

EDUCATION CABINET COMMITTEE

Tuesday, 14th January, 2014

10.00 am

Darent Room, Sessions House, County Hall, Maidstone





AGENDA

EDUCATION CABINET COMMITTEE

Tuesday, 14 January 2014, at 10.00 am
Darent Room, Sessions House, County
Hall, Maidstone

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

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

Membership (13)

- Conservative (8): Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman),
Mr M A C Balfour, Mrs M E Crabtree, Mr S C Manion,
Mr M J Northey, Mr J M Ozog and Mrs P A V Stockell
- UKIP (2) Mr H Birkby and Mr L Burgess
- Labour (2) Mr G Cowan and Mr W Scobie
- Liberal Democrat (1): Mr M J Vye

UNRESTRICTED ITEMS

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

Webcasting Notice

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A. COMMITTEE BUSINESS

A1 Introduction/Webcasting

A2 Membership

Members are asked to note that Mr Lee Burgess has replaced Mr A Crowther as a representative of UK Independence Party on this Cabinet Committee.

- A3 Substitutes
- A4 Declarations of Members' Interest relating to items on today's Agenda
- A5 Minutes of the meeting held on 4 December 2013 (Pages 7 - 26)
- A6 Verbal Update by Cabinet Member and Corporate Director (Pages 27 - 28)

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

- B1 14/00001: Proposal to expand Lawn Primary School, Gravesend (Pages 29 - 40)
- B2 14/00002: Proposal to expand Chantry Community Academy, Gravesend (Pages 41 - 50)
- B3 14/00003: Proposal to relocate and expand Tunstall CE Primary School, Sittingbourne (Pages 51 - 68)
- B4 14/00004: Proposal to expand Iwade Community Primary School, Sittingbourne (Pages 69 - 82)
- B5 14/00005: Proposal to relocate and increase the designated number of The Foreland (Community Special) School, Broadstairs (Pages 83 - 94)

C. Monitoring of Performance

None

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

- D1 Budget Consultation and Provisional Local Government Finance Settlement (Pages 95 - 118)
- D2 Recruitment and Training of School Governors (Pages 119 - 124)
- D3 Early Years and Childcare Strategy 2014 - 17 (Pages 125 - 166)

EXEMPT ITEMS

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

Peter Sass
Head of Democratic Services
(01622) 694002

Monday, 6 January 2014

KENT COUNTY COUNCIL

EDUCATION CABINET COMMITTEE

MINUTES of a meeting of the Education Cabinet Committee held in the Darent Room, Sessions House, County Hall, Maidstone on Wednesday, 4 December 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 A J King, MBE (Substitute) (Substitute for Mrs P A V Stockell), Mr S C Manion, Mr J M Ozog, Mr W Scobie and Mr M J Vye

ALSO PRESENT: Mr R W Gough and Dr Bamford

IN ATTENDANCE: Mr P Leeson (Corporate Director Education, Learning and Skills Directorate), Mr K Abbott (ELS Director Finance Business Partner), Mr M Burrows (Director of Communications & Engagement), Mr J Nehra (Area Education Officer - West Kent), Mr J Reilly (Principal Policy Officer), Mrs S Rogers (Director Education, Quality and Standards), Mr D Shipton (Head of Financial Strategy), Mr K Shovelton (Director of Education Planning and Access) and Mrs C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS

146. Membership

(Item A2)

RESOLVED that Mr Brunning had replaced Dr Bamford as the representative of the Archdiocese of Southwark on the Education Cabinet Committee be noted.

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

(Item A4)

1. Mr Balfour made a declaration regarding Item D2 advising that he was the Chairman of Governors at Grange Park School.
2. Mrs Crabtree made a declaration regarding Item B2 as her sister was a school governor at Bower Grove School, Maidstone.
3. Mr Scobie made a declaration regarding Items B3 and D2 advising that he had family members that worked at Laleham Gap (Special School), Margate; and he was a school governor at Bromstone Primary School, Broadstairs.

148. Future Meeting Dates 2014

(Item A5)

RESOLVED that the Education Cabinet Committee meeting dates for 2014 be noted as follows:

Tuesday, 14 January
Friday, 14 March

Wednesday, 24 September
Tuesday, 16 December

Wednesday, 23 July

(All Meetings will commence at 10.00 am)

149. Minutes of the meeting held on 27 September 2013

(Item A6)

1. Mr Leeson confirmed that he would forward a written reply to Mr Scobie and Mr Cowan regarding the resolution on the boundary agreements as part of the academy transfer of Cliftonville Primary School, and Laleham Gap School.
2. RESOLVED that the Minutes of the meeting held on 27 September are correctly recorded and that they be signed by the Chairman.

150. 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 Education Cabinet Committee meeting which included the following:

Update of Sevenoaks Grammar School Annex

- The decision on the 2 separate applications to provide Sevenoaks Grammar School annex provision by Valley Invicta Academy Trust, Maidstone and The Weald of Kent Grammar School, Tonbridge had been submitted to the Secretary of State in July and a determination on those applications had not been reached by the Secretary of State, Mr Gove. The position remained much the same despite the recently reported correspondence between the Secretary of State, Mr Gove and Mr Fallon, MP for Sevenoaks.
- The key issues to be determined by the Secretary of State were; whether this was to be considered a new grammar school, which was not allowed under the legislation or, whether this was an expansion of the existing school. Mr Gough confirmed that he too had further exchanges of correspondence with the Secretary of State when they both set out their positions again during which the Secretary of State confirmed that he had been taking evidence from the Education Funding Agency and that he hoped to reach a decision soon. Mr Gough confirmed that despite this, progress was being made on the planning applications on the Wildernesse site for the grammar school annex and the Trinity Free School. A determination on the planning applications was expected in March 2014.

Reflection on the all through schools that have an age range from 3 to 18 years

- There were 2 all through secondary schools in Kent; John Wallis Academy, Ashford and the Folkestone Academy, Folkestone. A further 14 Secondary schools in Kent had Primary schools on their sites and would operate very closely with those Primary schools and in most cases those children would progress to the Secondary school on the same site. Mr Leeson was keen to promote the idea of further links between the Secondary and Primary schools. A number of the proposals for the Cabinet Committee's consideration on this meeting's agenda involved a number of other Secondary Schools accommodating Primary schools on their school sites. Kent was also in the

process of tendering for 5 new Primary Schools as part of the Basic Need Capital Programme in Kent and some of the sponsors being put forward to the Department of Education, for those 5 new Primary schools, were Kent Secondary Schools.

“Narrowing the Gap”

- There had been a welcome improvement in terms of; the number of Kent schools achieving an Ofsted judgement of either good or outstanding and in particular the overall attainment of pupils. This however, highlighted the achievement gaps for children in receipt of Free School Meals, SEN and Disability and Children in Care. The narrowing of the gap remained a major priority for the Education, Learning and Skills Directorate. The Cabinet Committee would have the opportunity to discuss what was being done to narrow the gap in more depth at a future meeting.

Kent had a number of projects and programmes happening around this issue including the promotion of the best uses of the Pupil Premium, which gave additional national funding to schools to support those children on Free School meals in a more targeted way on their progress.

Members noted the following points that were drawn out from reports on the agenda;

- Free School Meals attainment gap in Kent did not narrow in 2013.
- There had been a significant 5% narrowing of the gap in Primary Schools pupils in 2012 but no reduction in 2013 at Key Stage 2.
- The Free school meal attainment gap in Kent for the end of Primary School was 22%, compared to a national gap of 17% in 2012; the figures for 2013 would be published in January 2014.
- At Key Stage 4 the Free School Meal attainment gap had not closed for 3 years. The gap was 33% in Kent compared with the national gap which was 26%. The conclusion was that there was not enough progress in narrowing the gap. Drilling down beneath those figures there were some interesting trends and differences between schools.
- 177 primary schools narrowed the Free School Meals attainment gap at KS2 in 2013.
- 43 secondary schools narrowed the Free School Meals attainment gap at KS4 in 2013.
- 95 primary schools achieved better attainment results for Free School Meals pupils than they did in the previous year. 46 secondary schools improved their attainment results for Free School Meals pupils compared to the previous year. It is possible to improve the outcomes of these pupils and at the same time for the gap not to close. If the results improved overall at a very fast rate in some schools we may find that outcomes would improve but the gap may not close or may even get wider. There were two things that had to be borne in mind; both the actual outcomes, (i) are more Free School meals pupils at primary school achieving level 4 in reading writing and mathematics? (ii) Are more Free School Meal pupils in secondary schools gaining 5 good GCSEs with English and mathematics? And are the gaps closing for those pupils.
- It was key that more pupils had a better chance of achieving the levels expected especially when they were in those key vulnerable groups. There were other groups mentioned by the Cabinet Member including SEN and particularly the outcomes for Children in Care which had the biggest achievement gap although there was some improvement in 2013.

- As a key priority a number of things were being done. This was top of the agenda for the School Improvement Advisors in terms of school improvement and the quality of teaching and the impact that teaching had on accelerating progress for different groups of pupils.
- A set of case studies of the best practice in Kent would be published in January on those schools that are succeeding in closing the gap for pupils on Free School Meals and were achieving better or the same rates of progress than the rates of progress for other pupils.
- There was now a set of expectations that were understood by Kent schools that between Key Stage 1 and Key Stage 2 in primary schools the rates of progress in Free School meals have to be three levels of progress and not two if those children were to catch up and between the end of primary school and Key Stage 4 it had to be four levels of progress for Free School meal pupils and not the expected three levels.

2. The Chairman advised that it would be appropriate for the Members at the Education Cabinet Committee agenda setting meeting to discuss when a report on “narrowing the gap” should be submitted to a future meeting.

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

a) Mr Gough advised that the decision on the Sevenoaks Annex was being watched outside the county as well as locally. He explained that Mr Gove’s decision was key and rested on whether this was a new school or whether this was an expansion. Mr Gove has been even handed and held a neutral position on this matter. He reminded Members that the request for additional selective school places in Sevenoaks came from a very large petition presented to the County Council which was debated and voted on and carried by a large majority cross party to take this forward. Following discussions with schools and eventually Valley Invicta Academy Trust and then The Weald Grammar School coming forward, it was right that KCC pursued this. There were significant pressures on secondary and selective places particularly in the West Kent area, which needed to be addressed. Legal advice was sought from outside KCC’s Governance and Law Department and this had an impact on the proposal being taken forward.

b) Mr Gough advised that to date, in response to a “Freedom of Information” request, none of the legal advice had been made public. Mr Gough advised that he would have to check back on what information he would be able to disclose to Members.

c) Mr Gough stated that this proposal would not have been pursued had the legal advice been to the contrary. He understood that the cost of the legal advice had been made public.

d) A comment was made that there had been much improvement in the attainment in the all through primary schools in Canterbury and Dover. The forthcoming promotion of all through schools was welcomed.

e) Mr Gough advised that the relocation of Barton Court Grammar School, Canterbury, [Barton Court Grammar is an academy] to the coast was a different proposal to the Sevenoaks annex as the negotiations were with a developer. He explained that there had been significant correspondence exchanged with local Members, which Mr Gough would share with Mr Vye. A

balanced view had been taken that there would be some merit in the idea of coastal grammar provision. Mr Gough stated that the money available was for Basic Need and the evidence he had viewed to date regarding the relocation of Barton Court Grammar School did not persuade him that there was a Basic Need in this proposal. Mr Gough assured Members that detailed work had been carried out on this to allow a fully balanced response to be given.

4. RESOLVED that:-

- a) the responses to comments and questions by Members as detailed in paragraph 3 above be noted;
- b) the Education Cabinet Committee agenda setting meeting representatives discuss when a report on “narrowing the gap” can be submitted to a future meeting;
- c) advice be sought on whether the legal advice on Sevenoaks annex can be shared with Members and the cost of that legal advice be made available;
- d) the correspondence regarding the relocation of Barton Grammar School, Canterbury be shared with Mr Vye; and
- e) the information given in the verbal update be noted with thanks.

151. Decision number 13/00091: Proposal to expand Slade Primary School (Item B1)

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

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

1. Further to Minute:135/2013, the Cabinet Committee considered a report that sets out the results of the public consultation on the proposal to commission the expansion of Slade Primary School, Tonbridge from 1.5 FE to 2FE for September 2014.

2. Mr Shovelton advised that there had been a public consultation for which a public meeting had been held and written responses received. The Local County Councillor, Headteacher and governing body for Slade Primary School were all in favour of this proposed expansion proceeding.

