Southborough Church of England Primary School, Tunbridge Wells allocate £3,300,000;
- viii. Decision 12/02015 - Proposal to expand Langton Green Primary School, Tunbridge Wells allocate £2,400,000;
- ix. Decision 13/00070 - Proposal to expand Lamberhurst St Mary's Church of England Primary School, Tunbridge Wells allocate £703,813;
- x. Decision 12/01962/2 - Proposal to expand The Discovery School, Kings Hill allocate £299,975;
- xi. Decision 13/00002 - Proposal to expand Bromstone Primary School, Broadstairs allocate £2,800,000;
- xii. Decision 13/00008 - Proposal to expand Ospringe CE (Voluntary Controlled) Primary School, Ospringe, Faversham allocate £650,000;
- xiii. Decision 12/01976 - Proposal to expand St John's Church of England Primary School, Maidstone allocate £1,717,985
- xiv. Proposal to expand Westlands Primary School (Academy), Sittingbourne allocate £450,000 (the Academy completed its own consultation process in accordance with the law).

(2) 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.

(3) Authorise the Director of Property and Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

(4) In relation to other required officer actions not specifically delegated above, the Executive Scheme of Delegation for Officers set out in Appendix 2 Part 4 of the Constitution (and the directorate schemes of sub-delegation made thereunder) provide the governance pathway for implementation by officers.

8. Background Documents

8.1 Commissioning Plan for Education Provision 2012-17

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

9. Contact details

Relevant Director:

Kevin Shovelton
Director of Education Planning and Access
01622 694174
Kevin.Shovelton@kent.gov.uk

Rebecca Spore
Director of Property and Infrastructure Support
01622 221151
Rebecca.spore@kent.gov.uk

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By:	Roger Gough – Cabinet Member – Education and Health Reform Patrick Leeson – Corporate Director – Education, Learning and Skills
To:	Education Committee – 4 December 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 on key indicators.

1. Introduction

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

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 latest version of the ELS scorecard, reporting on data as at the end of September 2013.
- 2.2 The scorecard contains a range of monthly, termly and annual indicators (as indicated in the Frequency column as M, T or A).
- 2.3 For some indicators it is good for performance to be high, (for example school attainment data) whilst for others it is good to be low (for example exclusions and persistent absence data). To aid interpretation this is shown in the polarity column as H, L or T (T denoting where it is best to be

near the target rather than too high or too low). Detailed descriptions are available to show clearly what criteria have been applied to produce the data against each indicator.

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

3. District Scorecards

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

4. Current Performance

- 4.1 The scorecard highlights some notable progress and some areas for improvement.
- 4.2 This scorecard contains provisional 2013 results for all key stages. We are now able to update the 2013 initial results of schools and early years settings across all key stages. Overall results continue to improve at every key stage but we are not succeeding in narrowing the achievement gaps for vulnerable groups.

The Early Years Foundation Stage Profile (EYFSP) was assessed against a new framework so results are not comparable to previous years.

Kent is performing well above the national average by 12%, with a Good Level of Development for 64% of five year olds. The achievement gap between disadvantaged children and other children has reduced to 19%, compared to 24% in 2012, which is the third best result nationally.

Key Stage 1 results at Level 2b and above improved significantly by nearly 4% in reading, writing and mathematics this year. Writing continues to be a priority, with only 67% achieving Level 2b and above compared to 79% in reading and mathematics.

At Key Stage 2, the combined achievement at Level 4 in Reading, Writing and Maths is 74%. This is provisional and compares to an equivalent result for 2012 of 72%. Kent is 2% below the national figure of 76% and ranked 6th within our statistical neighbour group of nine local authority areas.

Expected rates of progress at Key Stage 2 (two levels of progress between key stages 1 and 2) have improved this year in all subjects, by 1% to 86% in reading, by 4% to 91% in writing, and by 1% to 86% in maths.

Provisional results are now available at Key Stage 4. Kent's performance at 5 or more A*-C grades at GCSE including English and maths has increased to 63%. This is 4% above the national figure, which actually dropped this year. Kent is ranked second within its statistical neighbours, and the statistical neighbour average is 60%.

Expected rates of progress at Key Stage 4 (three levels of progress between key stages 2 and 4) have also improved this year, by 5.3% in English to 74%, and by 2.1% in maths to 73%. Both these figures are above the national averages of 71% in English and 72% in maths.

Performance at post-16 has increased on one indicator this year, but has dropped in the rest, although less than the national average. The percentage of students achieving two or more A level passes decreased to 90%, compared to 92% in 2012. Kent's Average Points Score per entry is up 1.8 to 212.5, compared to the national static result of 212.7. The Average Points Score per student dropped 14.9 points to 722.4, compared to a national reduction of 23.9 to 709.1. The greatest improvement has been in the number of students gaining three or more A and B grades which improved from 5% in 2012 to 8.5% in 2013, compared to 7.4% nationally.

Achievement Gaps

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, Children in Care (CIC), boys and girls and pupils with Special Educational Needs (SEN) or with Statements of Special Educational Need (SSEN). These gaps are mostly wider in Kent than nationwide and are not narrowing.

At Key Stage 2, the gap for FSM pupils narrowed by less than 1% and is now 22.4%. The national gap data for 2013 is not available yet but in 2012 the national gap was 17%. For pupils with SEN the gap widened slightly, with 36% pupils attaining level 4, compared to 47% nationally in 2012.

At Key Stage 4, the gap for FSM pupils reduced very slightly to 32.4% from 33% previously, compared to 26% nationally in 2012. In Kent 36% of FSM pupils achieved 5 or more good GCSEs with English and mathematics. This gap has changed very little over the last three years. 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. However, although very wide, in 2013 the SEN achievement gap narrowed at Key Stage 4 by nearly 4% to 43.5%. This will be a priority for further improvement in 2014.

Outcomes for children in care (CIC) continue to improve at both Key Stages 2 and 4. In 2013, 43% of CIC who were looked after for more than 12 months achieved Level 4 or above in Reading, Writing and Maths at Key Stage 2 compared to 38% who achieved level 4 in 2012. At GCSE 15% of CiC achieved 5 or more A* to C grades including English and Maths compared to 13% in 2012. It means the CIC KS2 gap has narrowed by 5% down to 37% from 42% last year. The CIC KS4 gap has narrowed by 2% down to 47% from 49% in 2012. However this is the widest achievement gap of any pupil group, and is an important focus for improvement in 2014.

In 2013 the gender gaps widened slightly. The difference in outcomes between boys and girls opens up at the Early Years Foundation Stage, where 72% of girls and 55% of boys achieved a good level of development.

At Key Stage 2, the gender gap widened to 7% compared to 5% in 2012 (70% boys and 77% girls attained Level 4 combined in 2013 compared to 77% boys and 82% girls nationally in 2012).

At Key Stage 4, the gender gap widened to 9% compared to 8% in 2012 (58% boys and 67% girls attained 5 good GCSEs including English and Maths in 2013 compared to 54% boys and 64% girls nationally in 2012).

At Key Stage 2, only 90 Primary schools narrowed the gender attainment gap since 2012 and at Key Stage 4, 34 Secondary schools narrowed the gender attainment gap since 2012. This is from the total of 67 co-educational secondary mainstream schools.

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

- 4.4 Turning to special educational needs (SEN), the number of pupils with a statement of SEN has dropped from 6,927 in August to 6,882 in September. The number of pupils being placed in independent or out-of-county special schools has also reduced slightly for the first time.

Positively, the percentage of statements of SEN issued within timescale has improved significantly in recent months and is now green at 90.6%. 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.

- 4.5 The percentage of unemployment among 18-24 year olds in Kent has reduced to 5.0% this month, and the number of young people starting the Kent Success apprenticeship scheme has risen to 331.

The percentage of 16-18 year olds not in education, employment or training (NEET) looks very high this month. However, that is always the case in September as work takes place to establish the destinations and activity of all young people aged 16 -17 across Kent. These figures will have settled down again to the expected range (5% or less) by next Cabinet Committee. Generally, Kent has a reducing trend for NEETs, and 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 economic recovery has only shown signs of taking hold recently and the youth unemployment level remains a concern. Employers' demands in the labour market are for 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.

- 4.6 The number of permanent exclusions continues on a downward trend, thanks to a key focus on this area by the development of an Inclusion Strategy in Kent, the review of the Pupil Referral Units and the work of the Kent Integrated Adolescent Support Service (KIASS), though this month has shown a slight increase to 148 on the previous reported result of 144.

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.

- 4.7 Updated figures for Level 2 and Level 3 attainment by age 19 are now available and show improvement for young people.

- 4.8 Work has taken place to review the 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 on key indicators.


Background Documents

ELS Performance Scorecard: Appendix 1

Contact details

Name: Katherine Atkinson

Title: Performance and Information Manager (ELS)

 01622 696202

 katherine.atkinson@kent.gov.uk

Education, Learning & Skills Performance Management Scorecards October 2013 Release (September 2013 Data)

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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

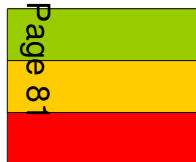


A red rating indicates that the current performance is below the 2010/11 outturn.

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

MANAGEMENT INFORMATION CONTACT DETAILS

Katherine Atkinson 7000 6202

Matt Ashman 7000 4644

Cheryl Prentice 7000 1289

Abi Maunders 7000 4683

Gavin Breedon 7000 1795

Jan Bennett 7000 6001

management.information@kent.gov.uk

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 inspected 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 inspected 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 inspected 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 inspected 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 inspected 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 inspected Kent Early Years settings.
QS8	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the new Early Years Foundation Stage framework.
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	The percentage of pupils at the end of Key Stage 1 who are teacher assessed as achieving a level 2B or above in reading.
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	The percentage of pupils at the end of Key Stage 1 who are teacher assessed as achieving a level 2B or above in writing.
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 1 who are teacher assessed as achieving a level 2B or above in maths.
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 2 who achieve a level 4 or above in all of Reading, Writing & maths. This is a new indicator for the 2012-13 academic year and is not comparable with the old indicator of L4+ in English & maths. L4+ R,W,M outcomes have been calculated at LA level for 2011-12 to allow a comparison with last year's KS2 attainment.
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing & mathematics	H	Snapshot	A	The percentage of pupils at the end of Key Stage 2 who achieve a level 5 or above in all of Reading, Writing & maths. This is a new indicator for the 2012-13 academic year and is not comparable with the old indicator of L5+ in English & maths. L5+ R,W,M outcomes have been calculated at LA level for 2011-12 to allow a comparison with last year's KS2 attainment.
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	The percentage of mainstream primary and junior schools or academies whose percentage achieving level 4 or above in all of Reading, Writing & maths at KS2 exceeds 60%.
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in Reading.
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in Writing.
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	The percentage of pupils achieving two or more levels of progress between Key Stage 1 and Key Stage 2 in mathematics.
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	The difference between the achievement of non-FSM ever pupils and FSM ever pupils in terms of percentage achieving level 4 or above in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A	The difference between the achievement of LAC pupils and all pupils in terms of percentage achieving level 4 or above in all of Reading, Writing & maths at KS2. The LAC included in the calculation are Kent LAC looked after for at least 12 months as at 31st March in the academic year in which they finish KS2. Includes Kent maintained schools and academies.
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	The difference between the achievement of non-SEN pupils and SEN pupils in terms of percentage achieving level 4 or above in all of Reading, Writing & maths at KS2. School Action, School Action Plus and Statemented pupils are all included in the SEN group. Includes Kent maintained schools and academies.
QS20	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	The percentage of pupils with a statement of special educational needs who have achieved level 4 or above in all of Reading, Writing & maths, at both mainstream and special schools and academies.

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Scorecard - Indicator Definitions

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

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 (SSEN)		Snapshot	T	The percentage of pupils with a statement of SEN, as recorded on their school's management information system. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
C3	Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)		Snapshot	T	The percentage of pupils with a SEN level of School Action or School Action Plus, as recorded on their school's management information system. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
C4	Percentage of pupils from an Ethnic Minority		Snapshot	A	The percentage of pupils whose ethnicity is non-White British, as recorded on their school's management information system. Based on parental declaration. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
C5	Percentage of pupils with English as an Additional Language (EAL)		Snapshot	T	The percentage of pupils whose home language is not English, as recorded on their school's management information system. Based on parental declaration. Collected on the School Census three times a year. Includes Kent maintained schools and academies.
C6	Number of Kent Children in Care		Snapshot	M	The number of children currently looked after by Kent Specialist Children's Services. Kent Outturn, National and Statistical Neighbours averages show rates per 10,000 population.
C7	Number of children with a Child Protection plan		Snapshot	M	The number of children subject to a Child Protection order from Kent Specialist Children's Services. Kent Outturn, National and Statistical Neighbours averages show rates per 10,000 population.

Education, Learning & Skills Performance Management

Scorecard - Data Sources for Current Report

Indicators		Data used in current report		
		Source Description	Latest data description	Latest data release date
PROVISION				
P1	Number of permanent exclusions from schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to September 2013	As at October 2013
P2	Number of permanent exclusions from schools - LAC	Impulse database - monthly reported data	Rolling 12 months up to September 2013	As at October 2013
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	DfE Published Absence Data by LA / School Census termly data aggregated for whole academic year	2011-12 DfE Published (Kent) / MI Calcs (District)	As at March 2013
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	DfE Published Absence Data by LA / School Census termly data aggregated for whole academic year	2011-12 DfE Published (Kent) / MI Calcs (District)	As at March 2013
P5	Percentage of pupils who are persistently absent - LAC	DfE Published Absence Data by LA / School Census - attendance data reported one term in arrears	2011-12 DfE Published (Kent) / MI Calcs (District)	As at December 2012
P6	Percentage total absence from Pupil Referral Units (PRUs)	B2B reporting for Summer Terms	Terms 5&6 - B2B report	As at October 2013
P7	Number of pupils in PRUs not also on a school roll	B2B reporting for Summer Terms	Terms 5&6 - B2B report	As at October 2013
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	Impulse database - monthly reported data	Snapshot as at September 2013	As at October 2013
P9	Number of pupils with a statement of Special Educational Needs	Impulse database - monthly reported data	Snapshot as at September 2013	As at October 2013
P10	Number of pupils being placed in independent or out-of-county special schools	Impulse data - monthly reported data	Snapshot as at September 2013	As at October 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				
Q1	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 September 2013	As at October 2013
Q2	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted official data - provisional release for latest inspections at 31st August 2013	Inspections up to end of August 2013	As at September 2013
Q3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted official data - provisional release for latest inspections at 31st August 2013	Inspections up to end of August 2013	As at September 2013
Q4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted official data - provisional release for latest inspections at 31st August 2013	Inspections up to end of August 2013	As at September 2013
Q5	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	Ofsted official data - provisional release for latest inspections at 31st August 2013	Inspections up to end of August 2013	As at September 2013
Q56	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Quality of Teaching	Ofsted official data - provisional release for latest inspections at 31st August 2013	Inspections up to end of August 2013	As at September 2013
Q57	Percentage of Early Years settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Latest Early Years settings inspection outcomes up to end of current month	Inspections up to end of September 2013	As at October 2013
Q58	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on new EYFSP framework	2012-13 data from Keypas online dataset	August 2013
Q59	Percentage of pupils at KS1 achieving L2B+ in Reading	Teacher assessed results for end academic year	2012-13 results from Keypas online dataset	August 2013
Q510	Percentage of pupils at KS1 achieving L2B+ in Writing	Teacher assessed results for end academic year	2012-13 results from Keypas online dataset	August 2013
Q511	Percentage of pupils at KS1 achieving L2B+ in mathematics	Teacher assessed results for end academic year	2012-13 results from Keypas online dataset	August 2013
Q512	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics	Test/TA results for end of academic year	2012-13 results from Keypas online dataset	August 2013
Q513	Percentage of pupils at KS2 achieving L5+ in Reading, Writing & mathematics	Test/TA results for end of academic year	2012-13 results from Keypas online dataset	August 2013
Q514	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	Test/TA results for end of academic year	2012-13 results from Keypas online dataset	August 2013
Q515a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	Test/TA results for end of academic year matched to previous KS1 attainment	2012-13 MI Calcs based on Keypas dataset	August 2013
Q515b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	Test/TA results for end of academic year matched to previous KS1 attainment	2012-13 MI Calcs based on Keypas dataset	August 2013
Q516	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	Test/TA results for end of academic year matched to previous KS1 attainment	2012-13 MI Calcs based on Keypas dataset	August 2013
Q517	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	Test/TA results for end of academic year	2012-13 MI Calcs based on Keypas dataset	August 2013
Q518	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	Test/TA results for end of academic year matched to CIC 12 months+ cohort	2012-13 MI Calcs based on Keypas dataset	August 2013
Q519	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	Test/TA results for end of academic year	2012-13 MI Calcs based on Keypas dataset	August 2013
Q520	Percentage of pupils with SSEN at KS2 achieving L4+ in Reading, Writing & mathematics	Test/TA results for end of academic year	2012-13 MI Calcs based on Keypas dataset	August 2013

Education, Learning & Skills Performance Management

Scorecard - Data Sources for Current Report

Indicators		Data used in current report		
		Source Description	Latest data description	Latest data release date
QUALITY AND STANDARDS <i>continued</i>				
QS21	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	Test results for end of academic year	2012-13 DfE Provisional data	October 2013
QS22	Percentage of schools above floor standards at KS4 (40% 5+ A*-C inc. E&M)	Test results for end of academic year	2012-13 NCER Provisional dataset	October 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	2012-13 DfE Provisional data	October 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	2012-13 DfE Provisional data	October 2013
QS25	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - FSM achievement gap	Test results for end of academic year	2012-13 NCER Provisional dataset	October 2013
QS26	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - LAC achievement gap	Test results for end of academic year matched to CIC 12 months+ cohort	2012-13 NCER Provisional dataset	October 2013
QS27	Percentage of pupils at KS4 5+ A*-C including GCSE English & mathematics - SEN achievement gap	Test results for end of academic year	2012-13 NCER Provisional dataset	October 2013
QS28	Percentage of pupils with SSEN at KS4 5+ A*-C including GCSE English & mathematics	Test results for end of academic year	2012-13 NCER Provisional dataset	October 2013
EMPLOYABILITY				
E1	Percentage of 16-18 year olds not in education, employment or training (NEET)	Connexions monthly bulletin	September 2013 data	As at October 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 September 2013	As at October 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	September 2013 data	As at October 2013
E13	Percentage of Learners with LLDD able to participate aged 16-19	Skills and Employability database	August 2012 data	September 2012
E14	Number of vulnerable learners supported into work-based learning	Skills and Employability database	Cumulative data up to September 2013	As at October 2013
E15	Number of assisted employment opportunities for learners with learning difficulties and disabilities	Skills and Employability database / Kent Supported Employment	2011-12 outturn	March 2013
E16	Number of apprenticeships 16-24 year olds	National Apprenticeships Service	2011-12 outturn	March (Kent) / July (Distr) 2013
E17	Percentage successful completion of apprenticeships 16-24 year olds	National Apprenticeships Service	2011-12 outturn	February 2013
E18	Post-16 APS per Entry (All L3)	Test results for end of academic year	2012-13 DfE Provisional data	October 2013
E19	Post-16 APS per Student (All L3)	Test results for end of academic year	2012-13 DfE Provisional data	October 2013
E20	Post-16 % 2+ A*-E (All L3)	Test results for end of academic year	2012-13 NCER Provisional dataset	October 2013
E21	Post-16 % AAB or above (A Level only)	Test results for end of academic year	2012-13 DfE Provisional data	October 2013
E22	Post-16 % 3+ A*-A grades (A level only)	Test results for end of academic year	2012-13 DfE Provisional data	October 2013
CONTEXTUAL DATA				
C1	Percentage of pupils eligible for Free School Meals (FSM)	School census - termly snapshot of pupils eligible for FSM	Summer Term 2013 snapshot data	As at July 2013
C2	Percentage of pupils with a Statement of Special Educational Needs (SSEN)	School census - termly snapshot of pupils with SEN statement	Summer Term 2013 snapshot data	As at July 2013
C3	Percentage of pupils with Special Educational Needs at School Action or School Action Plus (SEN A or P)	School census - termly snapshot of pupils with SEN A or P	Summer Term 2013 snapshot data	As at July 2013
C4	Percentage of pupils from an Ethnic Minority	School census - termly snapshot of pupil ethnicity	Spring Term 2013 snapshot data	March 2013
C5	Percentage of pupils with English as an Additional Language (EAL)	School census - termly snapshot of pupils eligible for FSM	Summer Term 2013 snapshot data	As at July 2013
C6	Number of Kent Children in Care	Management Information SCS Monthly Scorecard	Snapshot as at September 2013	As at October 2013
C7	Number of children with a Child Protection plan	Management Information SCS Monthly Scorecard	Snapshot as at September 2013	As at October 2013

Indicators		Polarity	Data Period	Frequency	Current		Previous	Target		Accountable Officer	Comparative Data				
					Latest Result and RAG Status	Direction of Travel (DoT)		Previously Reported Result	Target 2012/13		Target 2015/16	Kent Outturn	National Average	Statistical Neighbour Average	
															2011-12
PROVISION															
P1	Number of permanent exclusions from schools - all pupils	L	Rolling 12 Months	M	148	G	↑	144	200	40	Louise Simpson	210			
P2	Number of permanent exclusions from schools - LAC	L	Rolling 12 Months	M	6	G	↓	7	11	0	Tony Doran	14			
P3	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	3.1	A	↓	3.8	3.0	1.4	Louise Simpson	3.1	3.1	3.0	
P4	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	8.4	A	↓	9.2	8.0	4.8	Louise Simpson	8.4	7.4	7.3	
P5	Percentage of pupils who are persistently absent - LAC	L	Snapshot	A	7.9	G	↑	7.2	10.5	10.0	Tony Doran	7.9	6.1	5.5	
P6	Percentage total absence from Pupil Referral Units (PRUs)	L	Snapshot	T	48.7		↑	46.2	Awaiting Targets		Louise Simpson				
P7	Number of pupils in PRUs not also on a school roll	L	Snapshot	T	378		↓	480	Awaiting Targets		Louise Simpson				
P8	Percentage of statements of Special Educational Needs issued within timescales (26 weeks) [No Exceptions]	H	Rolling 12 Months	M	90.6	G	↑	89.6	87	95	Julie Ely	78.8	95	98	
P9	Number of pupils with a statement of Special Educational Needs	L	Snapshot	M	6,882	R	↓	6,927	6,500	5,800	Julie Ely	6,766			
P10	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	537	R	↓	540	460	300	Julie Ely	472			
P11	Percentage of admissions applications for school places made online	H	Snapshot	A	92.0	A	↑	88.3	93.0	95.0	Scott Bagshaw	92.0	67.3	74.0	
P12	Percentage of parents getting first preference of school	H	Snapshot	A	85.0	G	↓	85.9	84.6	85.0	Scott Bagshaw	85.0	85.3	90.9	
P13	Percentage of parents getting first or second preference of school	H	Snapshot	A	92.8	A	↓	92.9	93.0	95.0	Scott Bagshaw	92.8	93.1	96.4	
P14	Percentage of Children Missing Education placed in suitable education within 30 days of becoming known	H	Snapshot	A	49.2	A		No previous data		55.0	65.0	Louise Simpson	49.2		
P15	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	7.0	G	↓	8.2	8.0	6.0	David Adams	8.2	10.5	10.8	
P16	The number of districts with at least 5% surplus Year R places	H	Snapshot	A	5	R	↓	8	6	12	David Adams	8			
QUALITY AND STANDARDS															
QS1	Number of schools in Ofsted Category (special measures or with notice to improve)	L	Most recent	M	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	68.6	G	↑	65.8	64	85	Sue Rogers	56	69	68	
QS3	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	80.0	G	↑	73.5	77	90	Sue Rogers	71	66	61	
QS4	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Most recent	M	74.1	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	69.8	G	↑	67.1	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	80.0	G	↑	72.5	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	81.8	R	↓	86.9	87.0	89.5	Sue Rogers	86	83	85	
QS8	Percentage of pupils at EYFS achieving a Good level of Development	H	Snapshot	A	63.5			No previous data		74	80	Sue Rogers			
QS9	Percentage of pupils at KS1 achieving L2B+ in Reading	H	Snapshot	A	79.3	G	↑	75.7	77	82	Sue Rogers	75.7	76	77	
QS10	Percentage of pupils at KS1 achieving L2B+ in Writing	H	Snapshot	A	66.7	A	↑	62.3	67	82	Sue Rogers	62.3	64	66	
QS11	Percentage of pupils at KS1 achieving L2B+ in mathematics	H	Snapshot	A	79.3	G	↑	76.6	78	82	Sue Rogers	76.6	76	78	
QS12	Percentage of pupils at KS2 achieving L4+ in Reading, Writing and mathematics	H	Snapshot	A	73.7		↑	72.0	Awaiting Targets		Sue Rogers	72.0			
QS13	Percentage of pupils at KS2 achieving L5+ in Reading, Writing and mathematics	H	Snapshot	A	22.2		↑	20.0	Awaiting Targets		Sue Rogers	20.0			
QS14	Percentage of schools above floor standards at KS2 (60% L4+ R,W,M)	H	Snapshot	A	85.9		↓	86.7	Awaiting Targets		Sue Rogers	86.7			
QS15a	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Reading	H	Snapshot	A	86.2			No previous data		Awaiting Targets		Sue Rogers			
QS15b	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in Writing	H	Snapshot	A	91.0			No previous data		Awaiting Targets		Sue Rogers			
QS16	Percentage of pupils at KS2 achieving 2 Levels Progress KS1-2 in mathematics	H	Snapshot	A	85.9	A	↑	85	87	92	Sue Rogers	85	87	86	
QS17	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - FSM achievement gap	L	Snapshot	A	22.4			No previous data		22	17	Sue Rogers	22.8	17	21
QS18	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - LAC achievement gap	L	Snapshot	A	36.8			No previous data		37	31	Sue Rogers	41.7	29	28.3
QS19	Percentage of pupils at KS2 achieving L4+ in Reading, Writing & mathematics - SEN achievement gap	L	Snapshot	A	49.6			No previous data		47	43	Sue Rogers	48.5	49	53
QS20	Percentage of pupils with SEN at KS2 achieving L4+ in Reading, Writing & mathematics	H	Snapshot	A	10			No previous data		Awaiting Targets		Sue Rogers	12	17	15