3. Mr Nehra advised that since this report was written and before the closing date of the consultation a further 22 written responses had been received. The total was 46 responses; 17 in support of the proposal, 26 against and 3 undecided. He shared the content of the responses which included; a statement of support from Tonbridge Borough Council which highlighted the need to mitigate the impact of parking at drop off and pick up times, and the Local Residence Association indicating a minority in numbers of those opposing the proposal.

4. Mr Shovelton and Mr Nehra responded to questions by Members as follows:

- a) Kent County Council's acquisition of the neighbouring site to Slade Primary School, Deacon House would be concluded by the end of December 2013.
 - b) A comment was made that although there were concerns raised the proposed expansion was necessary and 30 children in primary school classes and 2 form entry were standard.
5. The Chairman then put the recommendations to the vote, which was carried.
6. RESOLVED that:-
- a) the responses to questions by Members in paragraph 4 above be noted; and
 - b) the Education Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education and Health Reform to:
 - i. issue a public notice to expand Slade Primary School, The Slade, Tonbridge by 15 places from 1.5FE to 2FE;

and subject to no objections being received to the public notice
 - ii. expand the school; and
 - iii. Allocate £1.5 million from the Education, Learning and Skills Capital Budget.

152. Decision Number: 13/00092 - Proposed Transfer of the Bower Grove secondary satellite provision and change of designated number of Bower Grove School, Maidstone
(Item B2)

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

(Mr Shovelton, Director of Education Planning and Access and Mr J Nehra – Area Education Officer, West Kent, were present for this item)

1. Further to Minute: 139/2013, Mr Shovelton introduced a report that sets out the results of the public consultation on a proposal to transfer the Bower Grove secondary, Maidstone satellite provision to St Augustine Academy, and redesignate the number of pupils admitted to Bower Grove Secondary School, Maidstone to 183 if the proposal was agreed.
2. Mr Leeson advised that this proposal was integral to the SEN and Disability Strategy to expand the places in Kent's Special Schools especially for children with autism and emotional, social and behavioural needs. This proposal would support the ambitions for those additional places.
3. The Chairman then put the recommendation to the vote, which was unanimous.

4. RESOLVED that the Education Cabinet Committee endorsed the decision to be taken by the Cabinet Member for Education and Health Reform on the decision to issue a public notice to:
 - i. transfer the Bower Grove secondary satellite provision 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 was agreed) or 195 (if the transfer was not agreed).

153. Decision Number: 13/00084 School Expansions - Detailed Plans and Allocation of Basic Need Funding
(Item B3)

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

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

1. The Cabinet Committee considered a report that provided details of the planned expansions and proposed decisions for the Cabinet Member for Education and Health Reform to allocate the capital funds from the Basic Need budget and secured delegated authority for the agreement of individual terms and conditions for each contract awarded to ensure the necessary expansions were completed in a timely and cost efficient manner.
2. Mr Shovelton gave his assurance that each of the schools expansions had an individual timetable and planning applications and consultations had been factored in and he was confident that the works would meet their deadlines
3. The Chairman then put all the recommendations to the vote, which was carried. Mr Scobie requested that his abstention to the vote be noted.

4. RESOLVED that:-

- (1) the response to a question by a Member in paragraph 2 above be noted; and
- (2a) the Education Cabinet Committee endorses the decisions to be taken by the Cabinet Member for Education and Health Reform to allocate the capital funds from the Basic Need budget for the implementation of the following decisions:
 - 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).

(2b) the Director of Property and Infrastructure, in consultation with the Director of Governance and Law, be authorised to enter into any necessary contracts/agreements on behalf of the County Council.

(2c) the Director of Property and Infrastructure be authorised to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

(2d) in relation to other required officer actions not specifically delegated above, the Executive Scheme of Delegation for Officers as 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 be noted.

154. Education, Learning and Skills Performance Scorecard

(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)

1. The Corporate Director, Mr Leeson, introduced a report on the Education, Learning and Skills Performance Management Framework, which was the monitoring tool for the targets and the milestones set out in Bold Steps for Education.

2. Mr Leeson highlighted that there had been an increase in the rate in which the SEN statutory assessments and statementing of pupils were completed. The statutory timescales were an important indicator to get the right results and responses for pupils with Special Educational Needs and Disabilities quickly enough. This had increased to over 90% which was a significant improvement to the position a year ago.

3. Mr Leeson stated that there was also a good reduction in those people aged 18-24 in Kent who were unemployed and this continued to reduce and was currently down to 5% this month and there had also been an increase in young people entering the apprenticeship programme. The Not in Education Employment or Training (NEET) figures in the report were particularly high for this time of year and were not part of the usual trend. The trend was downwards overall from 6% of NEET young people in 2012 to 5% at the end of the last school year in 2013. The blip indicated in the report was the process of settling numbers down during late August /September, October/November as more young people were followed up for a guaranteed destination of learning or employment with training past the age of 16. Mr Leeson assured Members that when those NEET figures were presented again they would have reduced to 5% or less.

4. Mr Leeson then highlighted the continuing downward trend of permanent exclusions in Kent from 209 last year down to 143 at the end of the last school year. This was achieved as a result of many initiatives including; the review of the Pupil Referral Units (PRU), the development of an Integrated Adolescent Support Service, a commitment of secondary schools that had formed management committees of the reformed PRUs, not to permanently exclude when alternatives were available and the development of a better alternative curriculum offer, which provided a different pathway for pupils that might be at risk of exclusion. The downward trend was expected to continue to achieve the Bold Steps target of 40 in 2015/16.

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

- a) A comment was made that the achievements of the Early Years and Foundation Key stages were excellent.
- b) A request was made for a breakdown of the GCSE results as figures rather than percentages.
- c) Mr Leeson advised that the following response to the Members question was to be his opening statement on Item C2 on the agenda. There had been continuous improvement in all Key Stages every year. The narrowing of the gap for Kent's Early Years Foundation was the third best in the country. This progress would need to continue at a good enough rate at Key Stage 1 and 2 (KS1 and KS2) especially for children from deprived backgrounds as their attainment gap had widened.
- d) Mr Leeson stated that the changes in how the attainment levels in reading, writing and mathematics were now combined and measured had presented more challenge to schools. If each pupils' attainment was not tracked to ensure that they were making good enough rates of progress and similar rates of progress in reading and writing and mathematics the school would not reach a particular level of outcome at the end of KS2 combined. The results in Kent were a 2% improvement on the same measure the previous year. 74% of children achieved a level 4 in reading, writing and mathematics, which is 1% below the national average although the trend was up from what was being achieved in the last several years in Kent. Just below 200 Kent primary schools improved their results at KS2 out of 450 Kent primary schools, therefore more primary schools had to improve their results year on year.

- e) At KS4 the results improved significantly to 63% in pupils achieving 5 good GCSEs including English and Mathematics which was up 2% from the year before and was 4% above the national average. 75 of the 101 secondary schools in Kent improved or sustained their GCSE performance or declined by less than 1% which was a strong upward trend.
- f) There was a minimal improvement in the “A” level results in Kent; the trend was a very slight improvement year on year on some measures.
- g) Although there was careful tracking of pupils’ progress and most schools were clear on what they needed to achieve and came close to the targets that they set out to achieve. The more effective the school was the more predictability there was on their assessments of pupil attainment and progress. The local authority would hold its usual checks with the schools on their expectations and progress rates for pupils in Kent in January on what should be achieved in the Summer but there could be surprises. Even the best schools can have a certain level of confidence but a pupil may not achieve in line with expectations on the day set for level 4 in reading writing and mathematics. Those disappointments were usually marginal. The schools where there were the biggest surprises were not good enough yet at assessing progress and tracking the progress of individual pupils and also carrying out the kind of analysis of the learning and the content of the curriculum that needed to be covered and addressed in order to ensure that young people achieved level 4 in reading, writing and mathematics and good GCSEs in English and Mathematics eventually. That combination of assessment was used to inform teachers on what was needed to accelerate and maintain good rates of progress for individual pupils.
- h) Mr Leeson stated that there was still too much of a mixed picture in Primary schools in Kent and although the number of good schools had increased in Kent significantly, there were still not enough good schools and we continue to be below the national average.

6. 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 on key indicators be noted.

155. School Performance 2013 - National Curriculum Test and Public Examination Results

(Item C2)

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

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

1. The Cabinet Committee considered a report that provided a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, KS1 and KS2 Standards Assessment Tests (SATs), GCSE and A Level results for 2013.

2. The Director of Standards and Improvement, Mrs Rogers highlighted the work of the School Improvement Team explaining that although the Early Years attainment was strong at 64% this meant that 36% of five year olds entered Year 1 without a good level of development. In Key Stage 1 there had been continued improvement, 78% of 7 year olds achieved a level 2 (b) at Key Stage 1. The focus of the School Improvement Team was to support and challenge schools with the data and to ask what the school was doing to ensure that those children made rapid progress in Year 3 so that it was not left at the end of Key Stage 2 to rapidly improve results when the pupils were thought to be unable to make Level 4.
3. Case studies, on best practise in Kent and nationally in narrowing the gap, were being produced and would be shared with schools in January 2014.
4. Mrs Rogers explained that the Progress and Impact meetings were held every 6 weeks with all of the schools judged to be requiring improvement and those schools that were good and outstanding where there was concern with them retaining their good or outstanding standard.
5. The School Improvement Team was working closely with the Diocesan colleagues and with the nine Teaching Schools across Kent and Medway [4 or 5 additional Teaching School were expected to be approved] to enhance the capacity of the School Improvement Team has to support schools.
6. Members noted that a new Primary curriculum was being introduced in September 2014. The School Improvement Team was working with schools to ensure that they were prepared.
7. There had been good development at Key Stage 4 with 63% with 5 A* to C including English and mathematics but this meant that there were 37% leaving Year 11 without that English and mathematics qualification and 5 good GCSEs which was a concern.
8. Mrs Rogers advised that 65 Kent secondary schools were academies and Kent had a good working relationship with the vast majority of those academies. The School Improvement Team was working with them as well as maintained schools.
9. The School Improvement Team was clear on the priorities that needed to be worked on throughout all the Key Stages and work was being undertaken with:
 - the Skills and Employability Team.
 - the Early Years Teams that support schools and more than 760 private voluntary and independent providers in Kent.
 - Children Centres to ensure that there were cohesive picture to ensure that children had the right support.
10. Mrs Rogers stated that there were still too many children appearing at school at 4 years old who were not ready for school. Work needed to continue with Early Years Providers and Children Centres to accelerate those children's progress so that they arrived at school better prepared in their early learning development.

11. Mr Leeson and Mrs Rogers responded to comments and questions by Members which included the following:

- a) Mr Leeson agreed to the percentages of children in future reports being translated as numbers of children. He explained that the secondary cohort was between fifteen and sixteen thousand pupils so if 63% of the cohort gained 5 GCSEs A* to C including English and Mathematics it was equal to 6000 pupils going on to post 16 education that did not have the level 2 qualification. This was an issue both nationally and in Kent although Kent was above the GCSE national average. The participation rate in Kent was reasonably good at age 16+ at 89% to 90% which needed to be raised but there was a falling off at age 17 years down to 73% participation, this was based on last years figures.
- b) Mr Leeson advised that there were nearly 37% of children on Free School Meals achieved five good GCSEs including English and Mathematics which was equivalent to 1500 to 1600 pupils, which was approximately 1000 pupils on Free School Meals moving on to post 16+ education or employment with training. The expectation by the government was that every pupil, by the age of 19 years, would have achieved the equivalent of an A to C in English and Mathematics, which was needed for most employment.
- c) Mr Leeson explained that the gap between the KS2 national average and Kent in 2013 equated to Kent ensuring that 480 additional Primary school pupils in Kent achieved Level 4 in reading, writing and mathematics for Kent to equal the national average figure. Currently in Year 6 to achieve the national figure by closing those achievement gaps, for pupils on Free School Meals would be 1000 pupils doing better.
- d) Mr Leeson then spoke about the ongoing significant gender gap. There was an acute gender gap at the Early Years Foundation Stage which continues at every key stage. By age 16, in Kent 58% of boys and 67% of girls get 5 good GCSEs including English and mathematics so that nearly half of boys in Kent move to Post 16 education without the Level 2 qualification. This meant paying more attention to the progress and achievement of boys in the system was key. He advised that some schools had no gender difference in the achievement of boys and girls and other schools had a very wide gap between the achievement of boys and girls. Mr Leeson stated that there was no need for there to be a wide attainment gap between boys and girls and stressed the need for teaching to be attentive enough to the differing needs of boys and girls in such a way that it helped them make good enough rates of progress.
- e) Mr Leeson explained that a lot of work had been carried out with schools on how the Pupil Premium was being used. This had been carried out through; significant training and discussion over the past year to highlight the most effective interventions for closing the gap based on the work of organisations such as the Sutton Trust and the Education Endowment Foundation. There were a number of evidence based approaches that had proven impact in narrowing the gap than others. Most schools were putting the money into; providing small focused teaching groups for English and maths, providing mentoring, providing more opportunities to use IT, providing support for pupils to

do their homework at school, and providing support beyond the school day. The schools were also reminded that the government expected the school's website to state how they were using the Pupil Premium. Members were advised that Ofsted carried out a survey and of those Kent schools they surveyed only 40% of the websites had the correct information on their use of the Pupil Premium. Part of the Ofsted inspection included the schools being clear on their strategies on closing the attainment gap through using the Pupil Premium and how it was making improvements.