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target		Accountable Officer	Comparative Data				
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result	Target 2012/13	Target 2015/16	Kent Outturn		National Average	Statistical Neighbour Average			
									2011-12		2011-12	2011-12			
QUALITY AND STANDARDS <i>continued</i>															
QS21		Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	62.6	A	↑	61.2	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	87.0	G	↑	84.7	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	74.0	G	↑	68.7	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	72.9	G	↑	70.8	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	32.4	A	↓	33.4	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	47.5	A	↓	49.3	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	43.5	G	↓	47.2	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	9.5	A	↑	8.4	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	14.71	R	↑	5.86	6.5	1.0	Sue Dunn	6.2	6.1	5.4
E2		Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	82.4	G	↑	80.9	80	87	Sue Dunn	82.4	85.1	82.2
E3		Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	26	A	↑	24	21	15	Sue Dunn	26	17	24
E4		Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	53.9	G	↑	52.7	53	60	Sue Dunn	53.9	57.9	54.8
E5		Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	34	A	↑	33	30	20	Sue Dunn	34	24	30
E6		Percentage of pupils achieving no improvement in qualifications between 16 and 19	L	Snapshot	A	11.8	A	↓	13.6	11	5	Sue Dunn	11.8	11.1	
E7		Percentage of secondary schools offering L2/3/4 apprenticeships	H	Snapshot	T	25			No previous data	25	50	Sue Dunn			
E8		Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	H	Snapshot	T	1,465			No previous data	1,524	1,662	Sue Dunn			
E9		Number of Level 2 & 3 vocational training in skills shortage areas	H	Snapshot	A	23,140			No previous data	23,725	25,675	Sue Dunn	23,140		
E10		Number of starts on the Kent Apprenticeship scheme	H	Cumulative	M	331	G	↑	327	250	400	Sue Dunn	113		
E11		Percentage successfully completing the Kent Apprenticeship scheme	H	Snapshot	A	86	G	↓	89	77		Sue Dunn	86	76	
E12		Percentage of unemployment among 18-24 year olds	L	Snapshot	M	5.0	G	↓	5.3	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	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	22		→	22	60		Sue Dunn			
E15		Number of assisted employment opportunities for learners with learning difficulties and disabilities	H	Annual	A	105	A	↑	102	107	116	Sue Dunn	105		
E16		Number of apprenticeships 16-24 year olds	H	Snapshot	A	6,081	G	↑	5,315	6,000	9,000	Sue Dunn	6,081		
E17		Percentage successful completion of apprenticeships 16-24 year olds	H	Snapshot	A	74	A		No previous data	76	85	Sue Dunn	74		
E18		Post-16 APS per Entry (All L3)	H	Snapshot	A	212.5	G	↑	210.7	211	214	Sue Rogers	210.7	212.8	207.8
E19		Post-16 APS per Student (All L3)	H	Snapshot	A	722.4	R	↓	737.3	731	740	Sue Rogers	737.3	733.0	698.0
E20		Post-16 % 2+ A*-E (All L3)	H	Snapshot	A	96.0	G	↑	92.1	92	95	Sue Rogers	92.1	93.6	91.9
E21		Post-16 % AAB or above (A Level only)	H	Snapshot	A	8.5	R	↓	8.6	9	12	Sue Rogers	8.6	9.5	6.5
E22		Post-16 % 3+ A*-A grades (A level only)	H	Snapshot	A	11.4	R	↓	11.8	12	15	Sue Rogers	11.8	12.8	8.8
CONTEXTUAL DATA															
C1		Percentage of pupils eligible for Free School Meals (FSM)		Snapshot	T	13.7			14.4				13.5	16.9	12.8
C2		Percentage of pupils with a Statement of Special Educational Needs (SSEN)		Snapshot	T	2.7			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	17.8			18.7				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	8.4			8.3				7.4	15.2	6.6
C6		Number of Kent Children in Care		Snapshot	M	1,830			1,821				50	57	48.7
C7		Number of children with a Child Protection plan		Snapshot	M	1,273			1,244				29.5	37.8	34.9

From: Roger Gough, Cabinet Member for Education and Health Reform

Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 4 December 2013

Subject: School Performance 2013 - National Curriculum Test and Public Examination Results

Classification: Unrestricted

Electoral Division: County Wide

Summary:

This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, KS1 and KS2 Standard Assessment Tests (SATs), GCSE and A Level results for 2013. The report includes comparison to National Data where available. It also reports on vulnerable groups against each Key Stage. This is not final validated data so caution needs to be given to the accuracy of all current results and some national comparative data is still unavailable for some indicators.

Recommendations:

The members of the Committee are asked to note:

- (i) the significant improvement in many areas of school performance in 2013
- (ii) to note the areas that still require significant improvement and the priorities for action to ensure that improvement is achieved.

1. Introduction

- 1.1 The full report contains a review of all available data to cover all the key stages above. The following commentary reflects a summary of the key points for each key stage and the priorities for action in 2013/2014.

2. Early Years Foundation Stage

- The main overall indicator for children at the end of the Early Years Foundation Stage changed in 2013 and is now the percentage of children achieving a Good Level of Development (GLD) for which they need to achieve Expected or Exceeding in all Prime Learning Goals (including Literacy and Mathematics). In Kent overall 64% of children achieved a GLD, with a range across districts of 55.2% – 69%. Girls continue to out-perform boys with 72% of girls and 56% of boys achieving a GLD. This is a very strong performance.
- Kent is 12% above the national average of 52%. As this is the first year of this current format there are no trends to report

- The achievement gap based on FSM data is 19%, a further narrowing from a figure of 24% in 2012. The achievement gap for children achieving a GLD between the lowest attaining 20% of children and the mean is 25.2%, very similar to last year's figure of 24.7%, compared to the England figure of 36.6%. This is extremely encouraging and as a result our targets for future achievement are ambitious.
- By 2017 we expect a minimum of 80% of children at the end of EYFS to have achieved a Good Level of Development. We have also set a new target for reducing the gap between all children achieving a good level of development at the end of the EYFS and those in receipt of free school meals to 14.5%. Whilst this is ambitious we believe we can narrow this still further and will therefore revise this target over the next two years.

2.1 Priorities for Action

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

3. Key Stage 1

3.1 Reading

- Attainment in Reading at Key Stage 1, Level 2b and above, overall shows further continuous improvement on 2012 and continues a four year upward trend. 79% of seven year olds achieved Level 2b or above in 2013. This is exactly in line with the national average of 79%.
- At level 3+ there is equally further improvement on last year and a continuing upward trend. 30% of seven year olds achieved a level 3+ compared with 27% in 2012. Kent is 1% ahead of the national average of 29%.
- Level 2b+ for girls shows considerable improvement again from last year. 84.5% of girls achieved this level compared to 81% in 2012. Kent is 1% above the national average. Level 2b+ attainment for boys declined by 2% in 2013 from 76% in 2012 to 74% in 2013, after 4 years of continuous improvement. Despite this decline Kent remains in line with the national average of 74%.
- The attainment of higher achieving girls improved significantly in 2013 with 35% achieving Level 3 compared to 32% in 2012. This is 1.6% above the national average for 2013. After an 8% improvement in 2012, the attainment of higher achieving boys declined this year by 4%. Despite this boys'

attainment at Level 3 remain above the national average. However the gender difference is a concern and will be a continued focus for improvement in this academic year. Nationally at Level 3+ we have seen a 2% improvement in reading attainment at Key Stage 1.

- Both girls and boys performance at Key Stage One remains above the National Average.

3.2 Writing

- Attainment in Writing at Key Stage 1, at Level 2b and above, shows continuous improvement by 4% in 2013 and continues a four year upward trend. Attainment in writing at this level is now at 67% compared to 62% in 2012. However the gap between standards in writing and reading is a concern.
- At level 3+ we have also seen continuous improvement with 15% of pupils achieving this level in writing compared to 13% in 2012. Kent is 1% below the national average at level 2b+, though we have closed the gap with the national figure. Standards at Level 3 are in line with the national average.
- Girls' attainment at Level 2b+ improved in 2013. The gap between Kent girls and the national average for 2012 has now been closed. Kent achieved 75%, which is in line with the national average. Boys' attainment at Level 2b+ declined by 7% this year after a 14.6% improvement in 2012. This is a concern, although boys' attainment is in line with the national average.
- Higher achieving girls' performance at Level 3 improved by 3% this year after a decline in 2012. This is now in line with the national average of 20%. Boys' performance at level 3 in writing improved by 1.4% compared to 2012 and is now above the national average by 0.6%. This is a strong performance in 2013.
- Both girls' and boys' performance at Key Stage 1 is in line with the national average.

3.3 Mathematics

- Attainment in Key Stage 1 Maths at Level 2b+ improved, with 79.% of pupils achieving this level compared to 77% in 2012. At level 3+ there was further improvement from 21% to 23% in 2013. Kent is in line or just above national averages at both Level 2b+ and Level 3 in 2013 and this reflects a continuing upward trend.
- Girls' attainment at Level 2b improved by 3% in 2013, with 81% of pupils achieving this standard compared to 78% in 2012. Boys' performance improved by 4% in 2013, with 77% of pupils attaining this level compared to 73% in 2012. Attainment for both boys and girls is showing a good three year upward trend in mathematics at Level 2b.
- Attainment for higher achieving girls and boys improved in 2013 by almost 2%. Attainment for higher achieving boys improved by over 7% in 2013 which is a very encouraging result. This is particularly impressive as nationally the

figure only increased from 24% to 25%. Attainment for higher achieving girls improved in line with national improvement.

3.4 Outcomes for Vulnerable Groups at Key Stage 1

- At Key Stage 1 there is still a significant gap between FSM pupils and their peers. The gap in reading at level 2b+ is 21%, in writing it is 24% and in mathematics it is 19%. We know that reducing this gap is critical for the life chances of all children.
- The gender gap at Key Stage 1 continues to show girls doing better than boys in all three areas. In reading the gap is 10%, in writing it is 16% and in mathematics is 3%.
- The special education needs (SEN) gap continues to be significant. In reading the gap for children who are on action or action plus is 47% and for children with a statement it is 72%. In writing for children on action or action plus the gap is 55% and for children with a statement it is 71%. In mathematics the gap for the action and action plus children is 44% and for children with a statement it is 70%. These gaps in attainment are unacceptably wide.
- All gaps at any age and for any reason are of tremendous significance to the life chances of children as they move through their schooling. We are determined to narrow these gaps in the next three years.

3.5 Priorities for Key Stage 1

- Overall to ensure that the direction takes Kent schools well above the national average
- To succeed in narrowing the gaps for all vulnerable groups.
- To improve the trend patterns of boys in all three areas.

4. Key Stage 2

4.1 There is a new measure for attainment at Key Stage 2 in 2013. This is the combined Reading, Writing and Mathematics Level 4+ score.

- The provisional 2013 Level 4+ combined results show 74% of pupils achieved this level of attainment at Key Stage 2. Had this indicator been applied in 2012 we would show a 2% improvement against a national improvement of 1%. The national average is 76%.
- 77% of girls achieved the expected level compared to 70% of boys. This is 2% below the national average for both boys and girls.
- At Level 5+ attainment in Reading, Writing and Mathematics combined improved to 22%, compared to 20% in 2012, which is a 2% improvement compared to a national improvement of 1%.

- 26% of girls and 18% of boys achieved the level 5+ indicator. Boys are exactly in line with the national average and the girls are 1% above the national average.
- In 2012, 211 schools performed at or above the national average at Level 4+ in the new measure of Reading, Writing and Maths combined. In 2013 this rose to 223 schools. 198 schools improved their performance compared to 2012 and 18 schools achieved 95-100% in the national Key Stage 2 tests this year.

4.2 Reading

Attainment in Reading at Level 4 and above declined by 2% in 2013, following a significant improvement of 4% in 2012. Attainment in Reading at Level 5 and above declined by 4% in 2013, following a significant improvement of 7% in 2012. National performance has also declined in 2013, by 1% at level 4 and by 3% at level 5. 86% of pupils achieved the expected 2 levels of progress between key stages 1 and 2, compared to a national figure of 88%.

4.3 Writing

Attainment in Writing at Levels 4 and 5 shows a significant increase in 2013 by almost 4%. Nationally at Levels 4 and 5, performance improved by 2%. 91% of pupils achieved the two levels of expected progress in writing, which is exactly in line with the national performance.

4.4 Mathematics

Following a 4% improvement in 2012, attainment at Level 4 and above in Maths declined by 1% in 2013. Attainment at Level 5 and above improved by 1% in 2013. National performance declined by 1% at Level 4 but improved at Level 5 by 2%. 86% of pupils achieved the expected two levels of progress against a national performance of 88%.

4.5 Statistical Neighbours (SN)

Our top SN achieved 77% level 4 combined in 2013 compared to 74% in Kent. The difference between Kent and the highest performing LA is now 3%. Kent is closing the gap and accelerating progress whilst other local authorities saw the level of their performance decline against the new Key Stage 2 measure, while still performing better than Kent in absolute terms. Compared to our 11 statistical neighbours we are 6th for Level 4+ performance and 2nd for Level 5 performance.

4.6 Key Stage 2 Gender Differences

- Girls at level 4 and above in reading, writing and maths combined continue to outperform the boys. Attainment for girls improved by 1% on the same indicator in 2012 and there is a four year upward trend. Boys improved their performance by 1% on 2012 but the gap between the attainment outcomes for girls and boys is 7%. This is the same as for 2012 and therefore this gap has not narrowed. This mirrors exactly the national gender gap for 2013 and trend pattern nationally for this indicator.

- Attainment at Level 5 in reading, writing and mathematics combined improved for both boys and girls in 2013. Attainment for girls improved by 3%, compared to 1% improvement nationally for girls and boys' attainment improved by 1%, which is the same as the national improvement rate for boys.

4.7 Key Stage 2 Reading for Boys and Girls

Attainment in Reading, at Level 4 and above, for boys and girls declined in 2013. This reflects a similar national decline for girls of 2% and 1% for boys. Attainment at Level 5 and above, for girls, declined by 4% which is less than the national decline of 6%. For boys it declined by 2% in 2013 which is the same as the national drop.

4.8 Key Stage 2 Writing for Boys and Girls

Attainment at both levels 4 and 5 for boys and girls improved in 2013. At level 4 and above, attainment for girls improved by 4%, compared to 1% nationally and attainment for boys improved by 5% compared to 2% nationally. Attainment at Level 5 improved by 6% for girls, compared to 3% nationally and for boys it also improved by 3% compared to 1% nationally.

4.9 Key Stage 2 Mathematics for Boys and Girls

Standards of attainment, for boys and girls in mathematics, declined by 1% in 2013 compared to 1% improvement nationally for both boys and girls. Attainment at Level 5 for girls improved by 2% in 2013 compared to 3% nationally and standards at Level 5 for boys were maintained compared to the national improvement of 1%.

4.10 Outcomes for Vulnerable Groups at Key Stage 2

- 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, Children in Care (CIC), boys and girls and pupils with Special Educational Needs (SEN) or with Statements of Special Educational Need (SSEN). These gaps are mostly wider in Kent and are not narrowing.
- At Key Stage 2 there is still a significant attainment gap between FSM pupils and their peers. The gap in reading, writing and mathematics combined at Level 4 and above, remains at 22.5% and has not improved in 2013. In reading the attainment gap is 15.1%, in writing it is 18% and in mathematics it is 16%. Gaps in rates of progress are narrower between FSM and non FSM pupils, and in 2013 these were 7.2% in reading, 6.5% in writing and 8.6% in mathematics. While 177 Primary schools improved the FSM gap in 2013, the lack of progress overall on this key issue is a serious concern and very disappointing.
- The special educational needs (SEN) gap continues to be significant although there was some improvement in 2013. For pupils with a statement the attainment gap at Level 4 Reading, Writing and Mathematics combined is now 64% having narrowed from 65.4% in 2012. For pupils on Action Plus the attainment gap is now 35.7% having narrowed from 38.2% in 2012. For

pupils on School Action the gap is now 28.8% having narrowed from 32.2% in 2012.

4.11 The Floor Standard at Key Stage 2

The floor standard at Key Stage 2 is 60% of pupils achieving the expected Level 4 and above in Reading, Writing and Mathematics. In 2012, 23 schools performed below the floor standard, a significant reduction from the 70 schools in 2011 and the 95 schools in 2010. However, in 2013 on the new measure of Level 4 in Reading, Writing and Mathematics combined, 59 schools performed below the floor standard.

4.12 Priorities for Action

- To continue to support and challenge all schools to secure further improvement. This will focus on all schools below the floor standard in 2013 and all schools who are satisfactory or requiring improvement.
- To continue to challenge all schools to set and achieve inspirational targets for all pupils.
- To work with schools to ensure that all vulnerable groups are making accelerated progress.
- To develop the school to school support network to ensure the sharing of best practice.

5. Key Stage 4

- 5.1 Provisional results at Key Stage 4 show Kent's performance at 5 or more GCSE A*-C grades including English and maths improved to 63%, compared to 61% in 2012. This is 4% above the national figure of 59%, which dropped this year. Kent is ranked second within our statistical neighbours group, where the average is 60%.
- 5.2 Expected rates of progress at Key Stage 4 (three levels of progress between key stages 2 and 4) also improved this year, by 5.3% in English to 74%, and by 2.1% in maths to 73%. Both these figures are above the national averages of 71% in English and 72% in maths.
- 5.3 Kent's 5+ A*-G results were 2% above the national average. Kent's overall result is 95.7% against a national picture of 93.9%. This is a good indication of the success of Kent schools' inclusive approach to securing educational success for the vast majority of pupils. The percentage of students achieving 5+ A* to C was 5% above the national average. Performance in English A* to C grades is 4.8% above the national average and in Maths performance is in line with the national average.
- 5.4 Nine secondary schools performed below the floor standard of 40% of pupils achieving five good GCSE grades with English and mathematics compared to 19 schools in 2012.
- 5.5 Overall 75% of secondary schools improved or maintained their GCSE performance in 2013, including a small number of schools that declined by no more than 1%.

5.6 Gender Differences at GCSE

- At Key Stage 4, the gender gap widened to 9% compared to 8% in 2012. 58% of boys and 67% of girls attained 5 good GCSEs including English and Maths in 2013 compared to 54% boys and 64% girls nationally in 2012.
- 34 schools narrowed the gender attainment gap since 2012. This is from the total of 67 mixed gender secondary mainstream schools.

5.7 Outcomes for Vulnerable Groups at GCSE

- The GCSE attainment gap between pupils eligible for FSM and their peers for 5+ A*-C including English and maths improved slightly by 0.5% to 32.4%. This has not improved in the last three years and is still significantly greater than the national figure of 26% in 2012. The 2013 national comparisons will not be available until December.
- In Kent, 36% of FSM pupils achieved 5 or more good GCSEs with English and mathematics. The national FSM gap at Key Stage 4 is reducing at a faster rate compared to Kent, which is very disappointing. There remains a significant gap between FSM students and non FSM students in both three levels of progress in English of 22.7% and Maths at 26.7%. This gap has narrowed by 2.1% and 1.4% respectively since 2012. Whilst this is a positive direction of travel the gap needs to narrow at a much faster rate in future years.
- Once again pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other similar pupils nationally. However, although very wide, in 2013 the SEN achievement gap narrowed at Key Stage 4 by nearly 4% to 43.5%. This will continue to be a priority for further improvement in 2014.

5.8 Priorities for Action

- Further develop and disseminate the successful strategies to support schools in their progress towards the 2014 floor standards.
- Narrow the performance gaps for vulnerable groups, particularly for FSM/non-FSM students.
- Provide specific challenge and support to accelerate progress in those schools which are below the floor standard, and/or causing concern.
- Identify good practice in securing progress for lower attaining students and disseminate it so as to narrow performance gaps for these and other vulnerable groups.

6. A Level

- 6.1 Performance at post-16 has improved on one indicator this year but has dropped in the rest, although less than the national average. The percentage of students achieving two or more A level passes decreased to 90%, compared to 92% in 2012.

6.2 Kent's Average Points Score per entry is up 1.8 to 212.5, compared to the national static result of 212.7. The Average Points Score per student dropped 14.9 points to 722.4, compared to a national reduction of 23.9 to 709.1.

6.3 The greatest improvement has been in the number of students gaining three or more A and B grades which improved from 5% in 2012 to 8.5% in 2013, compared to 7.4% nationally.

6.4 **Priorities for Action**

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

7. **Children in Care**

7.1 In 2013, outcomes for children in care (CIC) continued to improve at both Key Stages 2 and 4. In 2013, 43% of CIC who were looked after for more than 12 months achieved Level 4 or above in reading, writing and maths at Key Stage 2 compared to 38% who achieved level 4 in 2012.

7.2 61% of 12+ Months CiC pupils achieved 2 Levels of Progress in Key Stage 2 Reading compared to 86.3% for all pupils. 68% achieved 2 Levels of Progress in Writing compared to 91.0% for all pupils and 56% achieved 2 Levels of Progress in Maths compared to 85.9% for all pupils.