- f) At the Headteacher briefing meetings there had been presentations from schools about this issue and schools were trying to ensure that they use the Pupil Premium resource carefully.

12. RESOLVED that:-

- a) the responses to comments and questions by Members detailed in paragraph 11 above be noted;
- b) the significant improvement in many areas of school performance in 2013 be noted; and
- c) the areas that still require significant improvement and the priorities for action to ensure that improvement was achieved be noted.

156. Education Learning & Skills Directorate Half Yearly Financial Monitoring 2013/14

(Item C3)

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

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

1. The Cabinet Committee received a report on the second quarter's full budget monitoring report for 2013/14 for the Education, Learning and Skills Directorate which was reported to Cabinet on 2 December 2013.

2. The Education, Learning and Skills Director of Finance Business Partner, Mr Abbott introduced the report and highlighted the following:

Revenue

- the ELS Directorate Revenue Budget was forecasting an underspend of £1.95 million and that included an underspend of £1.37 million on the Kent Youth Employment Programme Placement and that money would fund those placements until 2015/16. Therefore that money would need to be rolled forward and spent in future years. The genuine underspend being forecast was £½ million.
- There were significant pressures with the Dedicated Schools Grant particularly coming through independent non maintained and on Early Years Foundation.
- There were also pressures on SEN Transport.

- The forecast position for schools reserves was £1.8 to £1.9 million on the assumption that 24 schools would convert to academy status and 2 school closures.
- Three schools were predicting a deficit at the end of year 1 of their 3 year plans.

Capital

- The Education, Learning and Skills Directorate had a working budget (excluding schools) for 2013/2014 of £149.868k. The forecast outturn against the 2013/14 budget was £135,527k giving a variance of £14,341k. The variance of £14,341 was made up of two elements (1) £2.7 million was genuine underspend; and (2) £11.7 million was the rephrasing on the Basic Need projects for Special Schools and Early Years, the funding would be rolled forward.

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

- a) Mr Abbott advised that the income figure within the table under the heading "Attendance & Behaviour of £3,833.9 million was correct. It would be generated from a predicted underspend in the penalty notice income, which was generated from the increase in the penalty notices to parents for pupils being absent from school. A growing issue was parents choosing to take their children out of school during term time for cheap holidays and preferring to pay the penalty notice.
- b) Mr Abbott advised that part of the process of setting next year's budget was looking at all the services that were trading to cover their costs. The services had a number of plans to expand and increase the services they can charge for and this would close the gap between the higher costs for the provision of training and development courses and the income generated.
- c) Mr Abbott explained that local authorities were given no extra funding when a school converted to academy status. He confirmed that Kent had spent approximately £1 million of its own budget on schools converting to academy status. This cost was unavoidable and covered the small team of staff, legal costs, and staff time from Human Resources, Property, and Finance etc. He advised that Kent and other local authorities had lobbied government regarding this.
- d) Concern was expressed about the large cost that the local authority had to bear from its own budget in schools converting to academy status.
- e) Mr Gough explained that the local authority was the issuer of the penalty charges and the collector of them but there were some elements that were at the discretion of the school.

4. RESOLVED that:-

- a) the responses to comments and questions by Members set out in paragraph 3 above be noted; and
- b) the revenue and capital forecast variances from the budget for 2013/14 for the Education, Learning and Skills Directorate based on the second quarter's full monitoring to Cabinet be noted.

157. Ofsted Inspection Outcome Up-date

(Item C4)

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

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

1. The Cabinet Member, Mr Gough, introduced a report that summarised the performance of Kent schools in Ofsted inspections during the 2012-2013 school year following the full report that was presented to this Cabinet Committee in September 2013 and a review of the Ofsted inspections for the period 4 September to 25 October 2013.

2. Mr Gough highlighted that Kent's percentage improvement in the number of good and outstanding schools in the academic year 2012-2013 was 11% which was better than the national rate of improvement of 9% and that this was very encouraging. However too many schools were in category (23 schools having failed an inspection) which the School Improvement Team were tracking closely.

3. Mr Gough referred to paragraph 2.1 stating that 50% (17 schools) of those schools inspected between September and October 2013 achieved good or outstanding judgements. There was concern about the number of schools that received a requiring improvement judgement: 12 of the 13 schools that were previously satisfactory schools and one school which was outstanding which was disappointing, it was essential that those schools had effective Improvement Plans.

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

- a) Mr Leeson advised that paragraph 2.5 bullet point 2 needed to be reworded to read that there was a need for good leadership, good teachers and robust assessment processes. Mrs Rogers explained that there were still too many teachers who, when observed were judged "requiring improvement". The Schools Improvement Team had developed a six week development programme for teachers called "Every Lesson Counts" to raise their practice to a good level. This programme had made a significant difference to the percentage of good teaching in Kent schools. There were now a suite of programmes rolled out across the county that not only raised teachers' performance in the classroom from requiring improvement to good but from good to outstanding, as well as programmes for teaching assistants and teachers in secondary schools.
- b) A comment was made that the quality of standard of improvement that had been made from a few years ago was a significant achievement.
- c) Mr Leeson stated that very few governors would defend the indefensible. However, there had been a small number of cases when governors and the leadership of the school had not accepted an Ofsted result because they had not assessed carefully enough their school's current performance and in a few cases they have not responded well enough to advice and

support from the local authority. Mr Leeson advised that it was the governors responsibility to bring in an external view on how well their school was doing. The governance in Kent schools was in most cases good but governors need to not only support the school but challenge too. Support available to governors included a self review programme and collaboration with other governing bodies to gain best practise.

5. RESOLVED that the responses to comments and questions detailed in paragraph 4 above by Members and the information contained in the report be noted.

158. Budget 2014/15 and Medium Term Financial Plan 2014/17 Consultation
(Item D1)

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

(Mr D Shipton, Head of Financial Strategy, and Mr M Burrows, Director of Communications and Engagement, were present for this item)

1. The Head of Financial Strategy, Mr Shipton, introduced a report that gave background details on the public consultation that was launched on 8 November on the forthcoming Budget and Medium Term Financial Plan, followed by a brief presentation by Mr M Burrows on the public consultation on the KCC website.

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

- a) Mr Burrows advised that it was possible to separate out repeat submissions to the consultation on the website through the unique number of page visits. He explained that a limited amount of personal information was requested so as not to put people of responding. Mr Shipton advised that BMG Consultants was running; public workshops, designed the online tool on KCC's website, an email survey of 1000 Kent residence and a KCC staff survey. The results of the consultation would be submitted to the January Cabinet Committee meetings before it is considered by the Cabinet Meeting on 22 January 2014.
- b) Mr Shipton advised that there was always the option of having either multiple budgets or one budget with amendments for consideration. Work was still taking place on the most efficient way of managing that process.
- c) A suggestion was made that the person's electoral district may be included in future consultations to show opinions in certain areas.
- d) Mr Burrows advised that the printing costs had been greatly reduced on the consultation by using on digital and online methods but there was great awareness of those areas and age demographics that do not have access and there were many ways they could participate including; public focus groups, consultation leaflets at libraries and gateways and face to face public engagement forums.
- e) Members noted that all of the data including the total number of responses to the consultation would be made available in January.

3. RESOLVED that:-

- a) the responses to comments and questions by Members as detailed in paragraph 2 above be noted;
- b) the results of the Budget 2014/15 and the Medium Term Financial Plan 2014/17 Consultation be submitted to the 14 January Cabinet Committee meeting; and
- c) the draft financial proposals outlined in the consultation for inclusion in the final draft budget to be considered by Cabinet on 22 January prior to the debate at County Council on 13 February be noted.

159. Increasing capacity: Creating SEN Provision

(Item D2)

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

1. The Cabinet Committee received a report that summarised how Kent would 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. The proposals included 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.

2. Mr Gough introduced the report highlighting that there had been particular increased pressures in Special Educational Needs with keeping pace in growing areas such as autism, behavioural, emotional and social needs, and speech and language. This impacted on Kent's finances significantly through the reliance on out of county, private and independent sector placements, which impacted on the DSG and increased the pressures on the SEN transport budget. Mr Gough highlighted the detail in the table in paragraph 2.2 in the report that showed the trajectory of 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 as we build capacity in mainstream schools.

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

- a) Mr Leeson advised that there was some proposals for residential provision especially for those with challenging behavioural needs but it would be minimal as children should mostly be at a local school and residing at home with their parents.
- b) Mr Leeson explained that it was not possible or desirable to educate all SEN children in mainstream schools as there were some SEN children that needed highly specialist provision. Kent was fortunate to have 75% of its special schools judged to be good or outstanding provision. The proportion of children in Kent with a statement in a special school was 60% (nationally this was 40%) and 40% in mainstream schools. This should be slightly adjusted because there was more scope for local mainstream schools to do more.
- c) Parental preference was an important as they had to have confidence in the provision available. Parents both nationally and in Kent often had a

preference for a special school place when their child has autism or very challenging behavioural difficulties or physical disability needs because they often have more confidence that they will receive specialist resource, equipment and teaching. Kent needed to work with parents on the SEND Strategy to give parents the confidence in the provision and options available in mainstream schools. The proposals in the report stated that there would be an additional 400 places in Kent in both special and mainstream schools. This would make the provision more local, cut down on transport costs and reduce the reliance on out of county placements. The savings would be used for Kent schools.

- d) Mr Gough advised that he was aware of the issues regarding Child and Adolescent Mental Health Services (CAMHs) and child assessments. The Health and Wellbeing Board, which he chairs, would be considering a report on CAMHs at its meeting in January 2014.
- e) A comment was made that it was not a case of a special or mainstream school as there was a travel between the two and gave the example of a pupil from a special school attending college who continued to receive support from the special school so that they thrived at college.

4. RESOLVED that:-

- a) the responses to comments and questions by Members as detailed in paragraph 3 above be noted; and
- b) the Education Cabinet Committee endorsed the actions to implement key proposals set out in the SEND Strategy; and the Cabinet Member's recommendation to Cabinet to precede with these plans be noted.

160. ELS Bold Steps Business Plans Mid - Year Monitoring 2013-14 and ELS Bold Steps Business Planning 2014-15

(Item D3)

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

(Mr J Reilly, Strategic Business Advisor, was present for this item)

1. The Cabinet Committee received a report that gave an update on the progress at the mid-term point of the 2013/14 Business Plan for services within Education, Learning and Skills (ELS) Directorate and an update on the Education Bold Steps (2014-17) document which detailed the headline business planning priorities for the ELS Directorate for 2014/15 and advised on the changes to the Business Planning process 2014/15.

2. Mr Gough highlighted the following points:

- The RAG rating of red for independent and non maintained sector provision for young people with special needs was being addressed through the SEND Strategy as discussed in the last agenda item.
- The revised ELS Bold Steps Strategic Plan appended to the report provided the progress that had been made since its publication in 2012 and included the changes to the management of the Pupil Referral Units, the devolution of

the specialist teaching service, narrowing the gaps in attainment of children from poorer backgrounds, raising the participation age and the Integrated Adolescent Support Service.

- Mr Leeson advised that the ELS Bold Steps Strategic Plan was a key document indicating; how well we are doing, what the priorities were, what issues needed to be addressed, what the future expectations were and the targets set for improvement. The document was a shared accountability of Kent schools, governing bodies and the local authority.

3. RESOLVED that:-

- a) the progress being made in delivering Education Bold Steps from the Mid term monitoring sheets of the 2013/14 ELS Business Plans set out in Appendix 1 of the report be noted; and
- b) the refreshed Education, Learning and Skills Vision and Priorities for Improvement 2013-2017 document as set out in appendix 2 of the report be noted.

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

To: Education Cabinet Committee – 14 January 2014

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

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

To: Education Cabinet Committee – 14 January 2014

Subject: Decision Number 14/00001: Proposal to expand Lawn
Primary School

Classification: Unrestricted

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

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Northfleet & Gravesend West

Summary: This report sets out the results of the public consultation on the proposal to commission an enlargement of Lawn Primary School Primary from a PAN of 20 to 1FE for September 2014.