7.3 At GCSE 15% of CIC achieved 5 or more A* to C grades including English and Maths compared to 13% in 2012.

7.4 26% of 12+ Months CiC pupils achieved 3 Levels of Progress in Key Stage 4 English compared to 74% for all pupils and 20% achieved 3 Levels of Progress Maths compared to 72.9% for all pupils

7.5 This means the CIC Key Stage 2 gap narrowed by 5% down to 37% from 42% last year. The CIC Key Stage 4 attainment gap narrowed by 2%, down to 47% from 49% in 2012. However these are the widest achievement gaps of any pupil group, and are an important focus for improvement in 2014.

8. **Conclusion**

8.1 While there has been improvement in the Early Years Foundation Stage (EYFS) and at all Key Stages in 2013, there is still wide variability in performance.

8.2 The improvements in the EYFS, Key Stage 1 and GCSE this year have been significant and represent good progress from 2012. There was steady improvement in Key Stage 2 results compared to 2012. A small incremental improvement occurred on some indicators at A level.

- 8.3 Standards at GCSE and the EYFS are above average. At Key Stage 1 standards of attainment are more or less in line with national averages. At Key Stage 2 and A Level our performance is below the national average, although improving.
- 8.4 Gender differences continue to be significant, opening up markedly in the EYFS and continuing to be a key issue at all key stages so that by GCSE just over half of boys achieve a good outcome. Boys are over-represented in figures for SEN, exclusion from school, children in care and the NEET data and improving their progress and attainment is a key element in raising standards overall in Kent and in achieving full participation for all young people until age 18.
- 8.5 Slow progress is being made in improving progress and narrowing the gaps in attainment for pupils with special educational needs. In spite of improvements in the outcomes for Children in Care, their achievement gaps continue to be the widest of any pupil group and are a key priority for improvement in 2014.
- 8.6 It is very disappointing that, in spite of additional resources through the pupil premium (£26 million in Kent in 2012-13) the attainment gaps for pupils on free school meals have shown no improvement. The gaps are markedly wider in Kent than nationally, which means more disadvantaged learners are doing less well and therefore continue to have more disadvantage than elsewhere in the country. This is unacceptable.
- 8.7 Educational attainment gaps result in low social mobility. Children's life chances should not be determined so young and with so little chance of catching up for those who are less advantaged. Recent national and international reports have highlighted this key issue for the economy and for individual life chances. The OECD Skills Outlook Report 2013 highlighted the low literacy and numeracy skills of 16-24 year olds in the UK compared to other countries. The Social Mobility and Child Poverty Commission Annual Report, October 2013, focuses on what more should be done to improve social mobility through the education system and other government policy areas. And a recent report from Save the Children, 'Too Young to Fail' provides a powerful analysis of achievement gaps and what we can do to improve. This is one of our top priorities in Kent and we are developing a number of projects to continue to address it during this school year.

9. Recommendation

The members of the Committee are asked to note:

- (i) the significant improvement in many areas of school performance in 2013
- (ii) to note the areas that still require significant improvement and the priorities for action to ensure that improvement is achieved.

Lead Officer
Sue Rogers
Director Standards and Improvement
sue.rogers@kent.gov.uk 01622 694983

From: **Roger Gough, Cabinet Member for Education and Health Reform**

Patrick Leeson, Corporate Director for Education, Learning and Skills

To: **Education Cabinet Committee – 4 December 2013**

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

Classification: **Unrestricted**

Electoral Division: **County Wide**

Summary:

The Cabinet Committee is asked to note the second quarter's full budget monitoring report for 2013/14 reported to Cabinet on 2nd December 2013.

Recommendation(s):

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

1. Introduction:

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

2. Background:

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

2.2 The attached relevant annex from the Cabinet report is presented in the pre-election portfolio structure. Given the inevitable changes that are coming from "Facing the Challenge", the Cabinet Member for Finance & Procurement has agreed that in terms of competing priorities, value added and risk, the work involved in mapping the pre-election portfolios to the

post-election portfolio structure exceeds the benefits to be had, given the relatively short period that these new portfolios will be in existence before a further major change takes effect. Therefore, reporting for the remainder of this financial year will continue in the pre-election portfolio structure.

3. Recommendation(s):

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

4. Contact details

Report Author

Keith Abbott, Education, Learning & Skills Directorate Finance Business Partner

Telephone number: 01622 696588

Email address: keith.abbott@kent.gov.uk

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

1. REVENUE

	Cash Limit	Variance Before Mgmt Action	Management Action	Net Variance after Mgmt Action
Total (excl Schools) (£k)	+55,543	-1,955	-	-1,955
Schools (£k)	-	+1,881	-	+1,881
Directorate Total (£k)	+55,543	-74	-	-74

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

Budget Book Heading	Cash Limit			Variance	Explanation	Management Action/ Impact on MTFP
	Gross £'000	Income £'000	Net £'000	Net £'000		
Education, Learning & Skills portfolio						
Delegated Budget:						
Schools Delegated Budgets	720,559.5	-720,559.5	0.0	+1,881	+1,881	Drawdown from school reserves for 24 expected academy converters and 2 school closures
TOTAL DELEGATED	720,559.5	-720,559.5	0.0	+1,881		
Non Delegated Budget:						
Strategic Management & Directorate Support budgets	8,721.5	-9,171.9	-450.4	+378	+524	New Kent Integrated Adolescent Support Service managed by ELS but covering services across directorates
					-230	<i>DSG variances over a number of headings, all less than £100k in value</i>
					+84	Other minor variances
Children's Services - Education & Personal						
- 14 - 19 year olds	4,778.0	-1,335.8	3,442.2	-1,451	-1,376	Kent Youth Employment programme placements - this underspend will need to be rolled forward to be spent on placements which straddle the financial year, with the scheme continuing until 2015-16.
					-75	Other minor variances

Budget Book Heading	Cash Limit			Variance	Explanation	Management Action/ Impact on MTFP
	Gross £'000	Income £'000	Net £'000	Net £'000		
- Attendance & Behaviour	3,833.9	-2,671.4	1,162.5	-265	-205 Increased penalty notice income from pupils being absent from school <i>(includes a DSG variance of -£146k)</i> -60 Other minor variances	
- Connexions	5,696.6	0.0	5,696.6	0		
- Early Years & Childcare	7,376.4	-5,991.6	1,384.8	-85		
- Early Years Education	50,900.0	-50,900.0	0.0	+1,183	+1,183 <i>DSG variance - additional week of provision for 3 & 4 year olds falling in the 2013-14 financial year which has not been funded within the DfE DSG settlement.</i> +1,092 <i>DSG variance - greater than budgeted number of hours being provided for 3 & 4 year olds due to increased parental demand</i> -1,092 <i>DSG variance - reduced demand for 2 year old placements</i>	Additional DSG income is expected next year as it will be based on a more up to date count of children in early years settings and this increase will be reflected in the 2014-17 MTFP.
- Education Psychology Service	3,004.4	-400.0	2,604.4	-366	-191 Traded income from schools for non statutory psychology services -143 Staff vacancies -32 Other minor variances	This additional income is expected to be ongoing & will be reflected in the 2014-17 MTFP
- Individual Learner Support	8,642.4	-7,579.0	1,063.4	-334	-80 Minority Community Achievement Service (MCAS) income from schools in excess of costs -118 Portage staff vacancies and non staff savings offset by the write off of old debts <i>(includes a DSG variance of -£82k)</i> -65 Head of Inclusion and Support budget part year vacancies and general non staffing underspends <i>(includes a DSG variance of -£44k)</i> -71 Other minor variances	

Budget Book Heading	Cash Limit			Variance	Explanation		Management Action/ Impact on MTFP
	Gross £'000	Income £'000	Net £'000	Net £'000			
- Statemented Pupils	5,491.1	-5,491.1	0.0	-835	-651	<i>DSG variance - budget allocated for stated support is not required for 2013-14 and will in part cover the reported pressure on independent and non maintained special school placements (reported below)</i>	
					-184	<i>DSG variance - changes to provision of some stated support services and to numbers of pupils receiving support</i>	
	89,722.8	-74,368.9	15,353.9	-2,153			
School Budgets:							
- Independent Special School Placements	14,924.0	-14,924.0	0.0	+3,332	+3,332	<i>DSG variance - Increased number of pupils in independent and non maintained special school placements</i>	This pressure is expected to be ongoing & will need to be addressed in the 2014-17 MTFP process
- PFI Schools Schemes	23,810.0	-23,810.0	0.0	0			
- Pupil Referral Units	16,142.4	-16,142.4	0.0	0			
	54,876.4	-54,876.4	0.0	+3,332			
Schools Services:							
- Non Delegated Staff Costs	2,644.0	-2,541.0	103.0	-54			
- Other Schools Services	7,595.1	-7,189.8	405.3	-107	-55	<i>DSG variance - Reduction in spend on the moving of mobile classrooms for schools</i>	
					-52	Other minor variances	
- Redundancy Costs	1,188.7	-1,188.7	0.0	+865	+865	<i>DSG variance - Expected increase in school based staff redundancy costs</i>	
- School Improvement	11,034.8	-8,719.0	2,315.8	+157	+266	Higher costs for the provision of training and development courses in excess of additional income generated	Income targets for School Improvement will need to be reviewed as part of the MTFP process
					-126	Increase in income generated by the Improving Together Network scheme	
					+17	Other minor variances	

Budget Book Heading	Cash Limit			Variance	Explanation		Management Action/ Impact on MTFP
	Gross	Income	Net	Net			
	£'000	£'000	£'000	£'000	£'000		
- Teachers & Education Staff Pension Costs	7,954.0	-2,684.0	5,270.0	+248	+248	Increase in annual capitalization payments	
	30,416.6	-22,322.5	8,094.1	+1,109			
<u>Transport Services</u>							
- Home to College Transport & Kent 16+ Travel Card	3,174.2	-1,720.0	1,454.2	-500	+230	SEN pupils receiving Home to College transport	This pressure is expected to be ongoing & will be addressed in the 2014-17 MTFP
					-730	Income from the 16+ card in excess of costs	This additional income is expected to be ongoing & will be reflected in the 2014-17 MTFP
- Mainstream HTST	11,517.3	-20.0	11,497.3	-1,567	-1,567	Lower than budgeted numbers of pupils travelling and the full year impact of transport policy changes, (this forecast remains an estimate until all pupil transport for the new academic year is finalised)	This saving is expected to be ongoing & will be reflected in the 2014-17 MTFP
- SEN HTST	17,207.5	0.0	17,207.5	+1,322	+1,322	Higher than budgeted numbers of pupils travelling with overall costs also influenced by other factors (see section 2.2)	This pressure is expected to be ongoing & will be addressed in the 2014-17 MTFP
	31,899.0	-1,740.0	30,159.0	-745			
<u>Assessment Services</u>							
- Assessment & Support of Children with Special Education Needs	7,319.1	-4,932.4	2,386.7	-63			
TOTAL NON DELEGATED	222,955.4	-167,412.1	55,543.3	+1,858			
- <i>Transfer to(+)/from(-) DSG reserve</i>				-3,813	-3,813	<i>drawdown from DSG reserve to offset +£3,988k of DSG variances explained above, together with other smaller DSG variances</i>	
TOTAL NON DELEGATED after tfr to/from DSG reserve	222,955.4	-167,412.1	55,543.3	-1,955			
Total ELS portfolio	943,514.9	-887,971.6	55,543.3	-74			

2. KEY ACTIVITY INDICATORS AND BUDGET RISK ASSESSMENT MONITORING

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

	2010-11	2011-12	2012-13	2013-14
	as at 31-3-11	as at 31-3-12	as at 31-3-13	projection
Total number of schools	538	497	463	438
Total value of school reserves	£55,190k	£59,088k	£48,124k	£46,243k
Number of deficit schools	17	7	8	3
Total value of deficits	£2,002k	£833k	£364k	£2,126k

Comments:

- The information on deficit schools for 2013-14 has been obtained from the schools 3 year plans completed in spring/early summer 2013 and show 3 schools predicting a deficit at the end of year 1. The Local Authority receives updates from schools through budget monitoring returns from all schools after 6 months, and 9 months as well as an outturn report at year end but these only include information relating to the current year. School's Financial Services will be working with these 3 schools to reduce the risk of a deficit in 2013-14 and with the aim of returning the schools to a balanced budget position as soon as possible. This involves agreeing a management action plan with each school.
- It should be noted that, based upon the three year planning returns submitted by schools in May/June, the number of schools in deficit is forecast to rise to eight in 2014-15 (with a value of £6.3m) and up to 24 in 2015-16 (with a value of £12.6m). However, all of this is before any management action. In line with existing policies, Finance staff, together with colleagues in ELS are now working to draw up recovery plans with each of these schools in order to avoid the deficit position from arising. The position currently forecast by these schools is largely a reflection of the impact of four years of flat cash settlements for schools, and for some, the impact of falling rolls.
- KCC has a "no deficit" policy for schools, which means that schools cannot plan for a deficit budget at the start of the year. Unplanned deficits will need to be addressed in the following year's budget plan, and schools that incur unplanned deficits in successive years will be subject to intervention by the Local Authority.
- The total number of schools is based on the assumption that 24 schools (including 4 secondary schools and 20 primary schools) will convert to academies before the 31st March 2014. In addition, 2 schools are closing and 1 new school is opening.
- The estimated drawdown from schools reserves of £1,881k assumes 24 schools convert to academy status and 2 schools close. The schools 6 month monitoring has recently been received and is currently being checked and verified. An update will be provided in future monitoring reports.

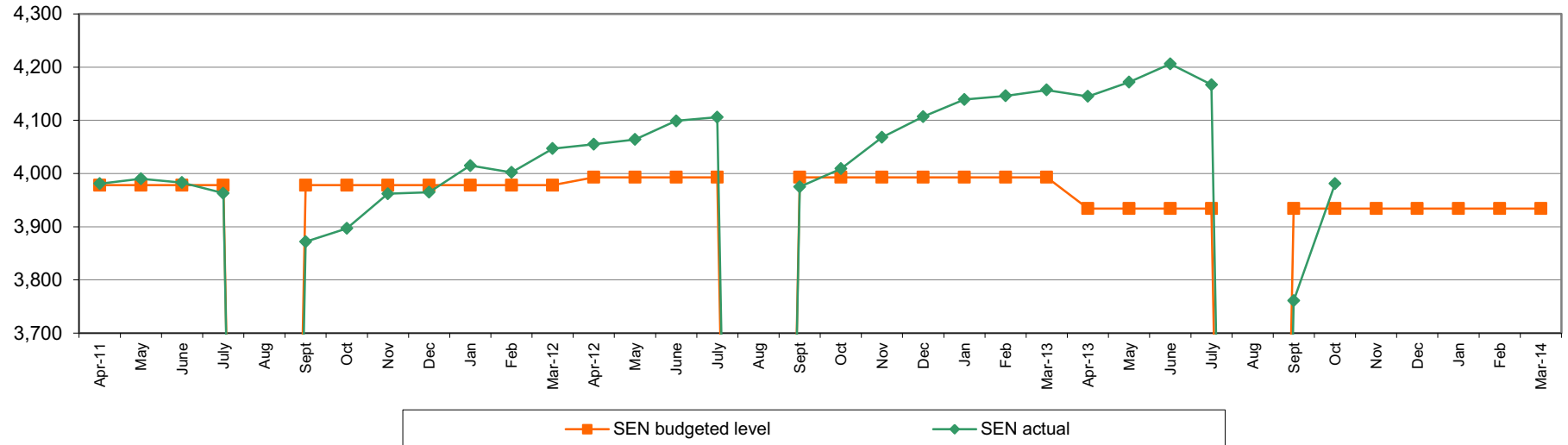
2.2 Number of children receiving assisted SEN and Mainstream transport to schools

	2011-12				2012-13				2013-14			
	SEN		Mainstream		SEN		Mainstream		SEN		Mainstream	
	Budget level	actual	Budget level	actual	Budget level	actual	Budget level	actual	Budget level	actual	Budget level	actual
Apr	3,978	3,981	18,982	17,620	3,993	4,055	17,342	16,757	3,934	4,145	14,667	14,119
May	3,978	3,990	18,982	17,658	3,993	4,064	17,342	16,788	3,934	4,172	14,667	14,119
Jun	3,978	3,983	18,982	17,715	3,993	4,099	17,342	16,741	3,934	4,206	14,667	14,106
Jul	3,978	3,963	18,982	17,708	3,993	4,106	17,342	16,695	3,934	4,167	14,667	14,093
Aug	0	0	0	0	0	0	0	0	0	0	0	0
Sep	3,978	3,872	18,982	16,282	3,993	3,975	17,342	13,698	3,934	3,761	14,667	10,300
Oct	3,978	3,897	18,982	16,348	3,993	4,009	17,342	13,844	3,934	3,981	14,667	11,258
Nov	3,978	3,962	18,982	16,553	3,993	4,068	17,342	13,925	3,934	0	14,667	0
Dec	3,978	3,965	18,982	16,556	3,993	4,107	17,342	13,960	3,934	0	14,667	0
Jan	3,978	4,015	18,982	16,593	3,993	4,139	17,342	13,985	3,934	0	14,667	0
Feb	3,978	4,002	18,982	16,632	3,993	4,146	17,342	14,029	3,934	0	14,667	0
Mar	3,978	4,047	18,982	16,720	3,993	4,157	17,342	14,051	3,934	0	14,667	0

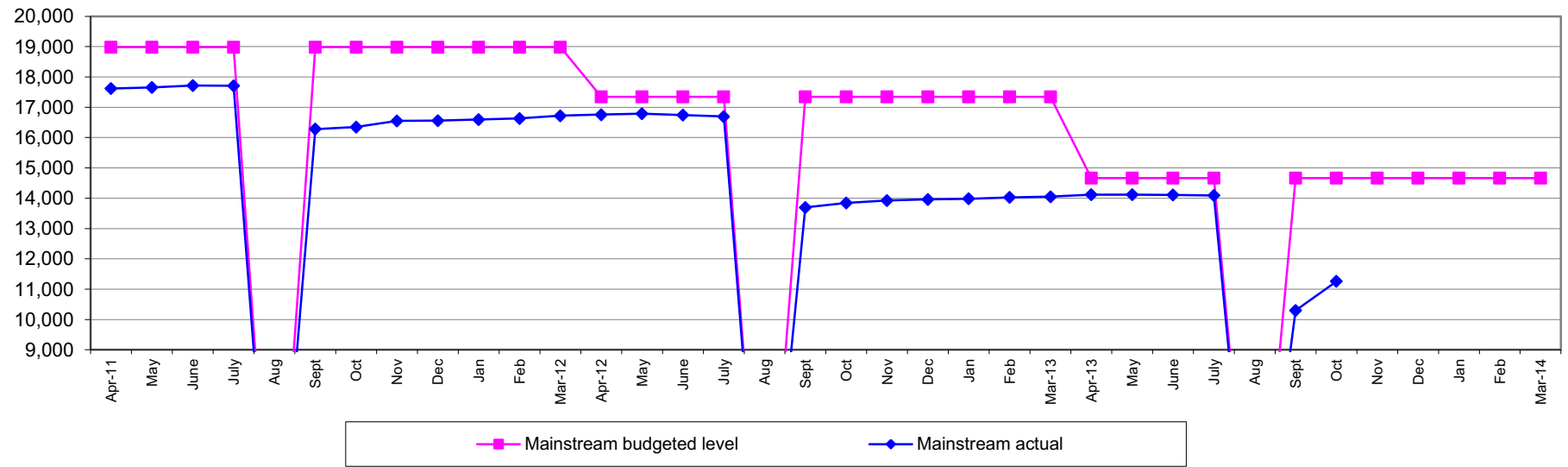
Comments:

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

Number of children receiving assisted SEN transport to school



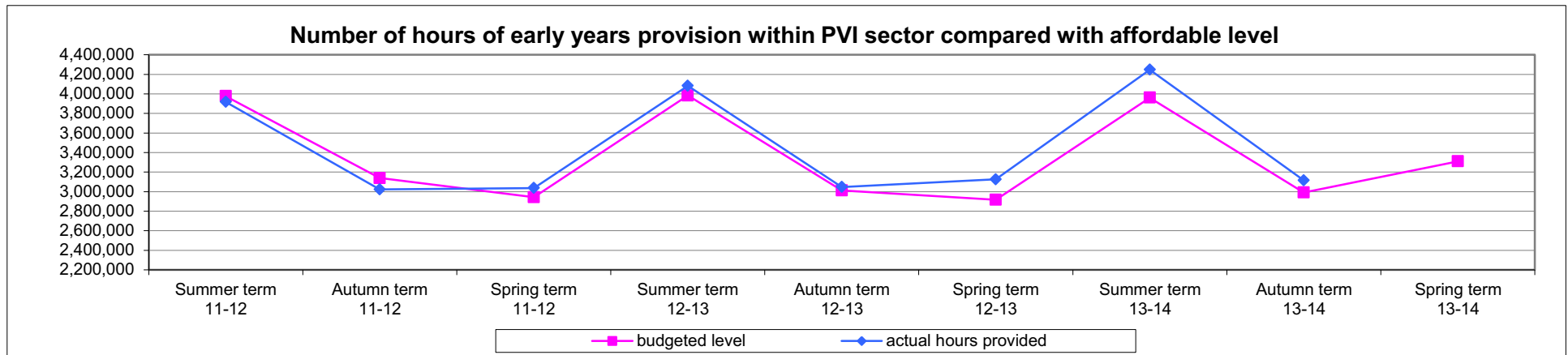
Number of children receiving assisted Mainstream transport to school



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

	2011-12		2012-13		2013-14	
	Budgeted number of hours	Actual hours provided	Budgeted number of hours	Actual hours provided	Budgeted number of hours	Actual hours provided *
Summer term	3,976,344	3,917,710	3,982,605	4,082,870	3,961,155	4,247,356
Autumn term	3,138,583	3,022,381	3,012,602	3,048,035	2,990,107	3,115,817
Spring term	2,943,439	3,037,408	2,917,560	3,125,343	3,310,417	
TOTAL	10,058,366	9,977,499	9,912,767	10,256,248	10,261,679	7,363,173

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



Comments:

- The budgeted number of hours per term is based on an assumed level of take-up and the assumed number of weeks the providers are open. The variation between the terms is due to two reasons: firstly, the movement of 4 year olds at the start of the Autumn term into reception year in mainstream schools; and secondly, the terms do not have the same number of weeks.
- The current activity suggests a pressure of £2.275m, which is due to an additional week of provision for 3 and 4 years olds falling in the 2013-14 financial year which has not been funded within the DfE DSG settlement and additional hours as a result of increased parental demand. As this budget is entirely funded from DSG, any surplus or deficit at the year end must be carried forward to the next financial year in accordance with the regulations and cannot be used to offset over or underspending elsewhere within the directorate budget, therefore this pressure will be transferred to the schools unallocated DSG reserve at year end, as reflected in table 1 of this annex.
- It should be noted that not all parents currently take up their full entitlement and this can change during the year.

3. CAPITAL

3.1 The Education, Learning & Skills Directorate has a working budget (excluding schools) for 2013-14 of £149,868k. The forecast outturn against the 2013-14 budget is £135,527k giving a variance of - £14,341k.

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

Budget Book Heading	Three year cash limit (£000)	2013-14 Working Budget (£000)	2013-14 Variance (£000)	Variance Break-down (£000)	Rephasing / Real Variance and Funding Stream	Explanation of In-Year Variance	Project Status ¹	Explanation of Project Status	Actions
Rolling Programmes									
Annual Planned Enhancement Programme	24,255	12,718	0	0			Green		
Devolved Formula Capital Grants for Pupil Referral Units	537	442	0	0			Green		
Individual Projects									
Basic Need Schemes - to provide additional pupil places:									
Future Basic Need Schemes	43,506	36,801	-4,486	-4,486	Rephasing	Re-profiling of the basic need budget for the provision of additional places. No delays to completion dates.	Green		
Dunton Green	800	800	0	0			Green		
Goat Lees Primary School, Ashford	2,194	2,951	0	0			Green		
Repton Park Primary School, Ashford	19	210	0	0			Green		
Ryarsh Primary School, Ryarsh	169	169	0	0			Green		
Modernisation Programme - Improving and upgrading school buildings including removal of temporary classrooms:									
Modernisation Programme - Wrotham	8	4	0	0			Green		

Budget Book Heading	Three year cash limit (£000)	2013-14 Working Budget (£000)	2013-14 Variance (£000)	Variance Break-down (£000)	Rephasing / Real Variance and Funding Stream	Explanation of In-Year Variance	Project Status ¹	Explanation of Project Status	Actions
Modernisation Programme - Future Years	5,992	2,087	-1,875	-1,875	Real - DfE grant	Halfway House to be funded from Priority Schools Building Programme.	Green		
St Johns / Kingsmead Primary School, Canterbury	1,544	2,405	0	0			Green		
Special Schools Review - major projects supporting the special schools review									
Special Schools Review phase 1	24	663	0	0			Green		
Special Schools Review phase 2	40,330	9,362	-5,581	-5,581	Rephasing	Re-profiling of the SSR budget to reflect latest forecasts	Green		
The Wyvern School, Ashford (Buxford Site)	1	1	0	0			Green		
Primary Improvement Programme	85	237	0	0			Green		
Academy Projects:									
Academies Unit Costs	778	1,183	0	0			Green		
Maidstone New Build, New Line Learning	0	31	0	0			Green		
Longfield New Build	0	358	0	0			Green		
Maidstone New Build, Cornwallis	0	67	0	0			Green		
Spires New Build	0	2	0	0			Green		
Marsh Academy, New Romney	888	887	0	0			Green		
The John Wallis C of E Academy	7,615	7,387	0	0			Green		
The Knowle Academy Sevenoaks	13,557	14,735	0	0			Green		
Dover Christ Church	10,119	7,791	0	0			Green		

Budget Book Heading	Three year cash limit (£000)	2013-14 Working Budget (£000)	2013-14 Variance (£000)	Variance Break-down (£000)	Rephasing / Real Variance and Funding Stream	Explanation of In-Year Variance	Project Status ¹	Explanation of Project Status	Actions
Astor of Hever	9,236	11,199	0	0			Green		
Duke of York	21,816	16,968	0	0			Green		
Wilmington Enterprise College	7,387	7,289	0	0			Green		
Isle of Sheppey Academy	6,108	3,610	0	0			Green		
Skidders Kent Academy, Tunbridge Wells	489	1,611	0	0			Green		
Building Schools for the Future Projects:									
BSF Wave 3 Build Costs	2,104	905	0	0			Green		
BSF Unit Costs (including SecTT)	0	669	0	0			Green		
Other Projects:									
Nursery Provision for Two Year Olds	2,468	2,468	-2,000	-2,000	Rephasing	Delays due to larger projects requiring planning permission and work being carried out in holiday periods.	Green		
Schools Self Funded projects - Quarryfield / Aldington Eco Centre	0	32	0	0			Green		
Specialist Schools	0	325	0	0			Green		
Platt CEPS	0	91	10	10	Rephasing		Green		
One-off Schools Revenue to Capital	1,881	1,999	0	0			Green		
Unit Review	1,108	1,263	-830	-825 -5	Real - Prudential Rephasing	Good design and cost management has reduced overall project costs.	Green		
Vocational Education Centre Programme	0	148	0	0			Green		

Budget Book Heading	Three year cash limit (£000)	2013-14 Working Budget (£000)	2013-14 Variance (£000)	Variance Break-down (£000)	Rephasing / Real Variance and Funding Stream	Explanation of In-Year Variance	Project Status ¹	Explanation of Project Status	Actions
Sevenoaks Grammar Schools annexe	5,000	0	421	421	Rephasing		Green		
Total	210,018	149,868	-14,341	-14,341					

1. Status:

Green – on time and within budget

Amber – either delayed completion date or over budget

Red – both delayed completion and over budget

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

To: Education Cabinet Committee – 4 December 2013

Subject: Ofsted Inspection Outcome Up-date

Classification: Unrestricted

Electoral Division: County Wide

Summary:

This report briefly summarises the performance of Kent schools in Ofsted inspections during the 2012-2013 school year, following the full report that was presented to the Committee in September 2013. In addition it provides a review of the Ofsted inspections for the period September 4th - October 25th 2013.

Recommendation:

Education Cabinet Committee is invited to comment on the information contained in this report.

1. Background

- 1.1 Kent schools made good progress in the last school year in improving inspection outcomes and in increasing the number of good and outstanding schools. Ofsted has recently published its latest national statistics for all inspections carried out in the last school year. Nationally 78% of schools are now good and outstanding and there has been a 9% increase in the percentage of schools nationally with these levels of performance.
- 1.2 At the end of the academic year 2012-2013, 70% of Kent schools were judged good or outstanding. This includes 75% of Secondary schools, 68% of Primary schools and 80% of Special Schools. There has been a significant increase on the 59% of schools rated good and outstanding in the previous year. The latest figure for good and outstanding is also significantly better than 2010-2011 where only 55% of schools were judged good or better. 21 schools do not have an Ofsted judgement because of their recent conversion to academy status, or they are a new school, or an amalgamation had taken place. Kent's percentage improvement in the academic year 2012-2013 was 11%, which is better than the national rate of improvement. This is very encouraging.

- 1.3 In Kent 16% of schools were outstanding and 54% were good, compared to 20% outstanding and 58% good nationally. Our priority for 2013 onwards is to close the gap with the national picture, and indeed exceed it.
- 1.4 At the end of the 2012-2013 school year there were 141 (24%) mainstream schools requiring improvement, excluding Pupil Referral Units. This was a significant improvement compared to September 2012 when there were 211 (37%) Primary and Secondary schools requiring improvement.
- 1.5 At the start of September 2013 there were 20 schools in an Ofsted category. 15 schools successfully came out of category during 2012-2013, however 17 maintained schools went into category. One school went in and out of category within the academic year. 4 schools remained in category from the previous academic year. Therefore 16 maintained schools from 2012-2013 and 4 schools from the 2011-12 academic year meant we began September 2013 with 20 schools in category.
- 1.6 One of our biggest challenges now is to ensure every school requiring improvement becomes a good school within the next two years, and that we continue to work together in partnership to ensure no good and outstanding schools decline.

2. Ofsted Inspections September 4th 2013- October 25th 2013

- 2.1 Since September 2013 there have been 34 Ofsted Inspections. 50% (17 schools) of those inspected achieved good or outstanding judgements. Of particular note are the 7 schools (50% of the good judgements) that improved their judgement from Requiring Improvement to Good.
- 2.2 However, we are concerned about the number of schools who received a requiring improvement judgement: 12 of the 13 schools who were previously satisfactory schools and one school which was outstanding. This is disappointing.
- 2.3 It indicates that schools that were previously satisfactory and that are now deemed to be requiring improvement, have not made good enough progress or shown sufficient improvement since their last inspection. If Kent is going to achieve its ambitious targets of 85 -90% of schools being judged good or better by 2017, we need to ensure that there is a significant improvement in the number of satisfactory schools achieving a judgement of good.
- 2.4 In addition, 4 schools have failed their latest inspection. This is a very serious situation particularly as 2 of the schools were previously good schools. Following each failure, the Local Authority has undertaken an investigation into the school to establish what more could have been done to bring about a more positive outcome. In each case the judgements centred on pupil progress and achievement.

Outstanding	3	8.8
Good	14	41.2
RI	13	38.2
Category	4	11.8
Moved up	8	23.5
Sat / RI to good	7	20.5

	Number of schools with an Ofsted judgement on 4 th September 2013	Number of schools upgraded in intervening period	Number of schools downgraded in intervening period	Number of schools who maintained their previous judgements	Number of schools with an Ofsted judgement on 25 th October 2013
Outstanding	91	0	1	2	94
Good	299	1	2	7	312
Requires Improvement	120	7	2	12	131
Inadequate	20	0	0	0	22
TOTAL	530*	8	4	21	557*

*Please note the total on 4th September is not equal to the total on 25th October. Reasons for the difference are: schools may have amalgamated; new schools may have been opened; and that schools may have converted to academy status. On conversion to academy status, the old school is listed as closed and its Ofsted report is no longer valid. The new academy will not have an Ofsted report until the academy's first inspection.

2.5 There are a number of common features of the schools that did not achieve a judgement of good:

- Leadership and management could not demonstrate embedded improvement. This includes Governors, senior leadership and middle leadership
- Too high a percentage of teachers were providing requires improvement or indeed inadequate lessons
- Progress of vulnerable groups of children was below national expectations either within the current year or across the key stages
- Progress of high ability children was poor
- School had been below or around the national floor standards for usually more than one year out of the last three

In addition there are a number of factors which schools who are on the journey to good need to manage effectively.

These include:

- Recent changes in leadership which whilst showing potential have not been able to embed changes
- New middle management in place with staff not yet experienced enough and therefore not as effective as they need to be
- Staffing structure changed significantly between Ofsted inspections and/or the profile of teaching in the school
- The profile of the school has changed with high levels of mobility (the numbers of children leaving the school and children entering the school are impacting on the performance of the cohorts)
- Systems and structures for monitoring performance, such as reviewing the progress of all pupils are not showing sufficient impact yet
- The Governing Body is not sufficiently robust in holding the Headteacher and SLT to account due to insufficient knowledge about the school's performance and inability to ask the appropriate challenging questions

3. Conclusion

3.1 While good progress is being made overall the challenge is to improve the schools that have been previously rated as satisfactory, to ensure they are providing a good quality of education. In the last two and a half years we have seen the position of schools in Kent make significant improvement from 55% good or outstanding in 2010 to 70% good or outstanding in 2013. Results at all key stages have improved and our position against national data is either above or in line in the vast majority of comparative indicators.

3.2 However, there is still a great deal of school underperformance to manage in Kent. Expectations are rightly increasing and this brings another group of schools into the scope of causing concern. The work of the School Improvement Service is focused on addressing these challenges and improving the rates of progress in schools requiring improvement. This work includes:

- Six weekly progress review meetings with all schools requiring improvement
- Targeted leadership programmes including Maintaining the Momentum and the new Executive Head training
- Our suite of Every Lesson Counts programmes to improve teaching and learning
- The development of school collaborations, with strong school to school support
- Partnership with the Teaching Schools on supporting school improvement
- Partnership with local Her Majesty's Inspectors (HMI) and with other external partners who can support our schools such as South East Leadership Trust and the National College

- Use of the procurement framework to source the very best support for Kent schools

Recommendations:

Education Cabinet Committee is invited to comment on the information contained in this report.

Lead Director

Sue Rogers

Director of Education, Quality and Standards

01622 694983

Sue.Rogers@kent.gov.uk

Background Documents

The School Improvement Strategy

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From: John Simmonds, Cabinet Member Finance & Procurement and Deputy Leader

Andy Wood, Corporate Director Finance & Procurement

To: Education Cabinet Committee - 4 December 2013

Subject: **Budget 2014/15 and Medium Term Financial Plan 2014/17 Consultation**

Classification: Unrestricted

Electoral Division: All

Summary: Consultation on the forthcoming Budget and Medium Term Financial Plan was launched on 8th November. The aim of the consultation is to better inform Kent residents and businesses of the financial challenge the authority faces as a result of continued reductions in funding from central government combined with additional spending demands and restrictions on our ability to raise Council Tax. We also want to better engage with people and the consultation seeks views on the broad direction and pace of travel rather than the detail of specific proposals. We have commissioned specific market research to support the consultation and explore issues in more detail. We will undertake more detailed consultation about specific aspects of the budget before changes are implemented.

Recommendations:

The Education Cabinet Committee is asked to consider and comment on the consultation strategy/process. The Education Cabinet Committee is also invited to make any recommendations to the Cabinet Member for Education and Health Reform arising from the draft financial proposals outlined in the consultation for inclusion in the final draft budget to be considered by Cabinet on 22nd January prior to debate at County Council on 13th February

1. Introduction

1.1 This report provides Cabinet Committee members with more background to the current budget consultation and an opportunity to engage as part of the consultation prior to the finalisation of the draft budget proposals. During the September round of Cabinet Committee meetings members were informed that the consultation could not be launched until November.

1.2 The overall objective of the consultation is to inform more people of the financial challenge the authority faces and to engage with them about how we respond. Previously we have consulted about the detail of budget proposals but have not been successful in getting a wide engagement. The main consultation this year is based on a campaign “2 minutes 2 questions” where we are asking residents to devote a small amount of time to answer two fundamental questions.

- 1.3 The main campaign will be backed up with a summarised “at a glance” presentation of the budget challenge for the next three years (with additional detail for those who wish to explore the budget issues in more depth). We have provided an on-line tool to enable those who wish to provide more feedback through submitting their opinion on what should be KCC’s budget priorities over the coming years.
- 1.4 In previous years we have been successful in carrying out market research with a small representative sample of residents, and engagement with this group has worked well through face to face workshops. We have run these workshops again this year (albeit employing a different independent market research agency from previous years). This agency has also carried out a face to face survey using the on-line tool with a wider representative sample of Kent residents (1,200), and undertaken a similar process of a workshop with KCC staff and an e-mail survey (using the on-line tool) with a sample of staff.
- 1.5 In previous years we have been less successful in engaging with residents outside the workshops and responses to the consultation have been very low (we managed to get a slightly higher response in 2012 with over 400 responses). To date the new campaign approach seems to have succeeded and many more residents and staff are engaging in the process.
- 1.6 The consultation closes on 13th December. The outcome from the main campaign together with the feedback from the more in depth responses on-line, the independent market research findings and discussions with key stake holder groups will be available for the January cycle of meetings. The final draft budget will be considered by Cabinet on 22nd January before it is presented to County Council on 13th February for final approval.
- 1.7 We have assumed a “digital by default” approach and produced all of the material on-line. This is designed in such a way that information can be accessed in layers. There is high level headline information for those who only want to get a feel for the financial challenge. There is then a slightly more detailed picture below the headline level which gives readers a flavour of how we propose to meet the challenge and below this there is pull down menu with a detailed narrative of each element of the budget options. This “digital by default” information is difficult to reproduce in printed form but we have attached examples of the consultation material in the attached appendices although it is not possible to reproduce the information included in drop down menus in print.

2. Financial Implications

- 2.1 We have kept the overall cost of the consultation process within the same amount as last year (£50k budget). Within this we have devoted more resource to promoting the campaign and have obtained significantly more independent market research by using a new agency (BMG Research). To stay within budget and to comply with communications standards we have significantly reduced the volume of printed material and produced more information on-line.

- 2.2 The overall financial equation presented in the consultation shows estimated government funding reductions of £142.6m over the next 3 years. We are confident that the reduction for 2014/15 (£39m) is robust (this is based on the indicative settlement included in the 2013/15 MTFP adjusted for subsequent announcements), although there is more uncertainty about the estimate for 2015/16. We anticipate we will get the outcome of Government decisions on the 2014/15 and 2015/16 settlement when the provisional settlement is announced in December (likely to be around 19th December). We are not anticipating a provisional settlement for 2016/17 (the June Spending Round only related to 2015/16 and we are expecting that 2016/17 will not be resolved until a new government is elected following General Election in 2015). Therefore the amounts identified in the consultation and the final draft MTFP can only be our best estimates.
- 2.3 We also estimated additional spending demands over the next 3 years of £139.5m. There is still some uncertainty about the pressures for 2014/15 (these will be updated in light of the latest budget monitoring) and we have made provision for emerging pressures in the following years i.e. reasons unquantified at this stage. Within the pressures for 2014/15 we know we need to find £24.9m to replace the one-off savings in the 2013/14 which were necessary due to late and unexpected changes in the funding arrangements. We have offset the additional spending with forecast increase in Council Tax base (0.5%), impact of Council Tax Collection and inflationary uplift to our share of Business rates. These reduce the pressure of additional spending demands to £130m.
- 2.4 Overall this means the County Council is facing the challenge to find an estimated £273m to balance the budgets over the next 3 years as a result of a combination of funding reductions and additional spending demands. Within the draft budget included in the consultation we assumed a Council Tax increase for 2014/15 of 1.99% (the referendum limit). If this were agreed and repeated for the following two years, this would produce £31.4m additional income over 3 years and reduce the savings target to £241.2m.

3. Bold Steps for Kent and Policy Framework

- 3.1 Putting more power into the hands of Kent residents so that they have the opportunity to shape how services are provided to them and their local communities is a key feature of Bold Steps. This budget consultation is an essential feature of this by engaging better with Kent residents in a way which encourages them to respond.
- 3.2 We have been conducting budget consultations for a number of years. We have found that direct engagement with focus groups has worked well but we have been less successful in communicating the budget challenge with residents at large or engaging with them about the council's spending priorities. This year's strategy has been developed to build on the successful aspects from previous years whilst at the same time getting this wider communication and engagement. We aim to achieve this by presenting a simpler message and asking fewer questions while at the same time providing the opportunity for those who wish to delve deeper. Early indications are this enhanced strategy is achieving the overall objective of better communication and more engagement.

3.3 We will provide a demonstration of the on-line facilities to the committee meeting.

4. The Report

4.1 KCC has a strong track record of delivering difficult budgets. Over the last 3 years the budget has included savings of £269m. We have achieved these savings and delivered a balanced budget, albeit inevitably there have been some areas which have over delivered and some areas which haven't achieved their budget targets. The challenge of the next three years will be to deliver further savings of a similar magnitude to the previous three years.

4.2 As part of this challenge we will have to insist on much greater financial rigour and delivery of budgets as our scope to over deliver to cover shortfalls elsewhere will be severely restricted. The new structures being proposed under "Facing the Challenge" will include medium term financial targets. To support this we are proposing to present the final draft MTFP in directorate format rather than the portfolio presentation used in the past. This will enable senior managers to have a much better understanding of their contribution to meeting the budget challenge.

4.3 We have considered alternative options to engage residents in the budget consultation and have concluded that the proposed "2 minutes 2 questions" campaign offers the best chance of wider engagement. In particular we have looked at other on-line tools and use of more market research but were concerned these would not meet our expectations of engagement with the wider public.

4.4 We have undertaken an Equality Impact Assessment of the overall budget consultation and setting process. We have arranged telephone support for residents who need help with engaging with the on-line information. The information on the web-site can be produced in alternative formats upon request. Equality impact assessment screening on individual budget lines will be carried out prior to the budget being set and equality impact assessments of individual proposals within the overall budget package will be carried out prior to the more detailed consultation and implementation which will be needed after the budget has been approved. In some instances managers have been given authority to start planning for implementation in advance in order to ensure savings can be delivered for the next financial year but this cannot be completed until the budget has been approved and all necessary consultation and Equality Impact Assessment has been completed.

4.5 Consultation on the overall budget closes on 13th December. Following that we will analyse the results and report them to Cabinet and Cabinet Committees in January. We will produce a final draft budget which will be considered by Cabinet on 22nd January and will be open for a short window for any final comments prior to publication of County Council papers for 13th February. The precise format for the County Council debate has not yet been agreed, although it is likely to follow a similar pattern to previous years with the day devoted to debate about the proposed budget and scope to consider amendments. At this stage we are not suggesting that alternative budgets should be prepared for consideration at County Council, but we have not finally ruled this out.

4.6 The budget must be agreed by the County Council which in doing so sets the Council Tax precept for the forthcoming year and gives delegated authority to Cabinet Members and Corporate Directors to manage services within the resources allocated. As already indicated there will be a requirement for further more detailed consultation prior to individual elements within the budget being implemented. The “at a glance” presentation of the 3 year plan presented as part of the consultation is designed to help understanding and engagement and unlike previous years is not a full draft of the budget and MTFP “for consultation”. This means we will only produce two versions of the full budget and MTFP, “final draft for Cabinet/County Council” and the “final approved version following County Council”.

5. Conclusions

5.1 We have developed a revised and enhanced consultation and engagement strategy with the aim of improving Kent residents’ understanding of the financial challenge facing local authorities and to better engage with them to get their views on how we should respond. The main “2 minutes 2 questions” campaign is aimed at having a face to face debate with a much wider audience and to get instant feedback (or signpost them to KCC’s website to give a response to either the 2 questions and the more detailed budget modelling tool).

5.2 Ideally we would have launched consultation earlier with a longer period for response. However, uncertainty around the 2015/16 settlement would have meant we would have been restricted to the 2014/15 budget and previous experience has shown that we need to engage about the substantial challenge we are facing over a number of years.