Recommendation(s):

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

- (i) Issue a public notice to expand Lawn Primary School, by 10 Reception places, from a PAN of 20 to 1FE.

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

- (ii) Expand the school
- (iii) Allocate £350k from the Education. Learning and Skills Capital Budget.
- (iv) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

1. Introduction

- 1.1 The district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a significant pressure in Reception year places. The planning area of Northfleet is forecasted to have a deficit of up to 34 Reception year places for September 2015 and up to 28 Reception Year places for 2016.
- 1.2 It is proposed to enlarge Lawn Primary School by 10 reception year places, taking the published admissions number (PAN) from 20 to 30 (1 Form of

Entry) for the September 2014 intake. Successive Reception Year intake will offer 30 places each year and the school will eventually have a total capacity of 210 pupils.

1.3 On 21 June 2013, the Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on the proposal to expand Lawn Primary School.

1.4 This report sets out the results of the public consultation, which took place between 12 September 2013 to 9 October 2013. A public meeting was held on Wednesday, 18 September 2013.

2. Financial Implications

2.1 It is proposed to enlarge Lawn Primary School by 10 places taking the PAN to 30 (1FE) for the September 2014 intake and eventually a total capacity of 210 places.

a. The enlargement of the school requires the provision of 2 additional classrooms, as well as ancillary facilities. A feasibility study has been completed. The total cost is estimated to be in the region of £350k of which £350k will be funded 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 – Lawn 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 x Reception Year places within the planning area of Gravesend North.

4. Consultation Outcomes

4.1 A total of 16 written responses were received with all responses supporting the proposal.

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 Local Members
Narinderjit Singh Thandi and Sue Howes have been informed of the proposal
- 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 Lawn Primary School to move from a PAN of 20 to 1 form entry.
- 5.3. The view of the Area Education Officer:
The Area Education Officer for North 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.

Lawn Primary School is a popular and inclusive school. It has an Ofsted grading of 'Good'. The school's location in Gravesend District means it is ideally placed to meet the forecasted demand for primary school places.

6. Proposal

- 6.1 The proposed expansion of Lawn Primary School will increase the value of KCC's property portfolio by adding value to the school buildings.
- 6.2 The proposed expansion of Lawn 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 Gravesham District indicate an increasing demand for primary school places. This enlargement will add an additional x 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 Lawn Primary School, by 10 places from 20 reception year places, to 1FE.

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

- (ii) Expand the school
- (iii) Allocate £350k from Education, Learning and Skills Capital Budget.
- (iv) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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– 21 June 2013 – Primary Commissioning in Gravesham District.

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

10.4 Consultation Document and Equalities Impact Assessment

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

11. Contact details

Report Author

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- 01732 505110
- Richard.dalziel@kent.gov.uk

Relevant Director:

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

**The proposed expansion of Lawn Primary School to increase the PAN from
20 to 30 places**

Summary of written responses

Printed Consultation Documents distributed: 500

Consultation responses received: 16

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			
Staff	13		
Parents	2		
Pupils			
Other	1		
Totals	16		

Comments in favour of the proposal:

- The headteacher, Governors and Staff are in favour of the proposals and wholeheartedly support the local authority.

Comments against the proposal:

- There were no negative comments received.

Appendix 2

Proposal to expand Lawn Primary School, Gravesend Public Consultation Meeting 18 September 2013

Panel	Kevin Shovelton	Director Education Planning & Access
	Richard Dalziel	Area Education Officer, West Kent
	David Hart	Area Schools Organisation Officer
	Ann Drury	Public Meeting Recorder
	Angela Wilson	Headteacher

Introduction

Kevin Shovelton welcomed parents, staff and members of the public to the meeting, explaining that unfortunately Cllr Leyland Ridings, County Councillor and Chairman of the ELS Cabinet Committee was unable to attend the meeting due to ill health.

The meeting was asked to address any comments or questions through the Chair. Public Consultation meetings are recorded so an accurate record can be kept.

Purpose of the Meeting

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

A short presentation outlining the proposal for expansion was given by Richard Dalziel.

Kent County Council is proposing that Lawn Primary School increase its Reception Year R intake to 30. Successive reception intakes will offer 30 places each year and the school will eventually have a total capacity of 210 pupils.

The Area Education Officer is responsible for making sure there are enough school places. The Kent Commissioning Plan 2012-2017 outlines the proposals and forecasts that more primary school places are required in the short and medium term across much of Gravesend.

Certain changes will be required of the school and at the moment it is envisaged that an additional 7 teaching rooms will be required. There will be a need to improve and upgrade the infrastructure accommodation which may include additional toilets, main hall, parking and soft and hard play areas.

A feasibility study will be undertaken. Once plans are drawn up pupils, parents, staff, governors and local residents will be consulted further.

Timetable

Jun 2013	KCC Education Committee (recommendation to consult)
Sep 2013	Start of consultation
Sep 2013	Public meeting
Oct 2013	Close of consultation (deadline for comments)
Nov 2013	KCC Education Committee (results of consultation)

Nov 2013	KCC Cabinet Member decision on the proposal
Nov 2013	Public Notice issued (if agreed by Cabinet Member)
Jan 2014	End of Statutory Representation Period
Jan 2014	Formal Cabinet Member decision
Tbc	Building work underway
Sep 2014	School opens as a 1FE school
<p>Both the Headteacher and governors are in favour of this proposal. No decisions will be made until the consultation process has finished. Four response forms have been received so far and the local authority look forward to receiving more, so please complete a response form and return it by 14 October 2013.</p>	
<p>The local authority will negotiate with the school as to when the building works will start but beforehand a full feasibility study will be undertaken. KCC Planners, Highways and Gravesham Borough Council representatives will be heavily involved in these consultations. If this is not possible by September 2014, then temporary accommodation will be installed to cater for the extra children. The leadership and management of the programme will fall quite heavily on the school so there will be a certain amount of disruption.</p>	
<p>In the presentation you said we would need 7 teaching rooms to accommodate the extra children whereas in actual fact we need 8 new classrooms because of the nursery.</p>	<p>Apologies we will amend that.</p>
<p>Have the local authority taken into account the space lost by utilising the ICT, family room etc. into classrooms?</p>	<p>The local authority will look at the project in its entirety and will recognise the space you have sacrificed already.</p> <p>No-one will be getting 'gold plated' buildings as currently the local authority have 60-70 building projects underway at the moment costing millions of pounds. Funding mostly comes directly from central government but sometimes if there are any housing developments underway in the local area the local authority may receive developer contributions. Any alterations to the building will be quite basic but to the required standard and fit for purpose.</p>
<p>Are there any plans for new builds in the area?</p>	<p>There are no new builds planned on existing schools. However, there are large housing developments planned in the Thames Gateway area which will generate the need for additional provision. The local authority receives developer contributions from any new development to assist with building of new schools. It may also mean that some neighbouring schools will be required to take in some extra children.</p>
<p>The meeting closed at 8.15pm and Mr Shovelton thanked everyone for attending the</p>	

meeting and for the questions that had been asked. He encouraged everyone to send in their comments by the closing date, 14 October 2013.

15 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:

14/00001

For publication

Subject: Proposal to expand Lawn Primary School

Decision:

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

- (i) Issue a public notice to expand Lawn Primary School, by 10 places from a PAN of 20 to 1FE.

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

- (ii) Expand the school
- (iii) Allocate £350k from the Education, Learning and Skills Capital Budget.
- (iv) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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 Gravesham section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a need for up to 34 additional Reception Year places within the planning area of Northfleet for 2016.

The expansion of Lawn Primary School will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision, I have taken into account:

- the views expressed by those attending the public consultation meeting on 18 September 2013, and those put in writing in response to the consultation;
- the views of the District and Parish Councils, the local County Councillors; 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 Lawn Primary School by 10 places taking the PAN to 30 (1FE) for the September 2014 intake and eventually a total capacity of 210 places.

- a. Capital - The enlargement of the school requires the provision of 2 additional classrooms, as well

as ancillary facilities. A feasibility study has been completed. The total cost is estimated to be in the region of £350k of which £350k will be funded 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 – Lawn Primary School will appoint additional teachers, as the school size increases and the need arises.

Cabinet Committee recommendations and other consultation:

2 June 2013

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places in the planning area of Gravesham District.

14 January 2014

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:

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Signed

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Date

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

To: Education Cabinet Committee – 14 January 2014

Subject: Decision Number 14/00002: Proposal to expand Chantry
Community Academy

Classification: Unrestricted

Past Pathway of Paper: Education Cabinet Committee – 14 January 2014

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Gravesend East

Summary: This report sets out the results of the public consultation on the proposal to commission an enlargement of Chantry Community Academy Primary from 1FE 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 Chantry Community Academy, by 30 Reception places from 1FE to 2FE.

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

- (ii) Expand the school
- (iii) Allocate £6000 per classroom from the 'revenue re-organisation' for classroom improvements
- (iv) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/agreements on behalf of the County Council
- (iii) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

1. Introduction

1.1 The district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a significant pressure in Reception year places. The planning area of Gravesend North is forecasted to have a deficit of up to 18 Reception year places for September 2015 and up to 53 Reception Year places for 2016.

1.2 It is proposed to enlarge Chantry Community Academy by 30 reception year places, taking the published admissions number (PAN) from 30 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 21 June 2013, the Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on the proposal to expand Chantry Community Academy.
- 1.4 This report sets out the results of the public consultation, which took place between 23 September to 21 October 2013. A public meeting was held on Thursday, 3 October 2013.

2. Financial Implications

- 2.1 It is proposed to enlarge Chantry Community Academy by 30 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 re-provisioning of existing teaching accommodation, as well as ancillary facilities. A feasibility study has been completed. The total cost to the Basic Need Budget is nil. There is a small cost of £6,000 per classroom for refreshment and refurbishment which is from DSG funding set aside for schools and Academies for this purpose. 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 – Chantry Community Academy 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 x Reception Year places within the planning area of Gravesend North.

4. Consultation Outcomes

- 4.1 A total of 72 written responses were received: 69 respondents supporting the proposal; 3 objecting to the proposal and no 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:
Colin Caller said:

“I welcome the proposal to enlarge Chantry Community Academy to a 2FE. I believe this will not only provide the much needed additional primary school places in the Gravesham East Division generally but will give the parents in the immediate area greater opportunity to get school places within easy walking distance of the town centre and Milton areas. Any proposal that means parents get a greater opportunity to get their children into a school of their choice will get my support.”

Jane Cribben has been informed of the proposal.

- 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 Chantry Community Academy to move from 1 form entry to 2 form entry.
- 5.3. The view of the Area Education Officer:
The Area Education Officer for North 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.

Chantry Community Academy is a popular and inclusive school. It has recently converted to Academy status and has not got an Ofsted grading. The school's location in Gravesend District means it is ideally placed to meet the forecasted demand for primary school places.

6. Proposal

- 6.1 The proposed expansion of Chantry Community Academy will increase the value of KCC's property portfolio by adding value to the school buildings.
- 6.2 The proposed expansion of Chantry Community Academy 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 Gravesham District indicate an increasing demand for primary school places. This enlargement will add an additional 30 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 Chantry Community Academy, by 30 places from 1FE to 2FE.

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

- (ii) Expand the school
- (iii) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/agreements on behalf of the County Council
- (iv) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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– 21 June 2013 – Primary Commissioning in Gravesham District.

10.4 Consultation Document and Equalities Impact Assessment

11. Contact details

Report Author

- Richard Dalziel, Area Education Officer, North Kent
- 01732 5051109
- Richard.dalziel@kent.gov.uk

Relevant Director:

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

The proposed expansion of Chantry Community Academy, Gravesham to increase the PAN from 30 to 60 places

Summary of written responses

Printed Consultation Documents distributed: 500

Consultation responses received: 72

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			
Staff	12		
Parents	55		3
Pupils			
Other	2		
Totals	69		3

Comments in favour of the proposal:

- The headteacher, Governors and Staff are in favour of the proposals and wholeheartedly support the local authority.
- Agree with expansion will be good for the community.
- School is close to us and would like to see the best in town.
- Fantastic proposal. Great opportunity to increase amount of children attending school as it is very popular.

Comments against the proposal:

- Would prefer to keep school small & intimate as children may feel 'lost' in bigger school.
- Parking and pedestrian areas need to be considered.

Proposal to expand Chantry Community Academy Gravesend
Public Consultation Meeting 3 October 2013

Panel	Cllr Leyland Ridings	Chair ELS Cabinet Committee & County Member
	Richard Dalziel	Area Education Officer, West Kent
	David Hart	Area Schools Organisation Officer
	Ann Drury	Public Meeting Recorder
	Martin Clinton	Executive Headteacher
	Michelle Munns	Head of School

Introduction

Cllr Leyland Ridings welcomed parents, staff and members of the public to the meeting.