6. Recommendations

The Education Cabinet Committee is asked to consider and comment on the consultation and engagement strategy/process set out in this report. The Education Cabinet Committee is also invited to make any recommendations to the Cabinet Member for Education and Health Reform arising from the draft financial proposals outlined in the consultation for inclusion in the final draft budget to be considered by Cabinet on 22nd January prior to debate at County Council on 13th February

7. Background Documents

7.1 Consultation materials published on KCC website can be found at

www.kent.gov.uk/budget

8. Contact details

Report Author

- Dave Shipton, Head of Financial Strategy
- 01622 694597
- Dave.shipton@kent.gov.uk

Relevant Director:

- Andy Wood, Corporate Director Finance & Procurement
- 01622 694622
- Andy.wood@kent.gov.uk

- Matt Burrows, Director of Communications and Engagement
- 01622 694015
- Matt.Burrows@kent.gov.uk

Headline Budget Information

	2014/15				2015/16				2016/17			
	Estimated Total		Change on Previous Year		Estimated Total		Change on Previous Year		Estimated Total		Change on Previous Year	
	£m	£m	£m	£m	£m	£m	£m	£m	£m	£m	£m	£m
Government Funding		357.5		-39.2		295.8		-61.7		254.0		-41.8
Local Taxation		571.7		14.0		584.1		12.4		598.7		14.6
Total Resources		929.2		-25.1		879.9		-49.3		852.7		-27.1
Council Spending												
Base Budget		954.3				929.2				879.9		
Additional Spending				56.0				36.4				47.1
<i>Savings and Income</i>												
Ring Fenced Grants				-4.9				0.0				0.0
Income Generation				-5.5				-4.8				-1.8
Efficiency Savings				-14.0				-6.1				-1.3
Service Transformation & Demand Management				-56.8				-74.8				-71.3
Total savings needed to balance budget presuming 1.99% Council Tax increase is agreed		-81.2				-85.7				-74.3		
Proposed Budget				929.2				879.9				852.7

Summary of Budget Proposals

	A											
	2014/15				2015/16				2016/17			
	Estimated Total		Change on Previous Year		Estimated Total		Change on Previous Year		Estimated Total		Change on Previous Year	
	£m	£m	£m	£m	£m	£m	£m	£m	£m	£m	£m	£m
6	Government Funding											
7		357.5		-39.2		295.8		-61.7		254.0		-41.8
8	Revenue Support Grant	205.2		-41.5		151.4		-53.9		118.0		-33.4
9	Business Rate Top-up	122.2		3.9		125.6		3.4		123.0		-2.6
10	Education Services Grant	18.0		-2.6		13.0		-5.0		13.0		0.0
11	Council Tax Freeze 2013/14	5.8		0.0		5.8		0.0		0.0		-5.8
12	Other Grants (incl NHB)	6.2		1.1		0.0		-6.2		0.0		0.0
13	Local Taxation											
14		571.7		14.0		584.1		12.4		598.7		14.6
15	Council Tax	522.4		12.8		535.5		13.1		548.9		13.4
16	Council Tax Collection Fund	2.0		-0.2		0.0		-2.0		0.0		0.0
17	Business Rates	47.3		1.5		48.6		1.3		49.8		1.2
18	Total Resources											
19		929.2		-25.1		879.9		-49.3		852.7		-27.1
20	Council Spending											
21	Base Budget											
22		954.3				929.2				879.9		
23	Additional Spending											
24				56.0				36.4				47.1
25	Pay and Prices			9.4				15.8				19.0
26	Legislative			2.0				1.4				0.0
27	Demand & Demography			7.8				11.0				11.0
28	Impact of local decisions			12.0				8.1				7.1
29	Unquantified											10.0
30	One-Off Savings in Previous Year			24.9				0.0				0.0
31	<i>Savings and Income</i>											
32	Ring Fenced Grants											
33				-4.9				0.0				0.0
34	Public Health Grant			-4.9				0.0				0.0
35	Income Generation											
36				-5.5				-4.8				-1.8
37	Commercial Services			-2.8				-3.0				0.0
38	Uplift in Social Care Fees			-1.7				-1.7				-1.7
39	Other			-1.0				-0.1				-0.1
40	Efficiency Savings											
41				-14.0				-6.1				-1.3
42	Staff Pay and Travel			-4.6				-0.2				0.0
43	Premises			-0.4				-2.9				-0.9
44	Contracts			-7.9				-1.1				-0.3
45	Other Efficiencies			-1.2				-1.9				0.0
46	Service Transformation & Demand Management											
47				-56.8				-74.8				-71.3
48	Adults Transformation			-16.0				-7.0				-4.0
49	Specialist Children's Services			-4.6				-2.7				0.0
50	Children's Centres			-2.0				-0.5				0.0
51	Adolescents Services			-4.2				-3.6				-7.4
52	Early Years Services			-0.3				-2.9				-1.4
53	Supporting People			-2.4				-1.0				0.0
54	Highways			-3.7				0.0				0.0
55	Home to School Transport			-3.4				-2.6				0.0
56	Public Transport			-1.5				-1.0				0.0
57	Library Services			-0.6				-0.6				0.0
58	Economic Development Activities			-0.6				-0.2				0.0
59	Member and Local Grants			-1.5				-0.2				-0.2
60	Facing the Challenge			-16.0				-52.3				-58.3
61	Total savings needed to balance budget presuming 1.99% Council Tax increase is agreed											
62				-81.2				-85.7				-74.3
63	Proposed Budget											
64				929.2				879.9				852.7
65												

From: **Roger Gough, Cabinet Member for Education and Health Reform**

Patrick Leeson, Corporate Director for Education, Learning and Skills

To: **Education Cabinet Committee – 4 December 2013**

Subject: **Increasing capacity: creating SEN Provision**

Classification: **Unrestricted**

Future Pathway of Paper: **Cabinet**

Electoral Division: **County Wide**

Summary: This report provides Education Cabinet Committee with a summary of how we will deliver the additional Special Educational Needs (SEN) provision in Kent's maintained schools set out in the SEN & Disability (SEND) Strategy 2013 and the Commissioning Plan for Education 2013-2018.

Proposals in this report set out plans for 373 additional SEN places; 209 in special schools and 164 in mainstream by 2016, in addition to the 309 additional places that were added in Special Schools in 2013.

Recommendation(s): Cabinet Committee is asked to endorse the actions to implement key proposals set out in the SEND Strategy and support the Cabinet Member's recommendation to Cabinet to proceed with these plans.

1. Introduction

1.1. More than 6,500 Kent pupils, 2.8% of Kent's school population, are subject of a Statement of SEN and the Local Authority is responsible for commissioning their school place. Currently over 3,000 with Statements of SEN (60%) attend local maintained special schools, but 500 Kent pupils attend non-maintained special schools with the largest numbers of these in schools for autism (ASD) or behavioural, emotional and social needs (BESN) reflecting that Kent's maintained special school provision is at capacity. The current SEN capacity has not kept pace with changing needs and too much is being spent on transporting children to schools away from their local communities. Also too many children are having to be educated in out of county and independent specialist provision at increased cost to the schools budget. Our commissioning intentions for SEN also include the development of skills in mainstream schools particularly to teach pupils with autism (ASD), behavioural, emotional and social needs (BESN) and speech and language (S&L) needs. Kent Special schools will play a leading role in supporting all schools to develop staff and resources.

1.2 The SEND Strategy forms the County Council's policy and strategy for special educational needs, and was approved by Cabinet in July 2013. It

identifies key priorities to improve and expand our provision and close the attainment gap for disabled children and those with special educational needs. We want to decrease the demand for out-county provision which is causing a significant financial burden because of the long term impact this will have on our schools formula funding in future.

- 1.3** The SEND Strategy builds on previous work in Kent to invest in Special schools and keep in step with the demand for specialist school places, but recognises that, as a result of changing needs, more now needs to be done to provide additional capacity in Special Schools and mainstream schools with SEN resourced units. A programme is in place to improve the quality of Special school accommodation through rebuilding, refurbishment and remodelling of the ten remaining schools to benefit from the Special School Review that has taken place over the past few years. £41.25m is currently committed to investing in the Special school building programme. The programme is not only providing accommodation which is fit for purpose but also an increased number of Special school places, enabling more SEND pupils to have their needs met in Kent schools. Project timelines have been developed for each school in the building programme to ensure delivery of new accommodation and additional places by 2015.
- 1.4** In 2012 the designated number of places in Kent Special Schools totalled 3,038 (commissioning capacity is designation +10%). With capital improvements, the proposed designated number is 3,476 and proposals will increase this further to 3,598 (+10% = 3,947). The SEND strategy sets out an intention to commission 3700 special school places. This would equate to proposed designation of 3,598 +2.7%.
- 1.5** As part of the work to develop the strategy, mainstream schools were invited to express interest in hosting specialist resourced provision. 40 positive responses from Kent schools were received reflecting the breadth of expertise and range of SEN. Discussions have taken place with individual schools that are well placed to contribute to the delivery of the strategy and are able to demonstrate effective practice.
- 1.6** The Education Commissioning Plan sets out our proposals for the number of places and resourcing needed in mainstream provision. This is expected to provide at least 130 additional specialist places in mainstream schools. Where we have matched expressions of interest to our Commissioning intentions, the next steps will be formal consultation with relevant governing bodies and public consultation which addresses the SEN Improvement Test (a DFE requirement on LAs making changes to their SEN provision).

2. Financial Implications

- 2.1** 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 effective way to secure better outcomes. Historically, resources for SEN support have not always been allocated and managed to secure optimum benefit.

2.2 The mean average per place annual cost of out county and independent school provision is £41,000. Comparison with the average cost of Kent provision highlights the favourable cost of maintained provision, with special school places at a mean average of £20,095 and resource provision in mainstream at £17,059 annually. Proposals in this report are aimed at reducing the number of pupils whose needs cannot be met in a local school and reducing the cost of out of county placements. Over the next 3 years these proposals will increase the number of pupils who can access local specialist provision and reduce the overall cost.

No. of places in:	Mainstream	Special	Out county	Total no. of places
Sep-13	821	3,491	472	4,784
Sep-14	833	3,491	460	4,784
Sep-15	871	3,578	395	4,844
Sep-16	951	3,700	272	4,923
Additional places	+130	+209	-200	+139

From 2013	£ 14,858,389	£ 71,899,910	£ 16,195,000	£ 102,953,299
to 2016	£ 16,223,109	£ 74,351,500	£ 11,152,000	£ 101,726,609

2.3 We will minimise resource implications arising from new provision by using existing resources differently to ensure that we are commissioning places in provision where it is needed. This will mean reviewing the number of places in mainstream schools to reflect actual pupils and in some cases making adjustments on an annual basis to funded places, while increasing the places for ASD and behaviour. There will be 164 new places in mainstream specialist resourced provision, 34 will be offset by reductions in some areas of need that are no longer required, and the net increase will be 130.

2.4 Places in new provision will be filled incrementally from September 2014. Where provision is proposed in new schools, it will co-incide with the opening of the school. Host schools will require, for a 12 place provision, additional specialist staffing, which is likely to include a full time specialist teacher and 2 full time equivalent teaching assistants to support in the specialist base and mainstream inclusion.

2.5 £41.25m is currently committed to investing in the Special school building programme. One school is in the Priority Schools Building Programme and five schools require a complete rebuild, which has a disproportionate impact on the available funding. Further capital allocation was sought from the DfE through Targeted Basic Need Capital Funding bids and was successful in securing the additional funding.

3. Bold Steps for Kent and Policy Framework

- 3.1 The over-arching aim of the SEND 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.
- 3.2 A 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 developing the range of provision across the maintained Special schools and mainstream schools in Kent, as well as other providers

4. Commissioning SEN Provision

- 4.1 The SEND Strategy and the Education Commissioning Plan set out our intention to:
- Expand provision in mainstream; by *at least 100 additional places*
 - Commission more special school places; *from 3491 to 3700*
 - Create additional places for ASD and Behaviour *at least 275*.

This report sets out proposals for 164 mainstream places (122 in primary, 42 in secondary) and net of adjustments for surplus places in some locations will increase commissioned mainstream places from 821 in 2013 to 951 in 2016, an increase of 130 places. This report also sets out proposals to increase commissioned special school places by 209 from 3491 to 3700.

- 4.2 Proposals for mainstream (164) and special (209) create 373 places in total, being 121 BESN, 228 for ASD (subtotal 349, exceeds 275 target) and 12 Speech, Language and Communication Needs (SLCN) places with 12 for severe and complex learning difficulties.

4.3 Special School Provision for ASD and BESN

We want to address gaps and target early intervention by establishing Primary resources and satellite provision (located in mainstream schools but attached to a Special school).

The current distribution of Special school places combined for BESN means some pupils with challenging behaviour make some of the longest journeys. For example, the autumn 2013 data indicates 16 pupils travel to North Kent Schools (Furness and Rowhill) from South of Maidstone whilst 30 pupils travel from Sheppey and Sittingbourne to Maidstone (Bower Grove). 17 pupils attending coastal schools (Harbour and Portal House) travel from Ashford or Swale, and 9 travel from Folkestone to Ashford (Goldwyn). The rebuild of Portal House will increase secondary specialist capacity in Dover.

We plan to expand the number of places at Goldwyn Special school by establishing a second site in Folkestone and extend its designation to a small number of residential places. We plan to increase the secondary age

capacity of St Anthony's Special school and establish satellites in Thanet for primary aged pupils with BESN.

Our proposals for Special schools are as follows:

- i. Re-designate Furness School to create 96 special places for high functioning pupils who have ASD/SLCN, some of whom will require teachers with specific literacy (dyslexia) expertise. This will include 12 residential places and 24 for Post 16+ provision. It will establish equivalent provision to Laleham Gap for pupils living furthest away, reducing travel from North and West Kent, Maidstone and Swale (currently 19 travelling to Laleham Gap). Although Furness is currently designated for 60 pupils with BESN, there were only 34 pupils on roll in September 2013. Over 90% of the current pupils have ASD difficulties and could remain on roll under these proposals.
- ii. Expand Goldwyn School to create an additional 35 secondary special school places for BESN. This will require an increase in the designated number of places and re-designation from a day school to one which offers 12 residential places. The additional school places will be located in Folkestone utilising specialist staff and accommodation which was previously known as The Brook Pupil Referral Unit. Proposals include arrangements for staff from the Brook to transfer to Goldwyn School. This proposal does not have capital budget implications. It is proposed to use surplus residential accommodation on the site of Furness School to establish the residential provision although in the longer term, it is anticipated that nearer accommodation will be available and capital costs will be neutral. The additional places will be available at Goldwyn, subject to consultation and consent, from September 2014.
- iii. Expand Portal House Special School to create an additional 12 places through capital improvements from September 2015. This will require an increase in the number of designated places.
- iv. Establish 36 places for primary aged pupils with ASD and learning difficulties through 3 satellites attached to existing Special schools serving Maidstone, Tonbridge and Tunbridge Wells. It is anticipated that new provision will be filled incrementally; 4 places in each resource unit from September 2014 and 4 further places in 2015 and 2016. The process of identifying host schools is ongoing although an expression of interest has been received from a Primary School in Maidstone which would have no capital implications. Detailed discussion with the relevant Governing Bodies will clarify responsibility for contractual employment, day to day management and the recruitment and selection of staff.
- v. Establish 15 places for primary aged pupils with behaviour and learning difficulties in 2 satellites attached to St Anthony's Special School serving Broadstairs and Ramsgate (7 places) and Margate

and Cliftonville (8 places). The process of identifying host schools is at an early stage. This proposal will require detailed discussion with the relevant Governing Bodies. It would allow St Anthony's Special school for Behaviour and Learning to develop its existing site and accommodation for secondary aged pupils. Capital improvements planned for St Anthony's will significantly enhance the current facilities.

Special School Provision for Profound, Severe and Complex Needs

- 4.4 Referrals for district Special schools catering for profound, severe and complex needs (PSCN) indicate significant placement pressure which is amplified by parental preference. National data suggests that at least 10% of the current intake of PSCN schools fall within the range that should be in mainstream school. We are addressing the place pressure through planned capital projects and satellite provision for ASD/learning difficulties. We also plan to amend the admission criteria for PSCN schools to reduce the number of pupils with mild to moderate learning difficulties who are admitted currently, and who can be educated in mainstream schools.
- 4.5 We plan to tackle growing pressure for PSCN places in Dover by developing 12 additional places to mirror provision which is successfully delivered at Aspen 1 and 2 as a satellite to existing specialist PSCN provision. We recognise that it is unlikely that a mainstream hosted satellite would be able to offer the full range of PSCN school resources without capital investment and we are therefore proposing that the satellite provision caters for moderate (complex) to severe learning difficulties. We aim to establish 12 primary places for pupils with Profound, Severe and Complex needs serving Dover in a mainstream school.

4.6 Mainstream provision for ASD and BESN

Where we are proposing to establish mainstream provision, it will be linked through the requirements of a Service Level Agreement to one of Kent's maintained Special schools in order to strengthen outreach support and ensure the mainstream school is able to quality assure its specialism. The SEND Strategy has recognised the importance of early intervention and this is reflected in the proposals to establish provision in mainstream schools for primary aged children. We recognise that the SEN trend in Reception aged children is upward and will continue for the next few years, and our plans include provision in the five new Primary schools that have been commissioned for 2015.

We plan to:

- i. Commission 18 places (12 new, and 6 re-commissioned) for primary aged pupils with ASD in Dartford. We are proposing to re-commission existing provision at York Road Primary School to extend current provision for Speech and Language needs to ASD from April 2014. We are also proposing new provision at Oakfield Primary School from September 2014. Places will be filled incrementally, initially with 4

places from 2014 and further places from September 2015. These proposals do not have capital resource implications.

- ii. Establish 12 primary places for ASD in Swale from September 2014 with 6 serving Sheppey and 6 serving Sittingbourne. Places will be filled incrementally, initially with 4 places from 2014 and further places from September 2015. Host schools have not yet been identified. It is not anticipated that this proposal will have capital resource implications.
- iii. Establish 12 primary places for ASD in Shepway at a new Primary school which will be opened in Folkestone with effect from September 2016.
- iv. Establish 12 primary places for ASD in Tonbridge and Malling at a new school which will be opened in Kings Hill with effect from September 2015
- v. Commission 15 secondary places for ASD at The Malling School extending the current provision for Speech & Language needs to ASD from April 2014. Places will be filled incrementally, initially with 6 places and further admission in September 2015.
- vi. Establish 12 secondary places for ASD in Maidstone. Expressions of interest received from schools with existing expertise will not require capital investment. Places will be filled incrementally, initially with 4 places in 2014 and further admission in September 2015
- vii. Commission 15 secondary places for ASD at a secondary school in Thanet. Places will be filled incrementally from April 2014, initially with 6 places and further admission in September 2015.
- viii. Commission 12 primary places for SLCN places in Dover building on existing expertise at River Primary School. Places will be filled incrementally from September 2014, initially with 4 places and further admission in September 2015. It is not anticipated that this proposal will have capital resource implications.
- ix. Establish 8 primary places for BESD at Nonnington School in Dover. Places will be filled incrementally from April 2014, initially with 3

places and further admission in 2015. It is not anticipated that this proposal will have capital resource implications.

- x. Establish 8 primary places for BESD in Swale at St Mary's in Faversham. Places will be filled incrementally from April 2014, initially with 3 places and further admission in 2015. The school has identified existing accommodation and this proposal will not have capital resource implications.
- xi. Establish 28 primary places for BESD in 3 new schools: Sheppey (14 places), Leybourne (7 places), Snodland (7 places). Places will be filled from September 2016.

4.7 Proposals contained in this report, once endorsed by the Cabinet, will be subject to legal consents. Where statutory planning notices and community consultation is necessary, the authority will work with the relevant Governing Bodies to secure the necessary formal agreements to proceed.

4.8 Plans are in place to ensure a formal Service Level Agreement between the authority and the Governing Body of a host school, setting out commissioning arrangements for the specialist resourced provision, building in mechanisms to support good schools to continue to be good and ensure the 'specialist' nature of provision is safeguarded. The draft SLA for discussion with schools is being developed in light of high needs formula funding for 2014. On behalf of the County Council, the Head of Special Educational Needs will sign the Service Level Agreements.

4.9 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 proposals to increase the range of provision set out in the SEND Strategy will have a positive impact on these children's educational outcomes and their families. During the consultation and development of the SEND strategy responses received on behalf of parents and carers indicated strong support for local solutions, particularly for increasing the number of specialist places in mainstream schools and they agreed that the proposals are focussing on the right outcomes for their children.

5. Conclusions

Kent's SEN maintained provision has not kept pace with changing needs and 500 of the authority's 6,500 pupils who are the subject of a Statement of SEN are not supported in a KCC school. The SEND Strategy, which received strong support from parents, aims to address the gaps in provision and reduce the cost of out of county placements over the next 3 years. This report sets out a plan for 373 additional SEN places; 209 in Special schools and 164 in mainstream. Proposals, once endorsed by the Cabinet, will be subject to legal and planning consents.

6. Recommendation(s)

Recommendation(s):

The Education Cabinet Committee is asked to endorse the actions to implement key proposals set out in the SEND Strategy and support the Cabinet Member's recommendation to Cabinet to proceed with these plans.

7. Glossary

ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional and Social Needs
DSG	Dedicated School's Grant
KCC	Kent County Council
LA	Local Authority
PSCN	Profound, Severe and Complex Needs
S&L	Speech and Language
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SLA	Service Level Agreement
SLCN	Speech, Language and Communication Needs

8. Background Documents

Strategy for Special Education Needs and Disabilities

Education Cabinet Committee report – 21 June 2013

<https://democracy.kent.gov.uk/documents/s40880/Item%20B2b%20Decision%20number%201300033%20-%20Consultation%20Report%20on%20the%20draft%20Strategy%20for%20Special%20Education.pdf>

Commissioning Plan for Education Provision

In KENT 2013 –2018

<https://democracy.kent.gov.uk/documents/s42576/Item%20D3%20-%20Kent%20Education%20Commissioning%20Plan%202013-2018%20final.pdf>

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

http://www.kent.gov.uk/your_council/priorities,_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx

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

<https://democracy.kent.gov.uk/documents/s31726/Item%20D5%20SEND%20Review%20Cover%20report.pdf>

8. Contact details

Lead Officer:

Julie Ely,

Head of SEN Assessment &Resources,

01622 605729

Relevant Director:

Kevin Shovelton

Director of Education Planning and Access

01622 694174

Kevin.Shovelton@kent.gov.uk

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

To: Education Cabinet Committee – 4 December 2013

Subject: ELS Bold Steps Business Plans Mid - Year Monitoring 2013-14 and
 ELS Bold Steps Business Planning 2014-15

Classification: Unrestricted

Future Pathway of Paper: Cabinet

Electoral Division: County Wide

Summary:

The purpose of this report is to:

- (i) provide Members with an update on progress at the mid-term point of the 2013/14 Business Plans for services within Education, Learning and Skills (ELS) Directorate;
- (ii) provide an updated Education Bold Steps (2014-17) document which details the headline business planning priorities for the ELS Directorate for 2014/15. Members are invited to consider the proposed priorities and targets in order to influence the development of the draft 2014/15 Business Plans that will be used by ELS Service Heads to prepare their substantive Business Plans.
- (iii) advise Members of changes to the Business Planning process for 2014/15

Recommendations:

Education Cabinet Committee is invited to:

- (i) note the progress being made in delivering Education Bold Steps from the Mid-term monitoring sheets of the 2013/14 ELS Business Plans, attached as Appendix 1.
- (ii) note the refreshed Education, Learning and Skills Vision and Priorities for Improvement 2013-2017 document attached as Appendix 2.

1. Introduction

1.1 Effective business planning is a pre-requisite for any organisation to ensure a clear focus on delivering agreed organisational priorities and improved outcomes . Education Cabinet Committee plays an important role in shaping and influencing ELS Directorate's strategic priorities and Service Business Plans, before they are formally approved.

2. Education Bold Steps Business Plans – Mid Term Monitoring 2013/14

- 2.1 Education Cabinet Committee is asked to review ELS progress against Education Bold Steps (considered by this Committee on 21 June 2013). The Bold Steps report sets out Kent County Council's (KCC), Education, Learning and Skills (ELS) vision, priorities and improvement targets to 2016, which inform Service Business Plans.
- 2.2 There are seven strategic services in ELS: Standards and School Improvement; Skills and Employability; Inclusion; Fair Access; Educational Psychology; Provision Planning and Operations and Special Educational Needs and Placement. Each service areas priorities, achievements and issues are detailed in **Appendix 1** of this report. Progress against Service area priorities is determined using the RAG rating system. Where progress is rated as Amber or Red, an explanation as to the reasons why this judgment has been made at this mid-term point in the 2013-14 Business Planning year, and the remedial action being taken, is detailed in the Issues section.

3. Education Bold Steps Vision and Priorities for Improvement 2013-17

- 3.1 As a result of progress made against Business Plan priorities to date and to ensure appropriate stretch and challenge, Education Bold Steps priorities and targets have been reviewed and revised. Education Cabinet Committee is invited to consider an updated Education Bold Steps Vision and Priorities for Improvement 2013-17 document as a way forward, attached as **Appendix 2**. This document will enable ELS Service Heads to prepare the more detailed 2014/15 Service Business Plans.
- 3.2 The refreshed set of priorities and targets to promote and champion education excellence and support the drive towards ensuring that Kent becomes one of the best places in the country to be educated, builds upon the significant progress that has been made since the document was originally published in 2012.

4. Changes to Business Planning Process 2014/15

- 4.1 In September 2013, Corporate Board agreed a new process for developing Business Plans for 2014/15 financial year. Under the new process, each Directorate is required to produce a Strategic Priorities Statement. This Statement will be formally agreed and published online, by the Cabinet Member for Education and Health Reform and the Corporate Director for ELS, after budget County Council in February 2014 and following consultation with Education Cabinet Committee at the meeting on 14 March 2014.
- 4.2 The Strategic Priorities Statement will set out:
- (i) How each Directorate will contribute to delivering 'Bold Steps for Kent' and *Facing the Challenge: Whole Council Transformation* for the year ahead.
 - (ii) Key priorities for each directorate for the year ahead
 - (iii) A short statement summarising high level actions and signposting to detailed delivery plans (e.g. transformation programme plans, project plans, action plans, category strategies, commissioning plans)
 - (iv) Levels of resource available for each Directorate (e.g. budget, FTE establishment)

- (v) Key Directorate risks (linked to the Directorate Risk Register)
- (vi) Workforce development priorities for the Directorate
- (vii) Key Performance Indicators and targets linked to the Quarterly Performance Report and directorate Performance Dashboard

4.3 ELS Service Business Plans will continue to be developed in 2014-15, in order to ensure business efficiency and to effectively link priorities to Personal Action Plans and objectives for all staff.