The chairman asked that any comments or questions should be addressed through the Chair. All Public Consultation meetings are recorded so an accurate record can be kept.

Purpose of the Meeting

- To explain the proposal to expand Chantry Community Academy.
- To give members of the public an opportunity to ask questions and comment.
- To listen to views and opinions.

A short presentation outlining the proposal for expansion was given by Richard Dalziel.

Kent County Council is proposing that Chantry Community Academy increase its Reception Year intake by 30. Successive reception intakes will offer 60 places each year and the school will eventually have a total capacity of 420 pupils. The school is increasing in popularity and standards are rising so the Academy would like to recognise that and put the increase formally in place.

The Area Education Officer is responsible for making sure there are enough school places in Kent. For more detail please look at our Commissioning Plan 2012-2017 on our website (kent.gov.uk) which outlines the proposals. We try to forecast the short, medium, long term birth rate and at the moment figures show in Gravesend there is a steep increase in the demand for school places. The local authority are looking to enlarge a number of primary schools in the Gravesend East planning area and will be talking to such schools as Holy Trinity CofE, Kings Farm, Raynehurst, Riverview Infant, Riverview Junior, St John's RC and Westcourt to see if expansion is a possibility.

Certain changes will be required of the school as it is envisaged that an additional 14 teaching rooms will be required. Chantry Community Academy currently has the space available but will need some internal refurbishment/refreshment. All work will be agreed with the Executive Headteacher, Head of School and Chair of Governors to minimise disruption and help maintain control over health & safety of pupils, parents and staff.

Timetable

Jun 2013	KCC Education Committee (recommendation to consult)
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Sep 2013	Start of consultation
Oct 2013	Public meeting
Oct 2013	Close of consultation (deadline for comments)
Dec 2013	KCC Education Committee (results of consultation)
Dec 2013	KCC Cabinet Member decision on the proposal
Dec 2013	Public Notice issued (if agreed by Cabinet Member)
Jan 2014	End of Statutory Representation Period
Jan 2014	Formal Cabinet Member decision
Tbc	Building work underway
Sep 2014	School opens as a 2FE school

No final decisions will be made until the consultation process has finished. We look forward to receiving your comments so please complete a response form and return it by 21 October 2013.

Q. The next generation is growing up and will need school places, so I appreciate what you are trying to do and hope it will continue.	Thank you for your support. Your comment has been noted.
Q. Is this the only school that is increasing its capacity or are there others in the Gravesham area?	We have either increased capacity or will be increasing capacity in a number of schools, it's simply not just about Chantry but part of an on-going programme to meet the demand for primary school places for the young people in this area. It's not just Chantry.
	There has been a significant increase in birth rate which is one of the reasons we need to provide more school places. There is also a considerable amount of house building which will attract more people into area and more children as a result. Inward migration from London and other parts of Kent is also a significant factor so that is why we need to expand some of the schools. The local authority are working closely with Gravesham Borough Council to help resolve these issues as we now know when the figures are going to peak and dive. This increased trend will continue into the Secondary Schools which will be another the local authority will have to address in a few years time.
Q. My family have, since 1967, gone to Holy Trinity CoE Primary School and we tried to get my son in there last year but failed. We have appealed and appealed	I can understand the family links but if you get a place at this school I can guarantee you a good level of education as it is a well-managed school and the standards

but it's quite important for us as a family, as all my family went there. It is part of our culture and I would still like to get my child into Holy Trinity so I am all in favour of expanding the schools.

are rising.

The Executive Headteacher extended a warm welcome to everyone and added the Meopham Academy Trust is fully supportive of the proposal to expand the school. The Trust Governors are very keen to expand to a 2FE school as we are concerned that everyone who wanted a place wouldn't be able to get into the school. To expand to 60 is probably as much the site can take and in the longer term we are optimistic that all children will get into the school. We feel that Chantry is heading back in the right direction and will continue to improve with the increased numbers. As the Executive Headteacher I am very happy to support this proposal.

The Head of School thanked everyone for coming this evening as it is important for the school to expand. The school want to meet the demands of the local community it's really about putting the children first.

As there were no further questions, Cllr Ridings asked Richard Dalziel to go over the dates again.

If you would like to respond to the proposals there are some forms available in reception. If you could fill those out either tonight or send them in with the children tomorrow it would be great. The consultation closes on the 21 October so we need to receive them by then.

I would like to thank you for attending this evening and we hope you found the meeting useful.

The meeting closed at 7.30pm and Cllr Ridings thanked everyone for attending the meeting and for the questions that had been asked.

3 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:

14/00002

For publication

Subject: Proposal to expand Chantry Community Academy

Decision:

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

- (iii) Issue a public notice to expand Chantry Community Academy, by 30 places from 1FE to 2FE.

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

- (iv) Expand the school
- (iii) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (iv) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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 Gravesham section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a need for up to 53 additional Reception Year places within the planning area of Gravesham North for 2016.

The expansion of Chantry Community Academy, 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 3 October 2013, and those put in writing in response to the consultation;
- the views of the District and Parish Councils, the local County Councillors; 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 Chantry Community Academy by 30 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 7 existing classrooms, as well as ancillary facilities. A feasibility study has been completed. The total cost is to the Basic Need

Budget is nil. There is a small cost of £6,000 per classroom for refreshment and refurbishment. 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 – Chantry Community Academy will appoint additional teachers, as the school size increases and the need arises.

Cabinet Committee recommendations and other consultation:

2 June 2013

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places in the planning area of Gravesham District.

14 January 2014

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

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

To: Education Cabinet Committee – 14 January 2014

Subject: Decision number 14/00003: Proposal to relocate and
expand Tunstall CE Primary School

Classification: Unrestricted

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

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Swale Central

Local Members: Mr Roger Truelove and Mr Lee Burgess

Summary: This report sets out the results of the public consultation on the proposals to relocate and enlarge Tunstall CE Primary from 1FE (30) to 2FE (60) from September 2015.

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 relocate and expand **Tunstall CE Primary School**, by 210 places from 1FE (30) to 2FE (60).

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

- (ii) Relocate and Expand the school
- (iii) Allocate £4,818,000 from the Education. Learning and Skills Capital Budget.
- (iv) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

1. Introduction

- 1.1 The Swale district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a significant pressure in Reception year

places. The district of Swale is forecast to have a deficit of up to 87 Reception year places in September 2016 and 2017.

- 1.2 Tunstall CE Primary School is located on a small restricted site. There are significant issues with parking and access and full compliance with DDA guidelines is not possible. The current school accommodation consists of the original Victorian building, two timber demountable classrooms and three mobiles. A key issue has been the renewal of planning for the three temporary mobiles, without which the school could not continue to operate as a one form entry school.

It is proposed to relocate and rebuild the school on a site owned by KCC located approximately 500 metres to the north east of the existing school. It is also proposed to enlarge Tunstall CE Primary School by 30 reception year places, taking the published admissions number (PAN) from 30 to 60 (Two Forms of Entry) for the September 2015 intake. Successive Reception Year intake will offer 60 places each year and the school will eventually have a total capacity of 420 pupils. The rebuilding of the school will provide the children and staff with buildings and facilities fit for 21st century education and expansion will provide much needed places within the Sittingbourne South planning area.

- 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 relocate and expand Tunstall CE Primary School.
- 1.4 This report sets out the results of the public consultation, which took place between 30 September and 15 November 2013. A public meeting was held on 22 October 2013.

2. Financial Implications

- 2.1 It is proposed to relocate and rebuild Tunstall CE Primary School, enlarging the school by 210 places taking the PAN to 60 (2FE) for the September 2015 intake and eventually a total capacity of 420 places.

a. Capital – The total cost is estimated to be in the region of £4,818,000. Appropriate funding has been identified as part of the Medium Term Capital Programme, which includes funding from the Targeted Basic Need allocation from the DfE made in August 2013. 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 – For a period of three academic years from September 2015, the school will receive protection for an additional 30 Reception Year pupils at the rate of £2,727 per pupil. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom set up costs.

c. Human – Tunstall CE 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 317 Reception Year places within the planning area of South Sittingbourne.

4. Consultation Outcomes

- 4.1 A total of 264 written responses were received: 116 respondents supporting the proposals; 128 objecting to the proposals; 15 supporting the proposal to relocate the school but not the proposed expansion; 2 respondents supporting the proposal to relocate the school but undecided about the proposal to expand the school and 3 respondents 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 Roger Truelove is in favour of relocation on educational grounds because the current site is not fit for purpose. He also accepts the case for expanding to two forms of entry to meet need in the Sittingbourne area. On the planning consultation, Mr Truelove will be interested to see whether parking arrangements are adequate and what plans are in place to encourage children and parents to walk to the school.

Having attended the recent public meeting, Local Member Lee Burgess provided the following response. He declared his interest in the proposal as he is Chairman of Tunstall Parish Council and lives in a property opposite the current school site

“Tunstall school is located in a small hamlet south of Sittingbourne, has its origins in the 1800s and a large part of the school is in a listed building which has grown over the years to meet demands of local residents and more recently for people all across Sittingbourne. The playground is now dominated by mobile classrooms that are cold in winter and hot in the summer. Each expansion has very rarely looked at long term problems like parking for staff or the increase in traffic from parents. This has led to at times a very hostile relationship between the Parish Council, village hall, residents and the school, a relationship that has not got much better with regards to the current plans and a consultation that has been less than transparent and helpful. The current site is not an ideal one for the ambitions and catchment area of the current school but other options can be looked at.

The consultation has not been as wide ranging or transparent as I would have hoped, the Parish Council and local residents have not been engaged as much as they should have been. If the Parish Council had not stepped up to the mark then very few people would have known about the whole project, and though KCC and the diocese may have done all that the law requires they have still fallen short in proper community engagement. The constant lack of information, misinformation and the constant running of the rumour mill has led to an atmosphere of distrust between residents, the Parish Council, and the school/authority.

The new school will be on very good agricultural land that has drainage issues as does the surrounding area. It will also erode the strategic greening gap between the village and southern Sittingbourne and, in my view, will help pave the way for future development in the rural area. The road is struggling to take current levels of traffic and will not cope with the massive increase in cars; it is a country road that has traffic calming on a bus route. The new proposal though welcomed in principal is not a very good idea on the intended site. All that will happen is the problems we currently experience with the old site will be magnified by the increase in numbers and just moved further down the road. As a Church of England school children living close to the school but outside the Ecclesiastical Parish come 9th on the admission criteria and Children with affiliations to other Anglican Churches within the Deanery of Sittingbourne come 5th, Children with other Church affiliation at churches in membership with 'Churches together in Sittingbourne come 6th. There is no reason why this new build needs to be in the civic parish of Tunstall at all. It has been for some time serving an ever growing number of children from outside of the civic parish with future development to the north of Sittingbourne and with the schools good reputation this will only increase. The local people were only offered one site for this new school and an inappropriate one at that. This current plan is being rushed forward and has left a lot of people in the dark. I know much of what I have written is more to do with planning than the education needs but they are so closely linked. Poor planning will lead to a detrimental outcome in terms of education. I do not want to see Tunstall lose its small and unique village school; neither do I think it would close due to the expansion/relocation not going ahead or being delayed. The mobiles will keep getting planning permission and people will still want to send their kids to the school as well as other extra capacity in the borough being brought into effect before the new site would even be open, so the education case does not mean we should push ahead regardless. I would be happy to invite all members of the Committee to have a site visit at the proposed new site so that rather than looking at misleading maps and pictures they can get a better idea of the situation."

5.2. The view of the School

Headteacher and Governing Body:

The Headteacher and the Governing Body are wholly supportive of the sustainable long term solution that has been proposed by KCC and the Diocese to relocate and expand the school. The proposed site is within the ecclesiastical parish, maintaining its links with the church, whilst providing the expansion to two form entry. This proposal will provide the school with buildings and facilities fit for 21st century education and will allow them to

build upon its reputation of providing 'good' education as confirmed by Ofsted.

Pupils:

As part of a writing exercise, Year 6 children had the opportunity to give their views; 24 supported the proposals to relocate and enlarge the school; 5 objected to the proposals to relocate and enlarge the school.

- There will be more room for us to play
- We will have better facilities to learn in the new school
- Our old mobiles get flooded in heavy rain and sweaty when it's lunchtime.
- We would have a larger hall with proper space to do PE.
- We would have more friends and more friends mean a happy school.
- I object to the new school because there would be lots of traffic disruption.
- Four year old children will find it much more daunting in a larger school.
Many children like Tunstall School because it's a small school.

5.3 The view of the Diocese of Canterbury:

The Diocese of Canterbury jointly proposes the re-siting and expansion of the school. It will serve the continuing and sustained demand for places in the school, while also making the school more cost-effective. The Church has provided a School for the ecclesiastical parish and local communities here since 1887, and fully supports the proposal.

It is the Diocesan Board of Education's view that this 'Good' school with a strong and popular ethos is worthy of expansion, and can make a valuable contribution to supporting parent choice and adding to the number of available Voluntary Aided primary places in the area.

5.4. The view of the Area Education Officer:

The Area Education Officer for East Kent fully supports this proposal and, having considered other commissioning options and the need to address the urgent situation with regard to the school on its current site, is of the belief that rebuilding Tunstall CE Primary School as a two form entry school is not only necessary, but the most cost-effective and sustainable solution to the increased demand in the area. All other schools in the planning area were considered.

Tunstall CE Primary School is a popular and inclusive school judged as 'Good' by Ofsted and is regularly oversubscribed. The school's location in South Sittingbourne means it is ideally placed to meet the forecast demand for primary school places in this locality.

6. Proposal

6.1 Tunstall CE Primary School is a Voluntary Aided Church of England school and the proposal is being brought forward by KCC and the Diocese of Canterbury with the support of the governing body of the school.

6.2 The proposed relocation and expansion of Tunstall CE 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. Comments have been received from local residents saying

that the proposals impact unfavourably on them, but the Equality Impact Assessment is an assessment of the impact of the project on the client group, which in this case is the children, and the families whose children currently attend the school and whose children will attend in the future. No comments to the assumptions made in the Equality Impact Assessment have been received from the client group.

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 South Sittingbourne indicate an increasing demand for primary school places. The rebuilding of Tunstall CE Primary School will add an additional 30 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 relocate and expand Tunstall CE Primary School, by 210 places from 1FE (30) to 2FE (60).

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

- (ii) Relocate and expand the school
- (iii) Allocate £4,818,000 from Education, Learning and Skills Capital Budget.
- (iv) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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 Consultation Document and Equalities Impact Assessment

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

11. Contact details

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**The proposed expansion of Tunstall CE Primary School to increase the PAN
from 30 to 60 places**

Summary of written responses

Consultation documents (hard copies) distributed: 400

Responses received: 264

Category	Agree	Disagree	Agree with relocation but disagree with expansion	Agree with relocation but undecided about expansion	Undecided	Total
Parent	56	8	7	1	0	72
Other Interested Party	41	119	8	1	3	171
Governor	5	0	0	0	0	5
Member of Staff	14	0	0	0	0	14
Total	116	128	15	2	3	264

In support of the proposal

- There is no opportunity on the current site for real development or educational 'growth'.
- Two form entry has long been regarded as the optimum size for a primary school.
- As a contribution to the wider community of Sittingbourne, we could look forward to offering the popular and proven Tunstall Christian Ethos of quality education to many more local families.
- The children would benefit enormously from learning in proper sized classrooms instead of the mobiles they are currently housed in.
- It is disheartening when told by Ofsted inspectors that it is our buildings and not our teaching that is holding the school back.
- I am aware that a new school with a two form entry may well result in increased traffic flow past my house before and after the school day, but as this will occur for short periods on less than 200 days per year, it seems a very small price to pay to facilitate freedom of choice for parents who wish their children to be educated within a Christian environment, currently only available to a small percentage of those applying for a place at the school.
- The school needs to relocate in order to replace the grossly inadequate and substandard accommodation with modern educational facilities.
- We live in the 21st century and our schools need to be 21st century ready – we need this new school as soon as possible to give the children the facilities they deserve.
- Tunstall CE Primary is an excellent school operating in very difficult conditions. A new school with purpose built areas, playing field and car park would benefit all concerned.
- An increase in school places would be welcomed by many families in the area.
- This proposal will benefit pupils, parents and residents of Tunstall.
- The current school has no proper library, no room for study groups, hardly any playground, no proper music or sports facilities, in short it is not fit for purpose.

- As a local resident who would have the new school opposite my house, I would welcome it, whereas many of the local residents seem to oppose everything the school tries to do including improving facilities on its current site.
- I feel this would benefit the residents of Tunstall village to provide a school of this type in a setting sympathetic to the area. My family is completely in favour of this proposal and feel it to be in the best interests of all concerned.
- I believe that the proposals will contribute to maintaining a healthy and sustainable future for the Tunstall church, which in turn could contribute a thriving sense of community in and around Tunstall.
- As the population is increasing it makes sense to have a bigger school and you couldn't get a better location, still in the Parish of Tunstall and in walking distance of the church.

Against the proposal

- Not only will there be congestion on the roads, but also on pavements; and there is no space to provide pavements in parts of Tunstall Road.
- New schools should be built within new housing developments to minimize road congestion.
- The school should not be built on agricultural land when there are brown field sites available in Sittingbourne
- The land on which you propose to build the new school is an area which absorbs a lot of the local rainfall. The excess runs off onto Tunstall Road, from there onto Cranbrook Drive and Chegworth Gardens causing flooding problems.
- I cannot see that there is any safe and easy entrance point to the proposed site at any point along the Tunstall Road.
- The pond is deep and dangerous and would need to be much more secure to make it safer for children in the area.
- The identified site is wholly inappropriate for such use and presently has no support in the Swale local plan. Alternative proposals should be considered. Many of the school intake travel by car or walk to the existing school from some distance away. So alternative sites within the built up area can reasonably be reviewed and then brought forward at an appropriate time having undertaken the necessary consultation to establish that the development proposed would be acceptable, in principle, with the local planning authority.
- The proposed location would cause serious traffic congestion, light pollution, noise and devalue properties in the area and will also be inadequate for future expansion.
- There would be no need for a new school if only the local children attended the present school.
- It would increase the traffic on the roads which increase the emissions which the government are trying to reduce.
- We don't want or need a new school in Tunstall. The development is on the north side of Sittingbourne.
- Not only will you de-value our house prices you will also ruin the village way of life, the quality of life we have in Tunstall is a quiet retirement setting.
- Just because KCC happen to already own the proposed site for the new school is not a good enough reason to build a new school on it.
- At a time when growing populations demand more food it would seem wrong to use grade one agricultural land for building.
- This would be a massive scar on one of the few pieces of genuine scenic beauty in this area, something which the town of Sittingbourne sadly lacks.
- There is no real need locally for this many school places in Tunstall, just demand.
- We feel it would become a bottle neck at certain times of the day as the Kent Science Park also creates traffic.

- There may well be a need for primary places elsewhere in Sittingbourne but that is where a school should be built so that the children can walk to school as per the KCC health and wellbeing strategy.
- We do not need a town size school, large in this case is not good, and the school is successful because it is small and a centre to the village community.
- We moved here because it is a beautiful place to live and we want to keep our semi-rural life style. Our views will be blighted by a new modern school building.
- The impact of the success and expansion at the Kent Science Park must also be put into the equation.
- The school cannot be left in its present situation and should either be returned to its previous, pseudo-village school capacity or if this is deemed no longer operationally viable in education terms, closed and appropriate provision made for the pupils in their own localities.

The Tunstall Parish Council carried out their own consultation in parallel to the KCC consultation, which informed their response to KCC. The Parish Council does not agree with the proposals to relocate or expand the school as the majority of Parishioners responding to their separate consultation did not agree with the proposals. The Parish Council provided copies of the responses they received to their consultation, both for and against the proposals.

In support of relocation but not expansion.

- I fully understand the proposal to relocate the school but if additional school places are required to support new developments then new schools should be built close to these estates.
- A larger school would attract more traffic and more pollution.
- We would prefer to keep a one form entry school in Tunstall rather than doubling its size, otherwise this rural village will lose its identity, and just get swallowed up into Sittingbourne.

**Proposal to relocate and expand Tunstall CE Primary School
Public Consultation Meeting – 22 October 2013**

Panel	Mr Leyland Ridings	Chair of Education Cabinet Committee
	Mrs Marisa White	Area Education Officer (East Kent)
	Revd. Simon Foulkes	Diocese of Canterbury

In Attendance

	Mrs Jane Wiles	Area Schools Officer
	Mrs Ann Davies	Public Meeting Recorder
	Mrs Kate Hutchings	Head Teacher
	Mrs Doreen Hunter	Head of Governors

The meeting was chaired by Mr Leyland Ridings and was attended by approximately 180 people including parents, governors, staff and other interested parties. The meeting was also attended by Local Members, Mr Roger Truelove and Mr Lee Burgess.

A short presentation outlining the proposal for relocation and expansion was given by Marisa White. Marisa White explained that this is the consultation for the education case and that a separate planning consultation would take place, running in parallel with this consultation, starting within the next few weeks.

The Reverend Simon Foulkes informed the meeting that the Diocese was committed to the school and very proud of it. He thanked staff for all their work. The school is judged as a 'Good' school and educational standards are key to this project, as all children are entitled to a good education.

Kate Hutchings, Headteacher spoke about the good education provided by the school, but the constant difficulties the school faced because of the accommodation and site. The school is excited about the proposal and hope it goes ahead to provide the facilities to continue the good education.

The main points, views and comments are listed below:

Issues Raised	Responses from Marisa White and Simon Foulkes
If this proposal goes ahead, KCC will have to build houses to fund this project	Marisa White, explained how the proposal would be funded from basic need funding provided by the government and capital funding which includes disposal of KCC surplus accommodation. There are no plans to sell part of the site for housing to contribute to this project.
KCC should not be building a school here in Tunstall where it is not needed. In the past there was the opportunity for sites for schools which KCC did not take up. Now you are going to build a school on farmland where it is not needed. The	Tunstall is a good school and to remain good and to become outstanding they cannot stand still. Tunstall is one of many schools we are expanding. There are sometimes options for school sites when housing developments are

<p>school should stay as it is.</p>	<p>proposed. The triggers for these options are such as when house 400 is occupied we can have the site with a two year window to build school. At the time of the development in Sittingbourne, there was a population dip and no pressure on school places; therefore we could not draw down funding from the government to build schools.</p>
<p>I think you are going to rip apart this village by doing this. Has rebuilding on the current site been considered?</p>	<p>The existing site has mobiles requiring temporary planning permission. We looked at the options at the time of renewal and it is not possible or viable to provide what is needed on the existing site.</p>
<p>How will the children get from the school to the church if it moves?</p>	<p>It is a key requirement for the children to be able to walk to the church and this remains the case.</p>
<p>Concerns were raised about flooding on Cranbrook Drive as the original storm drains do not have the capacity to take the water away and when it rains the road floods. The pond is there to absorb the rain water. Is removal of the pond part of the project? Building on that site will only exacerbate the problem. KCC drainage teams have been unable to provide a solution to the flooding problem.</p>	<p>There is no intention to remove the pond. As part of the feasibility work and the planning process, surveys will be undertaken with regard to drainage but we cannot predict what the outcome will be at this stage. Your comments will be taken into consideration.</p>
<p>The new housing developments in Sittingbourne were built out and now this situation has caught up with KCC because they have not planned adequately. This town has not been planned properly. No one thinks 10 years down the line. When the village hall was built why was the school not expanded at that time?</p>	<p>The practical problem is that the site now occupied by the school is not all owned by the school, part of it is rented and there is no further land to build on.</p>
<p>There are no pavements where you are planning to put the school</p>	<p>There will be surveys and plans to provide pavements as part of the planning process and consultation.</p>
<p>The Diocese must have an idea of how the village will look with the new school. Do you feel this will have an adverse impact on Tunstall Village? The traffic is horrendous and the village cannot take double the traffic coming from all points in Sittingbourne.</p>	<p>There are processes going on in parallel. The impacts have to be balanced and worked through with the community to prepare for the future.</p>
<p>I would like to think that having a good quality local school in my village would enhance the value of my property and</p>	<p>Tunstall can only operate as a one form entry school because of the mobiles. If planning permission is not renewed, the</p>