5. Recommendations

5.1 Education Cabinet Committee is invited to:

- (ii) note the progress being made in delivering Education Bold Steps from the Mid-term monitoring sheets of the 2013/14 ELS Business Plans, attached as Appendix 1.
- (iii) note the refreshed Education, Learning and Skills Vision and Priorities for Improvement 2013-2017 document attached as Appendix 2.

6. Contact details for further information:

John Reilly
Strategic Business Advisor (ELS)
01622 696671
John.reilly@kent.gov.uk

Education, Learning and Skills Directorate
Business Plan Mid-Year Reporting 2013/14

Service Area: Education Provision Planning and Access

Priority:	Progress
1. Plan, commission and secure the appropriate provision of high quality school places.	Green
2. Oversee the strategy and delivery of District Based Services for children and young people in each of the 12 Kent Districts	Green
3. Deliver front line resources and services to schools on structural and organisational matters.	Green
4. Local planning frameworks and developer contributions.	Green
5. Deliver a range of ancillary services to schools to ensure the health and safety of pupils and staff.	Green

Key Achievements:

- All school expansions planned for September 2013 have been delivered.
- The accuracy of forecasts of pupil numbers was within 1% across Kent.
- £31m additional capital funding was secured through successful bids to the DfE for 19 out of 26 school building projects.
- Targeted creation of sufficient school places enabled more parental preference for school to be satisfied.

Issues:

- District Based Working will take account of the emerging integration of services and support these developments through articulation of outcomes for children and young people.
- Delivery and pace of Special School expansions and building programmes had slowed but is now accelerating. Each project will have a clear action plan and timeline.
- A sufficient surplus capacity of 5% has not been maintained in every sub-district, particularly in Thanet and Swale. School expansions will be accelerated in these sub-districts.

Education, Learning and Skills Directorate

Business Plan Mid-Year Reporting 2013/14

Service Area: Fair Access

Priority:	Progress
1. Consult on Admissions Arrangements, administer a coordinated admissions scheme and publish details for parents	Green
2. Monitor to ensure fairness and equity in the admission arrangements of schools in Kent.	Green
3. Work with colleagues in Provision Planning to deliver increased numbers of children securing their preferred schools.	Green
4. Ensure children and young people out of school secure places without undue delay, employing the Fair Access Protocol (FAP).	Green
5. Ensure Kent LA meet its legal duties in regard to Home to School Transport and manages future demand more effectively.	Green
<p>Key Achievements:</p> <ul style="list-style-type: none"> • Over 86% of children in the Primary Admissions Round secured their 1st Preference School • Over 84% of children in the Secondary Admissions Round secured their 1st Preference School. These figures compare very favourably with the national averages. <p>Issues:</p> <ul style="list-style-type: none"> • SEN Transport Budget has a challenging savings target in a climate of rising transport costs (£1.5m over two years). Mechanisms are in place to reduce demand on services with a view to delivering these savings and whilst we can show progress, the rate of transition to independent travel by families eligible for transport support is slower than we would like. • The process for school admission of hard to place Primary aged pupils, through the previously established In Year Fair Access Protocol is in its infancy. Structures are now in place within each district and work is underway to embed these structures and ensure that all children access education without unnecessary delay. 	

Service Area: Quality and Standards

Priority:	Progress
1. 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.	Green
2. Key stage 2 attainment will be amongst the best for our statistical neighbours and improve to at least 87% of pupils attaining level 4 in English and mathematics by 2016.	Amber
3. 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 by 2016.	Green
4. By summer 2015 at least 90% of secondary schools and 95% of primary schools will be performing above the floor standards.	Amber
5. The achievement gaps at key stages 2 and 4 will be less than the national gap figures and pupils from low income backgrounds, Children in Care (CiC) Kent & OLA (Other Local Authority) and pupils with SEND (Special Educational Needs and Disabilities) in Kent will be achieving better progress and outcomes than similar groups nationally. (Please see links with the Inclusion team and the 14-24 team plans).	Red
6. No KCC schools will be in an Ofsted Category.	Red
7. There will be more good schools, with at least 85% of primary and secondary schools and Pupil Referral Units (PRUs) judged as good or outstanding. All special schools will be good or outstanding.	Green
8. In 90% schools teaching will be consistently good or outstanding.	Amber
<p>Key Achievements:</p> <ul style="list-style-type: none"> • At Key Stage 1 we have achieved all the 2013 improvement targets set out in Bold Steps for Education. Standards in Reading at level 2b+ improved by 3.6%, to 79.3%, and at level 3+ improved by 2.6%, to 30%. Standards in Writing at level 2b+ improved by 5.4% to 66.7%, and at level 3+ by 2.2% to 15%. Standards in Maths improved at level 2b+ by 2.6% to 79.2%, and at level 3+ by 2% to 23.3%. These improvements reflect a four year upward trend, and they are in line with or above the national averages. They provide an even stronger basis for improved pupil progress and outcomes in Key Stage 2. • At Key Stage 2 there has also been welcome improvement. The performance 	

measure changed in 2013 to a combined result for Reading, Writing and Mathematics, from the previous combined English and Maths figure for level 4 and above. As it was possible previously to achieve a combined level 4 in English and Maths without achieving this level in both reading and writing, the new measure is more demanding for schools.

In Reading, Writing and Mathematics, 74% of pupils attained level 4 or above. This is an improvement of 2%, compared to the same measures in 2012. At level 5, 22% of pupils attained this combined outcome, an improvement of 2% compared to the previous year. Standards in writing improved at levels 4 and 5, they dipped very slightly in reading, and were maintained in maths at level 4 and improved at level 5. Kent's results are in line with or close to the national averages for Reading, Writing and Maths at levels 4 and 5, which reflects a good upward trend in the past 3 years.

- 50% of Primary schools (198) improved their Key Stage 2 performance compared to their 2012 results. 88 schools improved their performance by 10% or more. A further 35 schools declined by less than 2%. 18 schools achieved between 95% and 100% on this combined measure. There have been some very strong district improvements, especially in Dover, Shepway and Thanet, where schools achieved a significant increase in standards of attainment at Key Stage 2.
- At Key Stage 4 there has been very good improvement in GCSE results this year. 75% of schools have maintained or improved their GCSE performance, which is excellent. The Kent performance for 5 or more A*-C grades including English and Maths is 63%. This is in line with our Bold Steps target for 2013 of 64% and is the best ever performance for Kent against a national drop in results. It represents an improvement of 2% on the 2012 outcome of 61%.

61 Secondary schools improved or maintained their performance, some with very impressive gains compared to previous results. Twenty schools improved their GCSE performance on this measure by 10% or more. A further 14 schools declined by only 1% or less. Many schools have 'closed the gap' on overlap performance between those pupils who achieve a C grade or above in Maths and English rather than in just one of these core subjects.

Nine Secondary schools are now below the floor target of 40% compared to 19 schools in 2012.

- In Kent 72% of schools are now good or outstanding this includes 75% of Secondary Schools, 68% of Primary schools and 80% of Special Schools. This represents a significant increase on the 59% of schools rated good and outstanding just over a year ago, and 55% 2 years ago. 21 schools do not have an Ofsted judgement at present. Kent's percentage improvement in the past year is 11%.

Currently there are 141 (24%) mainstream schools requiring improvement, excluding Pupil Referral Units. This is a significant improvement compared to September 2012 when there were 211 (37%) Primary and Secondary schools requiring improvement.

Issues:

- Priority 2 – Amber.
The change in the national indicator from L4 English and Mathematics combined to Reading, Writing and Mathematics L4 combined has resulted in a change in the National Average to 76%. Kent achieved 74% which is a 2% increase had the same measure been applied in 2012. However, we are still below National Average and this is a key issue for 2014.
- Priority 4 – Amber
Our target by 2017 is 96% of secondary schools and 100% of Primary schools will be above the floor standards. We currently have 83% above at Secondary and 86% above at Primary. This will be a key focus in 2014.
- Priority 5 – Red
Achievement gaps for all vulnerable groups is a key issue for us in 2014.

	Primary	Secondary		Primary	Secondary
SEND	49.6%	43.5%	Our targets for 2017	41%	37%
LAC	36.2%	47.5%		24%	39%
FSM	22.4%	32.4		15%	23.7%

In additional we have ambitious milestone for 2014, 2015 and 2016

- Priority 6 – Red
There are 25 Kent schools in category which is 4%. This is a concern. The majority of the schools have a plan to take them into an academy arrangement. There are schools that remain at risk of a category judgement. We are working closely with Governing Bodies to take rapid action to accelerate improvement and where appropriate the LA will take action to affect a structural solution by using its intervention powers. We are aiming to have no schools in category by 2016.
- Priority 7 – Green
- Target is 85% of good and outstanding schools in 2017. We currently have 72% and the target for this year was 72% There is a good upward trend but this needs accelerating if we are to meet our targets for 2017.

Education, Learning and Skills Directorate
Business Plan Mid-Year Reporting 2013/14

Service Area Inclusion

Priority:	Progress
1. Ensure that 100% of children and young people of statutory school age known to the local authority are on the roll of a school, academy or Pupil Referral Unit (PRU). <i>(Excludes children and young people educated at home (EHE) and those between permanent exclusion and 6 day provision).</i>	Red
2. Increase attendance to 95% in primary and secondary schools, and reduce Persistent Absence to 2% in primary and 6% in secondary schools.	Red
3. 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.	Green
4. Improve the attendance, progress and achievement of particular groups who are vulnerable, including Young Offenders, Children in Need, Other Local Authority Children in Care and those from ethnic minority communities.	Amber
5. Ensure that children and young people registered as being educated at home receive a suitable education.	Green
6. Ensure that where pupils are in receipt of tuition this is in line with statutory requirements and agreed local strategy and plan.	Green
7. Provide information, advice and support to parents and carers in order to support the KCC aim to reduce the number of children and young people needing to be issued with a statement of special educational need.	Green
<p>Key Achievements:</p> <ul style="list-style-type: none"> • The closing of the achievement gap since 2009 between GRT pupil and their peers at KS1 and KS2 is continuing. There is evidence of accelerated progress of pupils in the GRT Virtual School pilot project. • Permanent exclusion figures continue to decline to 143 in 2012/2013, exceeding the annual target of 200. A system initiated to flag fixed term exclusions has ensured signposting for earlier intervention through local forums, KIASS and the Troubled Families Programme. Fixed term exclusions have decreased from 12761 in 2011/2012, to 10370 in 2012/2013 • The national and Kent target figure for attendance in primary schools was achieved. Persistent absence in Kent's primary schools continues to be below the national average. Persistent absence in Kent's secondary schools has reduced by 0.4% from 7% in Autumn 2011/Spring 2012 to 6.6% in Autumn 2012/Spring 2013. • A full review of the tuition service has been completed with the introduction of a centralised system for hard to place pupils with revised criteria to meet statutory guidance. <p>Issues:</p> <ul style="list-style-type: none"> • Attendance in secondary schools was 1% below the national and Kent target figure of 95% based on Autumn 2012/Spring 2013 combined DfE data. Persistent absence in primary schools remains static as compared to Autumn 2011/Spring 2012 DfE Data. PA in secondary schools is still above the national average compared to Autumn 2011/Spring 2012 DfE data. The Attendance Service has reviewed its offer to schools and is doing further targeted work through Troubled Families and KIASS. • 25% of all permanent exclusions are from primary schools. Of the 36 primary exclusions in 2012/2013, 14 of these came from one district. Support for Primary challenging behaviour is being developed including nurture groups. • The number of pupils on reduced timetables is being addressed through new guidance to be issued to schools and services. 	

Service Area: Educational Psychology Service

Priority:	Progress
1. <i>Provision of psychological advice for the SEN Statementing process met within expected time scales and support for the SEN decision making process</i>	Green
2. <i>The delivery of a core offer of support for vulnerable children and young people in order to promote their learning and development through consultation and intervention.</i>	Green
3. <i>To address the needs of vulnerable children who have barriers to learning and to prevent these from entrenching or escalating through the offer of additional traded services</i>	Green
4. <i>Timely and effective support to schools that experience critical incidents in order to minimise disruption to learning and teaching.</i>	Green
5. <i>To broaden the range of innovative evidence based psychological skills delivered through core and traded work</i>	Green

Key Achievements:

- Provision of psychological advice for the SEN Statementing process within expected time scales is currently at 99%
- All Local Inclusion Forum Teams (LIFTs) that have been established throughout the county to improve outcomes for children with special educational needs are supported by Educational Psychologists. This is now embedded as part of core service delivery.
- The service continues to grow the delivery of its traded services with over 40% of all schools having Service Level Agreements with the service.
- The service has continued to develop its expertise through the use of Video Interactive Guidance and (CBA) Cognitive Behavioural Approaches and is developing an understanding of Mindfulness as an approach.

Issue:

The Children and Families Bill and the new Educational Health and Care plans which will replace Statements of Special Educational Needs will require new and different practices for Educational Psychologists with regard to a renewed focus on outcomes and working with young people up to the age of 25.

Education, Learning and Skills Directorate
Business Plan Mid-Year Reporting 2013/14

Service Area: Special Educational Needs

Priority:	Progress
1. Reducing the number of pupils requiring a Statement of SEN	Green
2. Improve the percentage of statutory assessments completed within 26 weeks	Green
3. Reducing the number of Kent children & young people placed in independent and non maintained sector provision	Red
4. Developing a systematic and strategic approach to planning of places and improve the range of specialist provision in mainstream for children & Young people aged 0-25	Amber
5. Effectively manage increasing demand by instituting robust financial monitoring arrangements	Amber
6. Developing an action plan to implement the key provisions of the Children & Families Bill	Green

Key Achievements:

- There has been good progress in completing assessment within 26 weeks; actual performance for the first 6 months of the year is on target (90%). A district based pilot is ensuring schools evidence core standards and access Local Inclusion Forums before assessments are agreed. Assessments are currently 8% lower than in 2012.
- 94% of responses to consultation on improving outcomes for Kent's children and young people with SEN supported the SEND Strategy proposals to develop expertise and create at least 275 additional specialist places. The SEND Strategy anticipates the new SEN Code and duties in the Children and Families Act (2014).
- We have expanded the reach of our SEND Pathfinder across the County to develop and test a new assessment process and prototype Education, Health & Care (EHC) plans. Using County wide road shows, phone surveys and focus groups, we have engaged a wider group of parents in co-production of the content and format of the web based information and advice which will set out Kent's Local Offer. More than 75 families are receiving a direct payment for the Personal Transport Budget.

Issues:

- Limited progress has been made to date on reducing the number of pupils in independent or out county special schools, whilst we put in place increased provision within Kent schools. Current placements (440) are above the 2012 level (415) and are unlikely to achieve the outturn target (353). Plans to increase places in Kent Special schools (from 3491 to 3700) are going forward supported by the capital budget. The Commissioning Plan proposes more than 100 new places in Kent mainstream schools from September 2014.
- The SEND Strategy highlights a priority to support schools to increase their expertise to support pupils with speech, language and communication difficulties including autism and those with emotional and behavioural needs. This will help us to increase the number who can be supported in their local school.
- To drive down the cost of individual placements a dynamic procurement framework will be introduced by April 2014. All SEN Staff have received training related to funding and learning from Tribunal appeals is influencing service delivery. The introduction of high needs funding in schools and FE colleges has created pressure in our monitoring capacity. An improvement plan to strengthen the function and supporting business case will be developed by December 2013.

Education, Learning and Skills Directorate
Business Plan Mid-Year Reporting 2013/14

Service Area: Skills & Employability

Priority:	Progress
1. To raise attainment and skill levels	Green
2. To improve vocational education, training and apprenticeships	Green
3. To increase participation and employment	Green
4. To target support to vulnerable young people	Green

Key Achievements:

Attainment

- *KPI 1 Key Stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining 5 good GCSE's including English and mathematics.*
 - 63%* of students achieved 5A*-C with level 2 English and Maths in 2013, showing an improvement on last year's results.
 - 70%* of students achieved GCSE A* – C English, 71% achieved A*-C in Maths, working towards Kent's 2015 target of 70% 5 A* - C including English and Maths.
 - *KPI 8 Advanced level performance in Kent will be above the national average on all measures.*
 - 96% * of students achieved 2+ A levels and equivalents at A*-E in line with the national average showing an improvement on 2012 (92%)
- *provisional data drawn from EPAS October 23rd 2013.*

Apprenticeships

- Kent Employment Programme has placed a further 251 16-24 years olds into apprenticeships and graduate employment since 1st April 2013. This takes the total from the scheme's launch in 2012 to 451 placements.
- KCC Apprenticeship Scheme has recruited 303 Apprentices to date. This exceeds the KPI target of 250 placements

Participation

- BESD (Behavioural, Emotional and Social Difficulty) Project launched in June 2013. 7 Transition Co-ordinators have been recruited who are providing targeted support to learners moving into Key Stage 5.
- Kent Choices4U district briefings held across the County for all participating schools and academies.
- To support Bold Steps & the 14-24 Strategy, 12 District Data Packs have been produced. The packs have been posted to all Kent Schools, Academies, Colleges, Work Based Learning providers and Councils. A web link has also been set up for access to the data packs if further copies are required for download. Area road show meetings have been held in all of the districts led by Area Managers and PPO's for stakeholders to attend. Thanet was assigned as the Pilot Area, and as a result of good practice were visited by HMI.

Vulnerable Learners

- Assisted Apprenticeship Scheme, Phase 2 has recruited 40 16-18 year olds vulnerable learners. Phase 3 of the scheme has now launched.

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Delivering Bold Steps for Kent

Education, Learning and Skills Vision and Priorities for Improvement

Draft

2014 - 2017



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 early years setting and 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 for Education 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 and outcomes 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 community based hubs, 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.

Updated as at 21 November 2013

Ensuring the most vulnerable learners experience success is our top priority. We want to close the attainment gaps that exists as a barrier to their future success.

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 early years settings, schools and their 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 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.

We will work with early years settings, schools, post 16 providers and partners to ensure that children, young people and families are able to access the right services at the right time in the right place. Through developing more effective early intervention and prevention services we shall reduce the numbers of children, young people and families requiring specialist interventions and experiencing poorer outcomes and greater social exclusion.

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 and skilled 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 stakeholders and providers.

It is our job to build and support effective partnerships and networks that will be more effective in delivering better services and improved outcomes and it is also our role to champion more innovative and creative practice and ways of working.

In particular our priorities are to:

- Raise attainment, close achievement gaps, reduce exclusion, have more good and outstanding early years settings and schools, and ensure all young people are engaged in learning or training until age 18, with a good outcomes that leads to employment
- Further embed our new partnership relationships with all early years and childcare settings, schools and other providers, based on collaboration and shared effort, to build a more effective system of school to school support
- Continue to raise educational performance in line with agreed targets and support and challenge lower performing early years and childcare settings, schools and other providers to improve to good quality provision quickly
- Continue to support greater choice for parents and families in every area by commissioning a sufficient and diverse supply of places in strong schools and quality early years settings
- Deliver improved multi-agency support for children and families who have additional needs by developing our early intervention and prevention services and working in a more integrated way to achieve better outcomes.
- Increase our focus on and support for vulnerable pupils, so that achievement gaps close for pupils on free school meals, children in care and pupils with special educational needs and disabilities
- Work with schools to ensure every child has fair access to all schools and other provision
- Promote and support smooth and effective transition for every child and young person from any one educational stage and provision to another;
- Continue to develop the opportunities and pathways for all 14-19 year olds to participate and succeed so that they can access higher Levels of learning or employment to age 24
- Champion 21st century learning so that schools and other settings innovate more and achieve more by delivering a curriculum that develops pupils' skills and knowledge for the future.

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 collaborative networks in which pooled effort and shared priorities can achieve better outcomes, increase capacity in the system and create more innovative solutions at a time of reducing Levels of resource. More successful delivery in Kent depend on the emergence of new vehicles for joint working and partnership. It continues to be a priority to ensure success by supporting:

- 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 in order to deliver the best opportunities and outcomes for their children and young people

Updated as at 21 November 2013

- Schools to procure support services well, have real choice and be able to procure high quality services through EduKent
- Increased collaborative working in the early years and childcare sectors
- Locality based working and commissioning to pool and target resources to local needs in Districts
- Local 14-19 strategic partnerships to maximise effort and increase capacity to transform post 16 learning pathways and training opportunities so that they are truly excellent.

Key Strategic Developments in 2012-13

In quickening the pace of improvement we have focused attention on transforming the way we work and the delivery of services. During 2012-13 we have:

- As part of the Government's policy for free early education places for disadvantaged two year olds, introduced the 'Free for Two' scheme in Kent with more than 1,200 two year olds having accessed a free early education place;
- Devolved the Specialist Teaching Service to a lead Special School in each District to improve support to mainstream schools for special educational needs through the Local Inclusion Forum Team (LIFTs). This work is focused on increasing capacity to support learners with SEN and achieving better progress and outcomes for them. The partnership model is helping us to ensure mainstream schools are implementing core standards and partnerships support the development of best practice.
- Developed a system of school to school collaboration, so that there are now 60 improvement hubs involving nearly 500 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 in partnership with schools, developed eight new Alternative Provision delivery hubs to support young people at risk of disengaging from school. The establishment of this new provision alongside new ways of working with schools has significantly improved outcomes for learners and reduced exclusions across the county.
- Developed a new Integrated Adolescent Support Service aimed at delivering more coordinated and targeted support and better outcomes for vulnerable adolescents. This approach has been expanded across the whole of Kent in 2013.
- Implemented the 14 to 24 Strategy to ensure all young people at age 16 have access to appropriate high quality learning, skills or employment with training pathways. 12 district data packs have been developed to ensure that the local offer meets young people's needs including all vulnerable learners.

Updated as at 21 November 2013

- Established five Learning and Employment zones in Shepway, Dover, Thanet, Swale and Gravesham to help coordinate the work of a range of agencies in supporting young people into employment. The work is supported by the Kent Employment Programme which has placed over 450 young into apprenticeships over the last 12 months.
- Developed our Strategy for Special Educational Needs and Disabilities to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND). This work will deliver the requirements of the Children and Families Bill, the new arrangements for education, health and care plans, the development of the local offer, more SEN provision in Kent Special and mainstream school, with less reliance on out of county placements and better outcomes and progress for pupils. Over 94% of respondents supported the proposals to provide better support for parents, improved early intervention and prevention, more integrated services and joint commissioning across education, health and social care to achieve better progress and outcomes for all children and young people with a disability or special educational needs
- Expanded the Pathfinder for SEND, helping us to deliver co-ordinated assessment and integrated education, health and care plans for children with special educational needs. We have reached a wider group of parents and we are using their views to determine the content and format of Kent's Local Offer. We have also piloted the use of personal budgets for families to use on transport and more than 75 families are now receiving a direct payment for the Personal Transport Budget.
- 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 organisation of the Kent Association of Headteachers which is now operating with four area boards overseeing school improvement collaborations and school to school support.
- Delivered all the school expansions required for the school year beginning September 2013, thus achieving important steps in our aim to provide a good local school for every Kent pupil. An additional 660 places (equivalent to 22 permanent forms of entry) in Primary schools, 120 additional places in Secondary schools (four forms of entry) and 362 temporary school places for Reception pupils were delivered this year. This equates to 41 classrooms plus infrastructure in 37 Primary schools for 2013-14.
- Bid for additional Capital funding from a new 'Targeted Basic Need' programme announced by the DfE to support the school expansion programme. 19 bids out of 26 were successful, attracting an additional £31m to build additional capacity in Primary and Special schools across Kent, including five brand new Primary Academies. The additional places funded by this programme will be available by September 2015.