<p>everyone should consider what the risk would be if this proposal does not go ahead. This is about sustaining good quality education for the future in this village.</p>	<p>school will not have enough accommodation to deliver education to the children already in the school and as a consequence would have to reduce the number of places available to 15 per year group. Small schools can become vulnerable because of the new funding formula from central government, which provides challenges to smaller schools.</p>
<p>The school buildings were purchased and given to the parish by the children of The Reverend George Bridges-Law, Rector of Tunstall. There are approximately 40 children from the parish who attend the school and the rest get shipped in from all over Sittingbourne.</p> <p>Please provide Tunstall Parish Council with paperwork to show who owns the school, because if it belongs to the Parish it does not belong to the Church.</p> <p>Are you proposing to use the entire 10 acre field for the school, or just part of it and sell the rest for housing?</p>	<p>There is a trust for the school which exists by virtue of the original gift and various education acts have been passed since that date. Paperwork can be provided to the Parish Council. The Diocesan Board of Education is now the Trustee of the school site, but not the whole site.</p> <p>The proposed school site will also have sports areas, play areas and parking. Our proposals will be scrutinised by Highways.</p> <p>There are no plans to sell off part of the 10 acre field and allow housing. No plans currently but cannot guarantee what decisions will be made in the future.</p>
<p>There is crazy parking around all the schools in the area by parents. There will be dozen of cars trying to park creating a hazard. What are you prepared to do about this?</p> <p>Children come to this school from all parts of Sittingbourne including Medway.</p>	<p>We are at the early stages of the process and are required to undertake a full traffic survey, to provide parking and a safe exit and entrance. We know parking is a major issue with most schools and we need to see whether we can address these issues. We cannot predict what Highways will require and whether we can provide those requirements.</p> <p>Parents have the right to identify their preferred school and a Church school, with a particular ethos will be a preference for parents from a wider area. Patterns do change as school popularity changes and we work hard to ensure that parents secure one of their preferred school. If there are more applications than places at a school, then the oversubscription criteria has to be applied, which includes distance.</p> <p>We should be in a position to publish the plans for this proposal before Christmas, and be in a position to consult on the plans in about four of five weeks.</p>

Will the school become voluntary controlled if the LA is contributing to the proposal?	The school will remain a voluntary aided school. The LA works closely with the Diocese to jointly fund projects as the LA has the responsibility to provide school places where they are needed.
Will you be building this one big school and shut all the other small schools?	We need all the places in all the schools we have currently and there is no intention to close any school. Small schools do face financial challenges but there are ways of schools working together for economies of scale.

Comments
It is the children we should be thinking about, as their future education is at the heart of this proposal. The school buildings are inadequate, making the space in the school very difficult for teaching the children. We want to have new buildings and facilities so that our children can be provided with a school fit for 21 st century education. A good education should be afforded to as many children as possible.
It is educationally beneficial for the children to be taught in a school with two classes per year group. The children deserve to benefit from a new expanded school with better facilities and accommodation.
Tunstall will no longer be a village but will submerge into Sittingbourne. The value of properties will decrease and the traffic will be appalling.
The school serves the ecclesiastical parish not just the village of Tunstall. A mile or two away from Tunstall is still within the ecclesiastical parish.
If KCC did not own this site, this proposal would not be coming forward.
Currently there are 210 children attending the school with only 52 parking spaces at the village hall, this causes traffic chaos and this will not get any better on the proposed site.
I do not want to see the school move but this is a once in a lifetime opportunity and any proposal that provides children with a better education and raise standards must be welcomed.
This will affect the value of my house and my lifestyle. We will be in our garden and hear children. The treeline is not opposite my house, as they have all blown down in the wind. We already find it impossible to get out of our drive in the morning and I am also sure that any traffic impact assessment will prove that this proposal is not feasible.
I am concerned that this proposal is to build on grade 2 productive farmland and land built on is lost forever as food production. Whilst there may be need for more school places, this is the wrong place. Bigger is not better and primary education should be delivered on a small scale. Tunstall is a good school but to what extent will this continue. The school should look at what the impact will be in relation to children on the SEN register, from the travelling community, eligible for free school meals and children who have English as a second language.
We should embrace the plans and work together to address these issues. Houses in an area with a good school can increase in value.
Swale Borough has indicated that they will not renew planning for the mobiles. This will mean that 90 children will not be able to attend the school in the future. If the school is moved it will be more accessible for children to walk to school. Over half of the places available are taken by children who have siblings at the school. Doubling the size of the school will give more children who live in the

locality the opportunity for a place at the school.
Small schools and small communities continue to provide a better education, and if the size increases, it will provide more places for SEN and how will this impact on those children currently attending the school.
The new school would allow a larger breakfast club and maybe an after school club, reducing the numbers arriving at the school at the same time. The current economic climate does not allow us the luxury of small schools that cost more to run.
It is important to recognise there are two processes. Educationalists have to consult on whether it is a good proposal educationally. The planning process will decide whether the proposal is feasible and viable. The current site is untenable and unsustainable going forward to the future. Conflict between the school and the community has been going on for many years.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

14/00003

For publication

Subject: Proposal to relocate and expand Tunstall CE Primary School

Decision:

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

- (i) Issue a public notice to relocate Tunstall CE Primary School and expand the school by 210 places from 1FE to 2FE.

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

- (ii) Relocate and expand the school
- (iii) Allocate £4,818,000 from the Education, Learning and Skills Capital Budget.
- (iv) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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 Swale section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a need for up to 24 additional Reception Year places within the planning area of South Sittingbourne.

The expansion of Tunstall CE Primary School will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good and popular school. In reaching this decision I have taken into account:

- the views expressed by those attending the public consultation meeting on 22 October, and those put in writing in response to the consultation;
- the views of the District and Parish Councils, the local County Councillors; The Diocese of Canterbury; 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 Tunstall CE Primary School by 210 places taking the PAN to 60 (2FE) for the September 2015 intake and eventually a total capacity of 420 places.

- a. Capital – The school will be rebuilt as a 2FE school on a site owned by KCC located approximately 500 metres to the north east of the existing school. A feasibility study has been completed. The total cost is estimated to be in the region of £4,818,000. 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 – Tunstall CE 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 area of Swale District.

date

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 – 14 January 2014

Subject: Decision number 14/00004: Proposal to expand Iwade
Community Primary School

Classification: Unrestricted

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

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Swale Central

Local Members: Mr Roger Truelove and Mr Lee Burgess

Summary: This report sets out the results of the public consultation on the proposal to commission an enlargement of Iwade Community Primary School from 2FE (60) to 3FE (90) from September 2015.

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 Iwade Community Primary School, by 210 places from 2FE (60) to 3FE (90).

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

- (ii) Expand the school
- (iii) Allocate £3,500,000 from the Education. Learning and Skills Capital Budget.
- (iv) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

1. Introduction

1.1 The Swale district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a significant pressure in Reception year places. The district of Swale is forecast to have a deficit of up to 87 Reception year places in September 2016 and 2017.

1.2 It is proposed to enlarge Iwade Community Primary School by 30 reception year places, taking the published admissions number (PAN) from 60 to 90 (three Forms of Entry) for the September 2015 intake. Successive

Reception Year intake will offer 90 places each year and the school will eventually have a total capacity of 630 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 Iwade Community Primary School.
- 1.4 This report sets out the results of the public consultation, which took place between 4 November and 16 December 2013. A public meeting was held on 18 November 2013.

2. Financial Implications

- 2.1 It is proposed to enlarge Iwade Community Primary School by 210 places taking the PAN to 90 (3FE) for the September 2015 intake and eventually a total capacity of 630 places.

a. Capital – The enlargement of the school requires the provision of 7 additional classrooms, as well as ancillary facilities. A feasibility study has been completed. The total cost is estimated to be in the region of £3,500,000. Appropriate funding has been identified as part of the Medium Term Capital Programme, which includes funding from the Targeted Basic Need allocation from the DfE made in August 2013. 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 – For a period of three academic years from September 2015, the school will receive protection for an additional 30 Reception Year pupils at the rate of £2,727 per pupil. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.

c. Human – Iwade Community 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 273 Reception Year places within the planning areas of Iwade and Sittingbourne North. As new housing development in Iwade progresses more children will come forward for a place at the school, resulting in a deficit of up to 157 school places should the proposal not go ahead.

Consultation Outcomes

- 4.1 A total of 43 written responses were received with 28 respondents supporting the proposal, 12 objecting to the proposal, and 3 respondents were 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.

4. Views

5.1 The view of the Local Members:
Having attended the recent public meeting and heard the School's proposals, Local Member Lee Burgess has commented as follows:

"I have discussed this fully with the Parish Council and fully support the comments they have put forward which also reflect my views on the proposal."

Roger Truelove has provided the following comments:

"Whilst I appreciate the demographic pressure I am a little concerned about the proliferation of 3 form entry schools emerging in the Sittingbourne area.

There will be strong local concerns about traffic and parking in the School Lane area. This has presented problems in the past and local residents naturally fear an increase in numbers."

5.2 View of the Parish Council

The Parish Council's view is that they accept that the school needs to be expanded but have concerns that there will be no kitchen included in the proposals, no changing facilities for the children, the impact the extra traffic will have on the village and parking in and around the school.

- Kitchen – Currently meals are brought in to school by outside caterers. The children who go to lunch last regularly miss out on food as it's difficult to judge the numbers and there is often no food left. This will only be worse if the school has more pupils without the room to cope. Not having adequate food during the school day would effect the children's ability to work properly and would not be good for the welfare of the children.
- Changing facilities – Currently children get changed for things such as P.E etc. In this day and age this shouldn't be happening, especially with regards to the older children in the school. To not have these facilities could cause some children stress and anxiety.
- Extra traffic – In the 2013 reception intake 63 children applied for places at Iwade school of which 43 of those reside in Iwade. There were no children from Iwade that requested Iwade as their first choice that didn't get in to the school. As a worst case scenario if every child from outside of Iwade was driven to school that would mean 20 vehicles as things currently stand. With an extra class added, and assuming all those extra children were from outside Iwade, there is a possibility of having another 30 cars coming in to the village at drop off and pick up time. That is 50 possible vehicles driving in to the village from outside per year group. Over the seven years once all year groups have filled the school it could be a possible 300-350 extra vehicles twice a day excluding residents living in Iwade that drive to school. Does Iwade have the infrastructure to cope?

- Parking – The last school expansion included a drop off/pick up point for parents. This has never been used as it was badly designed. It is dangerous for children as cars were driving in to the school ground and entry/exit was via a private road behind the local shops. There are no pavements and the school gate come out directly on to the road. This area is now used by staff at the school to park. Where will the additional staff needed for the extra classrooms park and also the extra parents driving in to school, especially as it is shown that most will be coming from outside of the village?

5.3 The view of the Headteacher and Governing Body:
The Governors and staff wholeheartedly support the Local Authority proposal to increase Iwade Community Primary school to a three form entry school. With more new housing in and around Iwade we feel that it is most important that all Iwade children should be able to attend their local school and secure the school of their first choice. Additional building and possible changes to the existing buildings will also enable us to make the site more suitable and meet the needs of both the school and the local community.

5.4 The view of the Area Education Officer:
The Area Education Officer for East 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.

Iwade Community Primary is a popular and inclusive school judged as 'Good' by Ofsted and is regularly oversubscribed. The school's location means it is ideally placed to meet the forecast demand for primary school places in Iwade village as new housing development continues.

6. Proposal

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

6.2 The proposed expansion of Iwade Community 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 Swale district indicate an increasing demand for primary school places. This enlargement will add an additional 30 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 Iwade Community Primary School, by 210 places from 2FE (60) to 3FE (90).

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

- (ii) Expand the school
- (iii) Allocate £3,500,000 from Education, Learning and Skills Capital Budget.
- (iv) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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 – Targeted Basic Need Funded Projects.

<http://kent590w3:9070/documents/s42589/Item%20B2%20-%20Targeted%20Basic%20Need%20Funded%20Projects.pdf>

10.4 Consultation Document and Equalities Impact Assessment

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

11. Contact details

Report Author

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- Tel number: 01227 284407
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Relevant Director:

- Kevin Shovelton`
- Director of Education Planning and Access
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The proposed expansion of Iwade Community Primary School to increase the PAN from 60 to 90 places

Summary of written responses

Consultation documents (hard copies) distributed: 550
Responses received: 43

	Support	Against	Undecided	Total
Parents/Carers	3	6	2	9
Governors	1	0	0	1
Members of Staff	18	0	1	19
Interested Parties	6	6	0	11
Total	28	12	3	43

In support of the proposal

Parents:

- Whilst I am all for the need to expand to allow all Iwade children the opportunity to attend the school I am worried that as initially there will not be the sufficient number of Iwade children requiring one of the 90 places that they will then be filled with children from outside the village. Could we then eventually be in the situation we are now where there will still be not enough spaces for all children living in Iwade?
- Agree with the expansion but concerned that the amount of funding available for the expansion and the need for compromises to take place. What impact will this have on the facilities being provided? A kitchen and adequate dining areas being a good example, there are already issues with the food being delivered in and I can see this getting worse with an increase in school pupils and the free school meals available to everyone from next year.