Updated as at 21 November 2013

- Developed Edukent so that it is supported by more effective business planning, marketing and tailor made procurement of services for schools such as the extensive range of additional educational psychology services to schools on a traded basis in addition to core and statutory work.

Progress in 2012-13 and where are we now?

We set very challenging and aspirational improvement targets and in 2012 -13 there were positive indications that we are achieving progress. In 2012-13 we achieved progress in the following areas:

- Results improved for Kent children at every key stage of education from pre-school age to 19 years.
- Under the new **Early Years Foundation Stage** framework 64% of Kent children achieved a Good Level of Development (GLD). This is 12% higher than the national average. Kent remains top against its statistical neighbours.
- At **Key Stage 1** we met or surpassed our targets for Level 2B and above in Reading, Writing and Maths in 2013. In Reading and Mathematics we have also achieved the 2014 targets. In reading, writing and mathematics, results are now in line or above the national average and the FSM and SEN achievement gaps are narrowing at a faster rate than nationally.
- At **Key Stage 2** we continue to see improvement on the new measure of Level 4 and above in Reading, Writing and Mathematics combined. Kent achieved a 2% improvement in results in 2013 but remains 2% below the national average. Performance is in line with most statistical neighbours.

At **Key Stage 4** there was good improvement in 5 or more A*-C GCSE grades including English and Maths, from 61% in 2012 to 63% in 2013. Kent is ranked second in our statistical neighbours group, and performance is 4% above the national average of 59%.

- Outcomes for **children in care** (CIC) continued to improve at both Key Stages 2 and 4. In 2013, of the Kent CIC looked after for more than 12 months 43% .achieved Level 4 combined in Reading, Writing and Maths compared to 38% in 2012. At GCSE 15% achieved 5 A* to C grades including English and Maths compared to 13% in 2012.
- Performance at **post-16** improved on some indicators this year. The percentage of students achieving two or more A Level passes increased to 96%, compared to 92% in 2012. The greatest improvement was in the number of students gaining three or more A and B grades which improved from 5% in 2012 to 8.5% in 2013, compared to 7.4% nationally.

Updated as at 21 November 2013

- The number of schools in Kent **judged good or outstanding** by Ofsted increased to 72% from 59% last year.
- During the last school year 74 schools **improved** from a previous satisfactory Ofsted judgement to good.
- **Ofsted** has judged 80% of Secondary schools in Kent and 74% of Special Schools as good or outstanding. 69% of Primary schools are now good or outstanding.
- The quality of Pupil Referral Units and Alternative Provision improved to 75% good or outstanding from 60% in 2012.
- A good number of satisfactory schools (62) **significantly improved** their Key Stage 2 and Key Stage 4 results in 2013, and are above the government's floor standard.
- There has been a further reduction in **the number of permanent exclusions**, down to 143 in 2013 from 209 the previous year.
- Persistent absence rates reduced from last year with the percentage of pupils who are persistently absent in Primary schools reducing from 3.8% in 2011 to 3.1% in 2012. Secondary school persistent absence also decreased from 9.2% in 2011 to 8.4% in 2012.
- The number of **apprenticeships** continued to increase, and Kent is outperforming the South East for the number of people starting apprenticeships by 3% overall. The number of young people taking up apprenticeship in the 19 to 25 age range increased on last year by 11%.
- NEET figures reduced to 5% compared to 6% the previous year.
- There was good progress in improving the number of **SEN** Assessments completed within the required timeframes. Performance has reached the 90% target Level for the year.
- The completion of psychological statutory advice completed with the required time frames has improved to 98%
- We **commissioned 3462** new Primary school places between September 2010 and September 2013 to meet the growing demand, and ensured every child who needed one had a school place.
- We opened **2** new primary schools and rebuilt **5** secondary schools, all at a total cost of **£82 million**.

Updated as at 21 November 2013

- We delivered new ways of working through the development and implementation of a high quality traded Educational Psychology service offer through EduKent additional to core service delivery. This was taken up by over 43% of Kent schools.

The Early Years Foundation Stage

The main overall indicator for children at the end of the Early Years Foundation Stage changed in 2013 and is now the percentage of children achieving a Good Level of Development (GLD) for which they need to achieve Expected or Exceeding in all Prime Learning Goals (including Literacy and Mathematics). In Kent overall 64% of children achieved a GLD, with a range across districts of 55% – 69%. Performance in Kent is 12% above the national average of 52%. This is a very strong performance which prepares children well for starting school and making good progress in Key Stage 1.

By 2017 we expect a minimum of 80% of children at the end of EYFS to have achieved a Good Level of Development. We have also set a new target for reducing the gap between all children achieving a good Level of development at the end of the EYFS and those in receipt of free school meals to 14.5%. Whilst this is ambitious we believe we can narrow this still further and will therefore revise this target over the next two years.

Key Stage 1

Standards at Key Stage 1 improved by an average of 4% and performance is now in line with or above the national average.

Attainment in **Reading** at Key Stage 1, Level 2b and above, overall improved compared to 2012 and this continues a four year upward trend. 79% of seven year olds achieved Level 2b or above in 2013, which is exactly in line with the national average of 79%.

At Level 3 and above in Reading there was also further improvement on last year and a continuing upward trend. 30% of seven year olds achieved a Level 3 or above compared with 27% in 2012. Kent is 1% ahead of the national average of 29%.

Attainment in **Writing** at Key Stage 1, at Level 2b and above, improved by 4% in 2013 and continues a four year upward trend. Attainment in writing at this Level is now at 67% compared to 62% in 2012. However Kent is 1% below the national average at Level 2b and the gap between standards in writing and reading is a concern.

At Level 3 and above in Writing we have also seen continuous improvement with 15% of pupils achieving this level in writing compared to 13% in 2012., though we have closed the gap with the national figure. Standards at Level 3 are in line with the national average.

Updated as at 21 November 2013

Attainment in **Mathematics** at Key Stage 1 at Level 2b and above, improved with 79% of pupils achieving this level compared to 77% in 2012. At Level 3 and above there was further improvement from 21% to 23% in 2013. Kent is in line or just above national averages at both Level 2b+ and Level 3 in 2013 and this reflects a continuing upward trend.

Key Stage 2

On the new measure for attainment at Key Stage 2 in 2013, the combined Reading, Writing and Mathematics Level 4 and above score, 74% of pupils achieved this level of attainment compared to 72% in 2012. The national average is 76%.

At Level 5+ attainment in Reading, Writing and Mathematics combined improved to 22%, compared to 20% in 2012, which is a 2% improvement compared to a national improvement of 1%.

In 2012, 211 schools performed at or above the national average at Level 4 and above in the new measure of Reading, Writing and Maths combined. In 2013 this increased to 223 schools. 198 schools improved their performance compared to 2012 and 18 schools achieved 95-100% in the national Key Stage 2 tests this year.

Attainment in **Reading** at Level 4 and above declined by 2% in 2013, following a significant improvement of 4% in 2012 and at Level 5 and above it declined by 4% in 2013, following a significant improvement of 7% in 2012. National performance also declined in 2013, by 1% at Level 4 and by 3% at Level 5. 86% of pupils achieved the expected 2 Levels of progress in Reading between key stages 1 and 2, compared to a national figure of 88%.

Attainment in **Writing** at Levels 4 and 5 shows a significant increase in 2013 by almost 4%. Nationally at Levels 4 and 5, performance improved by 2%. 91% of pupils achieved the two levels of expected progress in Writing, which is exactly in line with the national performance.

In **Mathematics**, following a 4% improvement in 2012, attainment at Level 4 and above declined by 1% in 2013 and attainment at Level 5 and above improved by 1%. National performance declined by 1% at Level 4 but improved by 2% at Level 5. 86% of pupils achieved the expected two levels of progress in Maths against a national performance of 88%.

The Floor Standard at Key Stage 2

The floor standard at Key Stage 2 is 60% of pupils achieving the expected Level 4 and above in Reading, Writing and Mathematics. In 2012, 23 schools performed below the floor standard, a significant reduction from the 70 schools in 2011 and the 95 schools in 2010. However, in 2013 on the new measure of Level 4 in Reading, Writing and Mathematics combined, 59 schools performed below the floor standard.

Statistical Neighbours (SN)

Kent's top statistical neighbour achieved 77% Level 4 combined in 2013 compared to 74% in Kent. The difference between Kent and the highest performing LA is now 3%, thereby closing the gap and accelerating progress whilst other similar local authorities' performance has declined against the new Key Stage 2 measure. Compared to our 11 statistical neighbours we are 6th for Level 4+ performance and 2nd for Level 5 performance.

Key Stage 4

Provisional results at Key Stage 4 show Kent's performance at 5 or more GCSE A*-C grades including English and maths improved to 63%, compared to 61% in 2012. This is 4% above the national figure of 59%, which dropped this year. Kent is ranked second within our statistical neighbours group, where the average is 60%.

Expected rates of progress at Key Stage 4 (three levels of progress between key stages 2 and 4) also improved this year, by 5.3% in English to 74%, and by 2% in maths to 73%. Both these figures are above the national averages of 71% in English and 72% in maths.

Kent's 5+ A*-G results were 2% above the national average, at 95.7% compared to the national average of 93.9%. This is a good indication of the success of Kent schools' inclusive approach to securing educational success for the vast majority of pupils. Performance in English A* to C grades is 4.8% above the national average and in Maths performance is in line with the national average.

Nine secondary schools performed below the floor standard of 40% of pupils achieving five good GCSE grades with English and mathematics compared to 19 schools in 2012. Overall 75% of secondary schools improved or maintained their GCSE performance in 2013, including a small number of schools that declined by no more than 1%.

A Level

Performance at post-16 has improved on some indicators this year but has dropped in the rest, although less than the national average. The percentage of students achieving two or more A Level passes increased to 96%, compared to 92% in 2012.

Kent's Average Points Score per entry is up 1.8 to 212.5, compared to the national static result of 212.7. The Average Points Score per student dropped 14.9 points to 722.4, compared to a national reduction of 23.9 to 709.1. The greatest improvement has been in the number of students gaining three or more A and B grades which improved from 5% in 2012 to 8.5% in 2013, compared to 7.4% nationally.

Gender Differences

In the Early Years Foundation Stage, girls continue to out-perform boys with 72% of girls and 56% of boys achieving a good level of development. This gap is wide and persists through each succeeding stage of education.

At **Key Stage 1**, the gender gap continues to show girls doing better than boys in all three areas. In Reading the gap is 10%, in Writing it is 16% and in Mathematics it is 3%.

In **Reading**, attainment at Level 2b and above for girls shows considerable improvement again compared to last year. 85% of girls achieved this level compared to 81% in 2012, which is 1% above the national average. Level 2b+ attainment for boys declined by 2% in 2013 from 76% in 2012 to 74% in 2013, after 4 years of continuous improvement. Despite this decline Kent remains in line with the boys' national average of 74%.

The attainment of higher achieving girls improved in 2013 with 35% achieving Level 3 compared to 32% in 2012. This is 1.6% above the national average for 2013. After an 8% improvement in 2012, the attainment of higher achieving boys declined this year by 4%. Despite this boys' attainment at Level 3 remains above the national average. However the gender difference is a concern and will be a continued focus for improvement in this academic year. Both girls and boys performance at Key Stage 1 remains above the national average.

In **Writing**, girls' attainment at Level 2b+ improved to 75% in 2013, which is in line with the national average. Boys' attainment at Level 2b+ declined by 7% this year, after a 15% improvement in 2012. This is a concern, although boys' attainment is also in line with the national average.

Higher achieving girls' performance at Level 3 improved by 3% this year after a decline in 2012. This is now in line with the national average of 20%. Boys' performance at Level 3 in writing improved by 1.4% compared to 2012 and is now above the national average by 0.6%. This is a strong performance in 2013. Both girls' and boys' performance in writing at Key Stage 1 is in line with the national average.

In **Mathematics**, girls' attainment at Level 2b improved by 3% in 2013, with 81% of pupils achieving this standard compared to 78% in 2012. Boys' performance improved by 4% in 2013, with 77% of pupils attaining this level compared to 73% in 2012. Attainment for both boys and girls is showing a good three year upward trend in mathematics at Level 2b.

Attainment for higher achieving girls and boys improved in 2013 by almost 2%. Attainment for higher achieving boys improved by over 7% in 2013, which is a very positive result. This is particularly impressive as nationally the figure only increased from 24% to 25%. Attainment for higher achieving girls improved in line with the national average.

At **Key Stage 2**, the attainment of girls at Level 4 and above in Reading, Writing and Maths combined continues to outperform that of boys. 77% of girls achieved the expected level compared to 70% of boys. This is 2% below the national average for both boys and girls.

Updated as at 21 November 2013

Attainment for girls improved by 1% and there is a four year upward trend. Boys also improved their performance by 1% compared to 2012 but the gap between the attainment outcomes for girls and boys is 7%, the same as in 2012. This mirrors exactly the national gender gap for 2013 and the trend nationally for this measure.

Attainment at Level 5 in Reading, Writing and Mathematics combined improved for both boys and girls in 2013. 26% of girls and 18% of boys achieved Level 5 or above. Boys' results are in line with the national average and the girls' outcomes are 1% above it. Attainment for girls improved by 3%, compared to 1% improvement nationally and boys' attainment improved by 1%, which is the same as the national improvement rate.

At **Key Stage 4**, the gender gap in attainment of five good GCSE grades including English and Maths widened to 9% compared to 8% in 2012. 58% of boys and 67% of girls attained this level of achievement in 2013 compared to 54% boys and 64% girls nationally in 2012.

Gender differences continue to be significant therefore, opening up markedly in the EYFS and continuing to be a key performance issue at all key stages, so that by GCSE just over half of boys achieve a good outcome. Boys are over-represented in figures for SEN, exclusion from school, children in care and the NEET data and improving their progress and attainment is a key element in raising standards overall in Kent and in achieving full participation for all young people until age 18.

Outcomes for Vulnerable Groups

All attainment gaps at any age are of great significance to the life chances of children as they move through their schooling. Children that fall behind in the earlier years of learning do not often enough catch up sufficiently with their peers. We are determined to narrow these gaps in the next three years.

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, Children in Care (CIC), and pupils with Special Educational Needs (SEN) or with Statements of Special Educational Need (SSEN). These gaps are mostly wider in Kent compared to national figures and are not narrowing. For example, actual outcomes for pupils on free school meals have improved over the past three years, but gaps are not narrowing as standards overall rise for other pupils.

In the **Early Years Foundation Stage**, there is good progress in narrowing the achievement gap to 19%, based on FSM data, compared to 24% in 2012. This is the third best result nationally on this measure. The achievement gap for children achieving a good level of development between the lowest attaining 20% of children and the mean is 25%, which is very similar to last year's figure of 24%, compared to the England figure of 37%. This is extremely encouraging.

At **Key Stage 1** there is still a significant gap between FSM pupils and their peers. The gap in reading at Level 2b+ is 21%, in writing it is 24% and in mathematics it is 19%. At the same

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time, between 2011 and 2013, outcomes for pupils on free school meals have improved by about 10% in reading, writing and maths but more progress is needed to narrow the achievement gaps at this critical stage in the early lives of less advantaged children.

The special education needs (SEN) gap continues to be significant. In reading the gap for children who are on School Action or Action Plus is 47% and for children with a statement it is 72%. In writing, for children on School Action or Action Plus, the gap is 55% and for children with a statement it is 71%. In mathematics the gap for children on School Action and Action Plus is 44% and for children with a statement it is 70%. These gaps in attainment are unacceptably wide.

At **Key Stage 2** there is still a significant attainment gap between FSM pupils and their peers. The gap in reading, writing and mathematics combined at Level 4 and above, remains at 22.5% and has not improved in 2013. The national achievement gap is 17%. At the same time, between 2011 and 2013, outcomes for pupils on free school meals improved by about 8% in reading, writing and maths combined.

In reading the attainment gap is 15.1%, in writing it is 18% and in mathematics it is 16%. Gaps in rates of progress are narrower between FSM and non FSM pupils, and in 2013 these were 7.2% in reading, 6.5% in writing and 8.6% in mathematics. While 177 Primary schools improved the FSM gap in 2013, the lack of progress overall on this key issue is a serious concern and very disappointing.

The special educational needs (SEN) gap continues to be significant although there was some improvement in 2013. For pupils with a statement the attainment gap at Level 4 Reading, Writing and Mathematics combined is now 64% having narrowed from 65.4% in 2012. For pupils on Action Plus the attainment gap is now 35.7% having narrowed from 38.2% in 2012. For pupils on School Action the gap is now 28.8% having narrowed from 32.2% in 2012.

The **GCSE** attainment gap between pupils eligible for FSM and their peers for 5+ A*-C including English and maths improved slightly by 0.5% to 32.4%. This has not improved in the last three years and is still significantly greater than the national figure of 26% in 2012. The national FSM gap at Key Stage 4 is reducing at a faster rate compared to Kent, which is very disappointing.

At the same time, between 2011 and 2013, outcomes for pupils on free school meals achieving five good GCSEs including English and maths have improved by about 9%.

In 2013, 37% of FSM pupils achieved 5 or more good GCSEs with English and mathematics. There remains a significant gap between FSM students and non FSM students in both three levels of progress in English of 22.7% and Maths at 26.7%. This gap has narrowed by 2.1% and 1.4% respectively since 2012. Whilst this is positive the gap needs to narrow at a much faster rate in future years.

Once again pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other similar pupils nationally. However, although

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very wide, in 2013 the SEN achievement gap narrowed at Key Stage 4 by nearly 4% to 43.5%. This will continue to be a priority for further improvement in 2014.

Children in Care

In 2013, outcomes for children in care (CIC) continued to improve at both Key Stages 2 and 4. In 2013, 43% of CIC who were looked after for more than 12 months achieved Level 4 or above in reading, writing and maths at Key Stage 2 compared to 38% who achieved Level 4 in 2012.

61% of CiC pupils achieved 2 Levels of Progress in Key Stage 2 Reading compared to 86.3% for all pupils. 68% achieved 2 Levels of Progress in Writing compared to 91.0% for all pupils and 56% achieved 2 Levels of Progress in Maths compared to 85.9% for all pupils.

At GCSE 15% of CIC achieved 5 or more A* to C grades including English and Maths compared to 13% in 2012.

26% of CiC pupils achieved 3 Levels of Progress in Key Stage 4 English compared to 74% for all pupils and 20% achieved 3 Levels of Progress Maths compared to 72.9% for all pupils

This means the CIC Key Stage 2 gap narrowed by 5% down to 37% from 42% last year, which is very welcome. The CIC Key Stage 4 attainment gap narrowed by 2%, down to 47% from 49% in 2012. However these are the widest achievement gaps of any pupil group, and are an important focus for improvement in 2014.

Summary

Overall, while standards continue to improve at each key stage, slow progress is being made in improving progress and narrowing the gaps in attainment for pupils on free school meals and those with special educational needs. In spite of improvements in the outcomes for Children in Care, their achievement gaps continue to be the widest of any pupil group and are a key priority for improvement in 2014.

It is very disappointing that, in spite of additional resources through the pupil premium (£26 million in Kent in 2012-13) the attainment gaps for pupils on free school meals have shown no improvement. The gaps are markedly wider in Kent than nationally, which means more disadvantaged learners are doing less well and therefore continue to have more educational disadvantage than elsewhere in the country. This is unacceptable.

Educational attainment gaps result in low social mobility. Children's life chances should not be determined so young and with so little chance of catching up for those who are less advantaged. Recent national and international reports have highlighted this key issue for the economy and for individual life chances. The OECD Skills Outlook Report 2013 highlighted the low literacy and numeracy skills of 16-24 year olds in the UK compared to other countries. The Social Mobility and Child Poverty Commission Annual Report, October 2013, focuses on what

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more should be done to improve social mobility through the education system and other government policy areas. And a recent report from Save the Children, 'Too Young to Fail' provides a powerful analysis of achievement gaps and what we can do to improve. This is one of our top priorities in Kent and we are developing a number of projects to continue to address it during this school year.

Overall, there are positive trends in the right direction on raising standards of attainment. 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 (30% 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.

We perform in line with or above the national average in the EYFS and for standards at Key Stage 1 and at GCSE. The 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 and are not reducing, which is a serious concern. 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.

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 there has been a significant increase in the amount of funding in schools budgets for pupil premium from £26 million in 2012-13 to £40 million this school year. This is a significant resource to make more of a difference to closing achievement gaps for 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, especially those on free school meals, receive the best teaching in small groups 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

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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, helps pupils to catch up and is 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. A key expectation is that schools plan for and achieve three Levels of progress for pupil premium pupils during Key Stage 2, and four Level of progress between Key Stages 2 and 4.

Provision and Outcomes for 14 - 24 Year Olds

The 14 to 24 Strategy aims to achieve a fundamental shift in the education system in Kent. During 2013 the development of 12 districts data packs has highlighted a number of key actions for all learning providers in each district to consider, in particular the improvements needed to the quality and breadth of the post 16 curriculum offer. The data also asks questions about the local pathways, their compatibility with the local economy and the support young people receive, particularly vulnerable young people. Local groupings of learning providers have been meeting to address these challenges across the county to identify collaborative solutions to the challenges, so that gaps in provision are addressed and every young person can be on the right pathway.

A number of schools and colleges have realigned their post 16 offer based on the information from the district data packs. This is already influencing practice. For example in some schools there have been clear changes to the post 16 curriculum to develop knowledge and skills more closely matching the economic needs of the area. The data pack, and the subsequent work to re-model the curriculum, has been well received and an OFSTED post 16 survey highlighted this best practice recently.

There has been good planning for and implementation of the post 16 study programmes to offer more creative and flexible curriculum opportunities for young people. An example is the 2.1.2 programme, which includes an English and Maths achievement programme leading to GCSE Level 2, a substantial vocational qualification and work experience. A number of schools are offering these innovative programmes to students that have not achieved Level 2 including English and Maths by the end of Year 11. A key feature of this programme is the engagement of local employers to support the development of employability skills and to provide weekly work placements.

A GCSE Level 2 qualification in English and Maths is necessary preparation for progression to Level 3 study and to skilled employment with training. Nationally, there is a low conversion rate at post 16 to Level 2 from any point at Level 1. Work is underway with schools to improve

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Level 2 qualifications for post 16 year olds and develop alternative courses to GCSE repeats. This is a key aspect of achieving the improved participation rates and outcomes set out in the 14-24 Strategy.

A particular challenge is to improve the standards and skills achieved by young people aged 19 from low income backgrounds at Levels 2 and 3. These outcomes are below the national average, the achievement gap for Level 2 is 32% in Kent compared to 25% nationally between outcomes for the most vulnerable 19 year olds and other students, and it is not closing quickly enough. To address this gap we have established 12 Skills and Employability Hubs, one in each district to support the development of high quality vocational and technical pathways for all learners to maximise their potential. The Local Authority is working with the University of Glasgow to draw on research to make these hubs successful providers for young people in making a difference in closing the achievement gap and getting better outcomes for disadvantaged young people.

Without these qualifications vulnerable groups have significantly reduced access to apprenticeships, thereby reducing their employability. The establishment of 5 Learning and Employment Zones in the 5 areas with the highest number of unemployed 18 to 25 year olds is also beginning to make a significant contribution to the life chances of this group.

We have continued to make significant progress to ensure all Year 11 and Year 12 learners have a September guarantee of a learning destination. At the beginning of November 2013 93.5% of Year 11 students had received offers, and 86.7% of Year 12 students had received offers of places. The Local Authority has a duty to track vulnerable learners and ensure they have appropriate support to engage them in learning or training to age 18. This in turn contributes to the reduction in the NEET figures.

The NEET Figures

The NEET figure in Kent continues to fall, with 5.1% of 16 to 18 year olds at the end of the last academic year not in education employment or training. This is a positive reduction compared to 6.3% in 2012. The number of young people who are not known has shown the most significant decline to 1.9%, which out performs all other SE local authority areas. It is an impressive result especially as we move to the implementation of the Raising of the Participation Age, which is one of our key priorities. Much of this work is being delivered to support all young people aged 16 to 19 (or to age 25 with a learning difficulty or disability) to access appropriate learning pathways or employment with training. The collaborative NEET to EET groups that have been established in all the districts, focus on individual learner pathways and are having a significant impact, for example, in Maidstone this approach has supported over 200 learners back into positive learning pathways.

A significant number of NEET young people continue to be those with a learning difficulty or disability. There are significant gaps in post 16 provision as there is insufficient vocational provision for these young people. This is being addressed through the data packs and discussions with schools, colleges and work based learning providers. Special Schools are working more closely with the FE Colleges to ensure the current Year 12 students are

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supported and can have access to an assisted apprenticeship programme, with additional mentoring and support. Specific programmes are being developed to support other vulnerable learners and excluded young people to access an appropriate post 16 offer.

Apprenticeships

The work on Apprenticeships continues to expand and offers good skilled employment opportunities for young people in Kent. We are nationally recognised for the developments in this area of work. There are currently 303 apprenticeship starts within KCC, which is an increase of 120 over the last year. Over 145 schools have also taken on their own apprentices which exceeds our target of 25% of all schools for this year.

The Skills and Employability Service has also placed over 430 unemployed 17 to 24 year olds into an apprenticeship scheme over the last 12 months with over 100 pledges from employers to take on apprentices in the pipeline. This work has made a major contribution to reducing the number of unemployed 18 to 24 year olds by 1300 from this time last year. It will continue to be a priority for the service over the next year. The major achievement of this programme has been effective employer engagement with over 800 businesses providing high quality employment opportunities for Kent young people, putting them on appropriate pathways for employment with training.

Youth Unemployment

Unemployment among young people continues to be a concern, and tackling this is one of our top priorities. While the number of 18-24 year olds in Kent who are unemployed has declined to 5.3%, the figures for Thanet (11.8%) and Swale (8.0%) Shepway (6.3%) Gravesham (6.6%) and Dover (6.8%) remain well above both the Kent and national averages. This continues to require a more targeted and intensive response as part of our improvement strategy through the work of the Learning and Employment Action Zones and partnership working with employers and the District Councils. A key challenge is to ensure all young people achieve the levels of literacy, numeracy and IT competence required to stay in education and training and move successfully into higher levels of learning or employment.

The Learning, Skills and Employment Partnership Board is overseeing the work of the 14-24 Strategy in bringing about the necessary improvements. It monitors progress against the key performance measures set out in the strategy and brings together a range of learning providers and employers to influence the next phase of developments. Future work streams will develop a strategy to improve Maths and English at Level 2 for all 16 to 18 year olds, develop high quality vocational options in line with local economic needs, improve pathways for LLDD learners with learning difficulties, reduce the high dropout rate from schools and colleges at age 17 and increase the number of higher and advanced apprenticeships.

Ofsted Inspection Outcomes

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Kent schools made good progress in the last school year in improving inspection outcomes and in increasing the number of good and outstanding schools. Ofsted has recently published its latest national statistics for all inspections carried out in the last school year. Nationally 78% of schools are now good and outstanding and there has been a 9% increase in the percentage of schools nationally with these Levels of performance. In Kent the improvement rate has been 11%.

72% of Kent schools are now good or outstanding. This includes 80% of Secondary schools, 69% of Primary schools and 75% of Special Schools. There has been a significant increase in the number of good and outstanding schools, compared to 59% in the previous year and significantly better than 2010-2011 where only 55% of schools were judged good or better.

In Kent 16% of schools are outstanding and 56% are good, compared to 20% outstanding and 58% good nationally. However, despite the increase in the percentage of good and outstanding schools to 72%, Kent continues to be among the lowest performing local authorities for the number of good and outstanding schools. Our priority for 2013 onwards is to close the gap with the national picture, and exceed it.

At the end of the last school year there were 141 (24%) mainstream schools requiring improvement, excluding Pupil Referral Units. This represents a significant improvement compared to September 2012 when there were 211 (37%) Primary and Secondary schools requiring improvement.

At the end of the last school year there were 20 schools in an Ofsted category of concern, which was the same number as in September 2012. While 11 schools successfully came out of category in the past year, another 15 schools were judged to be inadequate by Ofsted. Our aim is to ensure no Kent school goes into an Ofsted category of concern.

Many 'satisfactory' or 'requires improvement' schools are well led and making good progress, and a good number of these schools significantly improved their results in 2013, 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 2017. By 2014 we expect 74% of schools to be good or outstanding. Over time, this is deliberately ambitious in order to challenge ourselves to do much better very soon.

All schools currently rated as inadequate and as 'requires improvement' are working closely with the School Improvement Team to ensure they achieve a rapid rate of improvement.

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 to ensure every school requiring improvement becomes a good school within

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the next two years, and that we continue to work together in partnership to ensure no good and outstanding schools decline.

Exclusions

During the school year 2011-12, permanent exclusions in Kent reduced by 16%, to 192 from 252 in 2011. During the last school year, 2012-13, the number of permanent exclusions reduced further to 144, exceeding our target and increasing the life chances of a significant number of young people.

Of these, 36 exclusions were Primary, 106 Secondary and 2 were pupils excluded from Special schools. At Primary level one district accounted for 14 of the permanent exclusions with another district having zero permanent exclusions. At Secondary level the highest excluding district permanently excluded 27 pupils with another having zero permanent exclusions. This variation reflects the quality of practice in different parts of the county.. The new target for 2017 is to reduce the number of permanent exclusions to no more than 30 overall.

Fixed- term exclusions have also reduced from 12, 836 in 2011-12 to 10,733 in 2012-13. The strategy to reduce exclusions continues to include the development of the Pupil Referral Units and Alternative provision, and 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 is provided by the new PRU models and the new Integrated Adolescent Support Service, with Inclusion Officers working as core members of the integrated teams

Improvements in education provision following the PRU review are well underway with the establishment of newly constituted Management Committees in all provisions. There is a strong consensus for increased local management of PRU provision, and each committee is now made up of representative Headteachers in each local area. The aim to reduce exclusions continues with localities reviewing their practices. A number of areas have committed to a zero exclusion position and already there are positive indications of improved outcomes for young people at age16, with fewer becoming NEET.

An increasing number of Primary school exclusions, some of very young children, is a cause for concern. The In Year Fair Access Protocol has been developed in each area to enable schools to cooperate in managing pupil moves from school to school, where appropriate, and work is underway to develop nurture groups in Primary schools to support pupils with more challenging behaviour.

Attendance

Absence data released by the DfE in October 2013 shows Kent has reduced the number of pupils who are persistently absent by 30.6% over the past two years. This equates to approximately 4000 more children in Kent attending school more regularly.

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However, in comparing 2012-13 with the same period in 2011-12, overall absence in both Primary and Secondary schools has increased by 0.2% and 0.1% respectively. Persistent Absence has reduced in Secondary schools by 0.4% but it has remained constant at 3.5% in Primary schools.

The Attendance Service has reviewed the core offer to schools and is focusing more effort on the early identification and intervention in cases where pupil absence trends are least positive. Further targeted work with individual pupils and families is planned in conjunction with KIAS and the Troubled Families Programme. A focus on poor attendance at school will also be a key strand of work in the development of more integrated 0-11 Services for vulnerable children and families.

Commissioning Education Provision

We aim to secure good quality school places in every community so that every young person can have the best chance in life. In the 2012-13 school year we achieved our aim of creating an extra 22 forms of entry in Primary Schools and 4 forms of entry in Secondary Schools, plus 362 temporary places for meeting short term pressures for Reception aged pupils.

However, looking to the future we continue to see a significant increase in pupil numbers requiring substantial expansion of school places in the next several years.

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

The number of Reception age pupils in Kent schools has increased from 14,498 in 2006-07 to 16,982 in 2012-13. This is an increase of over 17%. The number of Reception age pupils is forecast to increase to almost 17,700 over the next five years.

The number of Year 7 pupils in Kent Secondary schools has fallen for four consecutive years from 16,605 in 2008-09 to 15,244 in 2012-13 and is expected to fall by a further 200 places in 2013-14. Thereafter, Year 7 pupil numbers are forecast to rise to 17,848 through the period to 2022, which is an increase of 17% on current numbers.

The number of Year 7-11 pupils in Kent Secondary schools has been declining over the previous six years from 82,368 in 2006-7 to 79,244 in 2012-13 and is expected to continue falling to around 70,000 in 2015-16. Thereafter it is forecast to rise to 85,833 through the period to 2022, an increase of 8.3% on current numbers.

The Education Commissioning Plan 2013-2018, published in October 2013, sets out how we will carry out our responsibility for ensuring there are sufficient places of high quality, in the right places for all learners, while at the same time fulfilling our other responsibilities to raise education standards and be the champion of children and their families in securing good

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quality education. The purpose of the Commissioning Plan is to set out in detail how we will meet the future need for education provision in Kent. It aims to enable parents and education providers to put forward proposals as to how these needs might best be met. We keep the Commissioning Plan under constant review and will publish a revised Plan in autumn 2014.

We aim to maintain at least 5% to 7% surplus capacity in school places and ensure we deliver additional school places in line with demand and parental preferences. The current surplus capacity for Reception year groups across Kent is 4.6% but varies from 1.4% in Thanet to 9.5% in Dover. The current surplus capacity for all Primary year groups (Reception – Year 6) is 7.3% and varies across the County from 4.1% in Ashford to 13.8% in Dover. The current surplus capacity for Year 7 is 11.9% across Kent but by 2022-23 there will be 4% deficit capacity. The current surplus capacity for all Secondary year groups (Years 7-11) is 8.8% across Kent, but by 2022 there will only be 0.5% surplus capacity in Secondary schools across the County if no new provision is made. .

As part of the Commissioning Plan new provision will be developed as follows:

- By 2014 – 2015 school year, 15.3 permanent forms of entry and 250 temporary Year Reception places in Primary Schools and 3 permanent forms of entry and 25 temporary Year 7 places in Secondary Schools.
- By 2015 – 2016 school year, 25.6 permanent forms of entry and 195 temporary Year reception places in Primary Schools and 9 permanent forms of entry in Secondary Schools
- By 2016 – 2017 school year, 22 permanent forms of entry and 90 temporary reception year places in Primary Schools and 9 Permanent forms of entry in Secondary Schools

The Commissioning Plan also sets out our intention to create at least 275 additional school places for pupils with autism (ASD) or behavioural, emotional and social needs (BESN) by increasing the number of Kent Special School places from 3491 to over 3700. There are ten Special schools in a building programme to expand the number of places available and create learning environments which are fit for purpose. In line with the SEND Strategy we will also expand the range of specialist resourced provision in mainstream schools by expanding or creating new SEN resourced provision places for ASD and BESN pupils in mainstream schools and in each of the five new Primary Academies planned to open in September 2015.

Kent Integrated Adolescent Support Service

A key development in the past year is the Kent Integrated Adolescent Support Service, which now operates across the county. It is designed to work closely with schools to provide better support to vulnerable young people so that they can access the right service in the right place at the right time. It is an integrated multi-agency service which brings together practitioners from health, social care, youth work and education who provide a more coordinated and joined

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up response to the needs of vulnerable adolescents who are at greatest risk of harm and exclusion, disengagement from education and physical and mental difficulties. Managers at district and county Level work to develop new ways to support these young people and improve their outcomes.

As a result more young people are accessing early help services and are being referred for early intervention, before problems and needs escalate. Young people are able to access a range of support to address substance misuse, youth offending, teenage parenting, sexual health, jobs and careers advice, employability provision, positive relationship group work, mentoring and positive activities. New online resources are also providing more support, information and advice.

The Common Assessment Framework (CAF) is used as the basic assessment tool, and there has been an increase in the number of CAFS which are now available to support adolescents. As a consequence there is more common understanding of early intervention processes, improved casework practice and case management, and more personalised approaches to addressing the needs of young people.

This work is intended to make a significant contribution to reducing exclusions, NEETS, youth offending and re-offending, anti-social behaviour, the need for statutory social care child protection arrangements and care proceedings and the educational and well being outcomes for the most vulnerable adolescent in Kent. We have seen evidence of progress in some of these areas, but the service will not be rolled out in a fully integrated way until April 2014.

Our Future Targets and Priorities:

As there is much to do, our planned outcomes are 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 2017.

In 2014 - 15 we will:

- Promote more innovative and creative ways to deliver learning for the 21st century, including support for the delivery of the new National Curriculum and new vocational, GCSE and A Level curriculum pathways.
- Champion school leadership which is most effective in improving teaching and learning and accelerating pupil progress, and provide leadership development opportunities which increase capacity in Kent to improve and transform the education system.

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- Deliver the School Improvement Strategy to ensure all schools requiring improvement become good and outstanding schools within two years and there are no Kent schools providing an inadequate quality of education.
- Work with schools and early years settings to deliver a more focused approach to narrowing achievement gaps and achieve better outcomes for all vulnerable groups.
- Develop the system of school to school support by embedding school collaborations 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 and improve schools requiring improvement, through academy or other structural arrangements.
- Implement the Early Years and Childcare Strategy to ensure there are more good early years settings achieving positives outcomes, more children are well developed to start school and there is better integration of the work of children's centres, early year settings and schools.
- Further integrate early help services for all vulnerable children and young people in Kent, by developing a new 0-11 service and implementing the KIASS model throughout the county, to achieve more coordinated support and better outcomes for vulnerable children and adolescents.
- Take forward the effective delivery of new Pupil Referral Units and Alternative Curriculum provision to reduce exclusions further, and improve the quality of learning and outcomes for pupils at risk of disengagement from education and training.
- Implement the key aspects of the 14-24 strategy by improving collaborative working between learning providers in all districts to ensure more young people are on the right pathway to stay in education or training to age 17 and 18 with better outcomes, and we see an increase in youth employment and apprenticeships and there is a better vocational offer linked to local economic trends.
- Deliver the SEND Strategy to achieve improved progress and outcomes for pupils with special educational needs and disabilities in Special and mainstream schools. In particular we will increase the number of places for pupils with ASD and behavioural and emotional needs, improve early intervention and prevention through the local LIFTS so that there is a reduction in statutory referrals, and by 2014 we will deliver more integrated services and joint commissioning across education, health and social care as required by the Children and Families Bill.
- Continue to improve District based working and support the development of the Kent Association of Headteachers, so that more decision making and coordination of

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services for children and young people happens locally through school collaborations and better integrated working between education, health and social care.

- Deliver the Education Commissioning Plan so that the needed growth in good quality school places is delivered on time for September 2014, there is improved parental choice and planned improvements for September 2015 are on target.
- 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.
- Make more efficient use of DSG funding by reducing the rising costs of SEN transport and the number of SEN pupils placed out of county, as well as working with schools at risk of deficit budgets to ensure there are clear improvements by 2015.

To ensure all pupils meet their full potential, we aim to achieve the following by 2017

- Foundation Stage outcomes for 5 year olds will continue to improve so that the percentage of children achieving the good Level of development will move from 64% in 2013 to 68% in 2014 and 80% in 2017.
- The FSM achievement gap in the EYFS will close from the 2013 baseline of 19% to 17% in 2014 to 14% in 2017
- 95% of two year olds eligible for a free place will be in provision that is good or outstanding by 2017
- Key Stage 1 attainment will be amongst the best for our statistical neighbours and improve in Reading from, 79% in 2013 to 82% in 2014 to 90% by 2017, in Writing from 67% in 2013 to 72% in 2014 to 85% by 2017 and in Maths from 79% in 2013 to 82% in 2014 to 90% by 2017
- Key Stage 2 attainment will be amongst the best for our statistical neighbours, above the national average and improve from 74% in 2013 to 76% in 2014 to 85% by 2017 of pupils attaining Level 4 in Reading, Writing and Mathematics combined and 90% pupils achieving 2 Levels of progress.
- At Key Stage 2, pupils making 2 levels of progress will improve in Reading from 86% in 2013 to 88% in 2014 and to 94% by 2017. In Writing progress rates will improve from 91% in 2013 to 93% in 2014 and 96% by 2017. In Mathematics progress rates will improve from 86% in 2013 to 90% in 2014 to 94% by 2017.

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- Key Stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 72% of pupils attaining 5 good GCSEs including English and mathematics from 63% in 2013 to 66% in 2014 and to 72% by 2017.
- The achievement gaps at key stages 2 and 4 for FSM will continue to reduce from the 2013 baseline, and be less than the national gap figures for pupils from low income backgrounds,. In Key Stage 2 in 2013 the gap for FSM is currently 22.5%. In 2014 this will reduce to 21% and 15% by 2017. In Key Stage 4 the FSM gap is 32.4% and will reduce to 30% in 2014 and 24% by 2017.
- The achievement gaps for children in care in 2013 are 32% at Key Stage 2 and 46% at Key Stage 4. In 2014 these gaps will reduce to 30% and 44% respectively and by 2017 we expect these to be 24% and 39% respectively.
- The achievement gaps for SEN in 2013 are 50% at Key Stage 2 and 43% at Key Stage 4. In 2014 these will be 46% and 42.5% respectively and by 2017 these will reduce to 41% and 37% respectively.
- We will reduce the number of KCC schools in an Ofsted category of concern year by year, so that by 2017 no schools will be in this category. At the start of September 2013 there were 20 schools judged inadequate. In 2014 there will be no more than 14 schools in this category.
- There will be an increase in the number of good schools, with at least 85% of Primary and Secondary schools judged as good or outstanding by 2017. All Special schools will be good or outstanding. In September 2013 we have 72% of schools deemed good or outstanding. In 2014 we expect to see this increase to 75%.
- By 2017, at least 96% of Secondary schools will be performing above the floor standard and all Primary schools will be performing above the current 60% (65% in 2014) Level 4 floor standard. There are currently 86% of Primary schools and 83% of Secondary schools above the floor standard. In 2014 we expect this to be 90% and 85% respectively.
- By 2017, in nearly all schools (95%) teaching will be consistently good. Currently 72% of teaching is good or better in all schools. This will be 75% in 2014.
- By 2014, 95% of SEN statutory assessments will be completed within a reduced timescale of 20 weeks (from 26 weeks) and pupils with statements will be making good progress and achieve above average outcomes when compared with national benchmarks.
- By 2017, we will reduce the number of Kent's children who are placed in independent and non maintained Special school placements to 272 and we will develop a strong partnership with providers based in the independent and non-maintained sector where

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this can help to drive down the overall cost of placements and transport. By 2014 this number will reduce to 353.

- By 2014, every child and young person will be on the roll of a school, academy or pupil referral unit.
- We will improve the attendance of children and young people by supporting the reduction of persistent absence to 2% in Primary and 5.5% in Secondary schools by 2014 and to 1.3% in Primary and 4.5% in Secondary schools by 2017.
- By 2014, 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 2013 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 2017. By 2014 permanent exclusions will have reduced to 120.
- By 2017, 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% by 2014 and increase the number of parents who get their first preference secondary school to above 85% and first preference primary school to above 87%. First and second preferences combined will improve to 95%.
- By 2014, Children Missing Education will be identified, tracked and monitored, and 90% of all new children referred who are found will be offered suitable education provision within 30 days.
- 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 2017:

- By 2015, 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.

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By 2014 this will be 83% and by 2017 90% of the cohort will achieve a Level 2 qualification.

- By 2017, 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%. By 2014 this will reduce to 9% of the cohort.
- The outcomes at Level 3 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 to 27% by 2014 and to 18% by 2017.
- We will have established a successful pre-apprenticeship and Level 1 programme for 17 year olds who are unable to achieve a Level 2 apprenticeship by 2015.
- The uptake of Level 2 and 3 vocational training in skills shortage areas will increase by 10% from the 2012 baseline to 24,350 young people by 2014 and 26,175 by 2017.
- The KCC Apprenticeship scheme will continue to recruit at least 88 apprentices each year, totalling 700 successful apprenticeships delivered by KCC by 2017. By 2014 the numbers will increase to 400.
- By 2017 at least 60% of schools will have provided one or more apprenticeships which have been taken up successfully by young people. By 2014, at least 40% of schools will have taken on apprentices.
- There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce by 4000 to below 2008 Levels by 2017. By 2014 youth unemployment will be no more than 5.5%.
- By 2017, the number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase to 120 and by 2014 at least 110 young people will be supported in this way.
- Post 16 attainment in English and mathematics will improve so that at least 55% of 16 year olds that do not attain Level 2 in Year 11 will achieve the qualification by age 17. By 2014 this will be 35% and 55% of the cohort will achieve this Level of qualification by 2017.
- By 2017, the number of young people, especially those from low income backgrounds, aged 16 with skills below Level 2, to achieve a Level 2 qualification by age 17 and progress to Level 3 by age 18 will increase by 20% from the 2012 baseline.
- We expect to see Advanced Level performance in Kent above the national average on all measures by 2016.

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- 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 and participation rates improve year on year. .
- Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will be fully in operation by 2014 and will reduce unemployment for 16 to 24 to below the national average in all areas by 2017.
- By 2014, 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.

Getting There

In order to bring about these rapid improvements we will put most of our effort into delivering and embedding well thought out strategies which deliver systematic and sharply focused work by:

- Being a better commissioner of services, especially in relation to services that support vulnerable children and young people and in relation to expanding educational provision in early years, schools, 14-19 and for SEND pupils, so that we meet demand with good and more cost effective provision.
- Developing 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.
- Providing high quality performance data at school, district and county Levels to sharply focus improvement and identify and learn from rapidly improving trends.
- Focusing on improvement and innovation in teaching and learning and expanding the use of the 'Every Lesson Counts' programme so that satisfactory teaching improves to good very quickly.
- Recognising the best early years providers, schools, teachers and school leaders and using them effectively across the system to develop and disseminate best practice.
- Encouraging and promoting more effective school partnerships and collaboration, and partnership working with academy sponsors, employers, health commissioners and providers and other key stakeholders, to build capacity for system wide improvements in Kent.

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- Working in close cooperation with the National College, teaching school alliances, teacher training institutions and Kent NLEs and LLEs to support school improvement in a coordinated way across the county.
- Supporting governors to carry out their role effectively, be more informed about best practice, use data constructively to plan for improvements in their schools and keep the performance of the school under review, taking prompt action where necessary
- Ensuring that education, health and social care work closely with parents and carers and together with the voluntary sector to bring about the necessary improvements in the quality of provision for vulnerable children and young people, from the early years of childhood to early adulthood.
- Developing ways to give children and young people a greater say in the services that affect them and making better use of their views in designing and implementing new ways of working.

A key means of getting there is to promote a more self improving school to school support system and 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.

More detailed delivery plans have been set out in the 14-24 Strategy, the Early Years and School Improvement Strategies, the SEND Strategy, the Education Commissioning Plan, the business plan for Edukent, and the project plans for KIASS and Integrated 0-11 Services.

Patrick Leeson
Corporate Director
Education, Learning and Skills

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