Governor:

- The housing developments have significantly increased the population of Iwade. As the housing development continues, Persimmon currently building 420 homes, the demand for 'local' school places in Iwade will increase.

Staff:

- The school is currently full and this means that when families move into the village there are no places available and children have to travel to other schools in Sittingbourne.
- At Iwade we provide employment for a large number of local people. Many of our current employees live in the village and if our school expands there will be even more employment opportunities for local people from the community of Iwade.
- Our school has a thriving Breakfast and After School Club and I believe these facilities are necessary for a community such as Iwade as our numbers suggest. Parents who move into this area will also require such childcare facilities and I believe Iwade Community Primary School can and should offer these 'wrap around' arrangements for the community.

- Many of the staff responding to the consultation said that plans for the school should include a kitchen so that the school can provide meals for all the children at Iwade School and their federated school, Bobbing Village School.

Other Interested Parties

- I have no objection in principle to the expansion of the school. I do however have reservations in connection with the parking outside the school.
- I agree with the proposal but this seems to be all about primary school places, with no mention of provisions for older children in the area.
- Clearly necessary.

Response from Iwade Parish Council:

Iwade Parish Council supports the expansion to three forms entry and the residents understand that there is a need for it, but this is going to cause major issues with traffic in the village and issues around this. The question of a satellite school was raised and we would ask if this has been investigated as this would address these issues and if appropriately located assist areas where there is a shortage of places such as Kemsley and Bobbing, cutting down on the need for parents to travel some distance to school.

Other concerns raised by residents were the need for a kitchen and changing rooms, both for the welfare of the children.

Against the proposal

Parents:

- Iwade is losing its village look and feel and expanding the school will contribute to this.
- If the school expands the places will fill with children outside the village which will inevitably increase traffic flow at an already very busy time.
- May be a new school built somewhere between the villages or to the east of the A249 may be a better option and with the correct road network be less strain on an already bursting system.
- The expansion of the school would mean losing valuable outdoor space which the children enjoy being able to use for sports and general play.
- I personally believe that there is not enough space for an additional 210 children with the associated buildings required. Some of the space I believe to be protected due to the great crested newts so cannot be considered useable space.
- I feel that in ten years' time perhaps this extension could be justified but currently the figures do not stack up. Places will be filled with children from outside Iwade as the demand from within Iwade is evidently not there. This will only serve to bring its own problems as children from outside will have to drive hence parking and traffic problems.
- I fully support the school as my children are very happy there but would like to see it mature with its current size and perhaps expand in the future with a satellite site if this were shown to be required.

Other Interested Parties:

- The expansion of Iwade Primary School is in mine and many residents of Iwade opinion unsustainable. The quality of life of local residents should also be taken into account as well as the educational needs of the young.

School Lane is virtually closed down twice a day due to the heavy traffic caused by parents dropping off or collecting their children.

- A bigger school would make the village a more appealing place to build even more housing, which is not what I would like to see.
- Parking is a major issue at school pick up and drop off times already – how will the village cope with more cars during these times if the school was to expand?
- The playing fields are vital to the school and our children's health; surely expansion will mean the loss of part of this valuable amenity?

**Proposal to expand Iwade Community Primary School,
Public Consultation Meeting – Monday 18 November 2013**

Panel	Mr Leyland Ridings (Chair)	Chair of Education Cabinet Committee
	Mrs Marisa White	Area Education Officer (East Kent)

In Attendance

	Mrs Jane Wiles	Area Schools Officer
	Mrs Ann Davies	Public Meeting Recorder
	Mrs Katrina Ware	Executive Head Teacher
	Ms Caroline Mariner	Head of School

The meeting was chaired by Mr Leyland Ridings and was attended by approximately 30 people including parents, governors, staff and other interested parties. The meeting was also attended by Local Member, Mr Lee Burgess.

A short presentation outlining the proposal for expansion and the reasons for the proposal being brought forward by KCC was given by Marisa White. Marisa White explained that this is the consultation for the education case and that a separate planning consultation regarding the building project would take place, running in parallel with this consultation. She explained that the school would grow over a 7 year period as each successive Year R admission number increases from 60 to 90.

Katrina Ware, Executive Headteacher said that the school wanted every child in Iwade to get a place at the school but this had not happened resulting in children living opposite the school having to travel out of the village for their education. The concerns that this proposal brings with regard to parking and traffic around the school are issues that we can work through together. The school is a 'Good' school as judged by Ofsted and is working towards becoming an 'Outstanding' school in the future.

Issues Raised	Response from Marisa White unless otherwise denoted
122 applications for a place, how many of those were actually Iwade families? If the school becomes 'Outstanding' families from other areas will want their children to go to the school.	I do not have the information with me this evening, but the authority can provide that information. As mentioned in the presentation, we can for a period of three years create a catchment area which will ensure that children from Iwade will be given priority for a place at the school.
If the school becomes an academy will that change the admission arrangements	Academies have to comply with the Admissions code and would therefore not be vastly different. Katrina Ware confirmed that it would not be the intention to change the oversubscription criteria if the school became an Academy.

Issues Raised	Response from Marisa White unless otherwise denoted
<p>If the 90 places are not taken up by Iwade children will they fill from elsewhere? Do we need 90 places for Year R?</p>	<p>Katrina Ware said that this was a risk but by September 2015, the risk will be less as the new housing comes forward. Marisa White said that we cannot stop families from Kemsley applying for places as parents have a right to express a preference and some prefer a good school further away.</p>
<p>As residents we are concerned about the traffic and parking. Expansion of the school would be an accident waiting to happen and could be a child from the school. We would like to be involved in the plans.</p>	<p>The intention will be to involve the residents. We have had some surveys carried out and in the early designs we are looking at ways of mitigating the traffic problem. Residents may have ideas that will help with the planning.</p>
<p>There was a drop off point at one time.</p>	<p>Katrina Ware said that there was drop off point but it was badly planned and didn't work for the residents or the school. The school wants the residents to be fully involved and this new planning process could be the opportunity to sort out the problems the best we can.</p>
<p>Will expanding the school mean that as well as additional classrooms the hall will be expanded and a kitchen will be provided as at the moment the school meals are cooked off site and brought in and I think that as the school expands a larger kitchen at the school will be needed to provide the meals.</p>	<p>We are at the feasibility stage for the new buildings and the school will be involved. The targeted basic need funding from government for additional places is never enough to provide everything and the school will need to prioritise. During the design stage, enlarging the hall will be looked at if this is not possible the provision of a second large space will be explored. We do not have funds at present for a new kitchen but we will hear more in December about the government's new policy on Free School Meals for all infant aged children and any capital allocation to support this.</p>
<p>Concern raised that there are not secondary school expansions planned and she does not want the children having to travel further for their secondary education.</p>	<p>In the shorter term we are beginning discussions with local secondary schools about providing additional capacity. In the longer term Swale Borough Council's Local Plan for new housing has secured secondary and primary school sites on the Grovehurst Farm development as we are aware that all the secondary schools are on the</p>

Issues Raised	Response from Marisa White unless otherwise denoted
	other side of Sittingbourne. These will come alongside the new housing development.
When will the building work begin?	It will depend on the design and structure but although some of the work may need to take place in term time, the key period will be summer 2014. Increasingly modular build is being used, which means the foundation work is completed on site and the modular buildings are manufactured off site and installation on site is a shorter period. Health and Safety will be key to the project.
Where on the site will it be built?	Katrina Ware responded - It appears that it will be at the far end of the site and will take some field, but we have a lot of field at the top end which is currently not being used for sports. We hope that the playing field in the village which is part of the development will be released early and that field is only a two minute walk for us. The amount of sport and play space required will be factored into the plans.
I don't understand why when the school was going to be an academy you were looking at community provision and now that you are proposing expansion you are still considering community provision as part of the school, but because there is limited space I would prefer that there is additional field space rather than an after school or breakfast club.	The school, at the heart of the village, is a community provision. We have a thriving breakfast and after school club and this will continue.
Can I confirm that the Reception PAN in September 2015 will be 90 and the rest of the year groups will stay at 60?	This was confirmed.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

14/00004

For publication

Subject: Proposal to expand Iwade Community Primary School

Decision:

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

- (v) Issue a public notice to expand Iwade Community Primary School, by 210 places from 2FE (60) to 3FE (90).

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

- (vi) Expand the school
- (vii) Allocate £3,500,000 from Education, Learning and Skills Capital Budget.
- (viii) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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 Swale section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a need for up to 87 additional Reception Year places within Swale district.

The expansion of Iwade Community Primary School will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision I have taken into account:

- the views expressed by those attending the public consultation meeting on 18 November, and those put in writing in response to the consultation;
- the views of the Borough 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 Iwade Community Primary School by 210 places taking the PAN to 90 (3FE) for the September 2015 intake and eventually a total capacity of 630 places.

- a. Capital - The enlargement of the school requires the provision of 7 additional classrooms, as well as ancillary facilities. A feasibility study has been completed. The total cost is estimated

to be in the region of £3,500,000 of which £1,946,501 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 – Iwade Community 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 Swale District.

14 January 2014

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

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

To: Education Cabinet Committee – 14 January 2014

Subject: Decision number 14/00005: Proposal to relocate and increase the designated number of The Foreland (Community Special) School

Classification: Unrestricted

Past Pathway of Paper: Education Cabinet Committee – 18 January 2013

Future Pathway of Paper: Cabinet Member decision

Electoral Divisions: Broadstairs & Sir Moses Montefiore and Ramsgate

Local Members:

Broadstairs & Sir Moses Montefiore: Alan Terry and Zita Wiltshire

Ramsgate: Trevor Shonk and Martyn Heale

Summary: This report sets out the results of the public consultation on the proposals to increase the designated number of The Foreland (Community Special) School, to 200 pupils.

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 increase the designated number of The Foreland School, adding 40 additional places. Please note: the relocation and rebuilding of the school is not subject to statutory education public notice as the site is within two miles as the crow flies of the current site.

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

- (ii) Increase the designated number subject to planning for the new school buildings on the Pysons Road site
- (iii) Allocate £9,650,000 from the Education, Learning and Skills Capital Budget.
- (iv) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

1. Introduction

- 1.1 The Foreland School was designated in September 2005 as a day provision for children with profound, severe and complex needs aged 5 to 19 years. It also provided for pupils with communication and/or interaction needs.. . .

The school also has a specialist maintained nursery unit with 6 full time equivalent places, plus two fully staffed mainstream inclusion class bases within Garlinge Primary School and Hartsdown Technology College.

In May 2012, KCC Education Cabinet Committee agreed to the development of a Strategy for Special Educational Needs and Disability for the children and young people of Kent.

The overarching aim of the strategy is to support every child and young person in Kent to achieve their full life potential, whatever their background. An important aspect of this is to develop a well-planned continuum of provision that meets the needs of children and young people with the most complex special educational needs and disabilities (SEND). We therefore are reviewing and developing the capacity of special schools to serve their locality – defining their offer and building in capacity to respond to future need.

- 1.2 The school's current buildings have evolved over the last 40 years and are now outdated and largely unsuitable for meeting their current purpose. The size of the school has grown over recent years and it is essential that the school is now provided with buildings that will meet future need and provide accommodation that will greatly enhance the educational experience and improve outcomes for the students.
- 1.3 It is planned for The Foreland School to relocate to a site at Pysons Road, Ramsgate in new school buildings with a target date for occupation of September 2015. The new school buildings will accommodate up to 200 pupils including nursery. The site at Pysons Road is of a sufficient size to accommodate a modern new-build special school and The Ellington & Hereson School also occupies part of the site. It is envisaged that there will be opportunities for sharing facilities and for student integration, enabling the inclusion opportunities that will continue to be offered in Hartsdown Technology College and Garlinge Primary School to be developed with a Ramsgate-based school.
- 1.4 Plans were submitted for planning consent on 16 December and it is hoped that work will begin on site in March 2014.
- 1.5 The distance between the current Foreland School site and the Pysons Road site is 1.8 miles 'as the crow flies'. This means that the planned relocation does not require a public notice under education law. However, the increase in the designated number of the school from 160 places to 200 places will require a public notice.
- 1.6 This report sets out the results of the public consultation, which took place between 18 November 2013 and 13 January 2014. A public meeting was not held, but a planning consultation drop-in was held at The Ellington and Hereson School on 26 November. A staff meeting was held on 28 November to keep staff informed of the progress and indicative plans for the new buildings. A further drop-in session was also held on 28 November at The Foreland School for parents to view the plans.

2. Financial Implications

2.1 The new buildings for The Foreland School will accommodate up to 200 pupils including a nursery. This provides an additional 40 places.

a. Capital - A feasibility study has been completed. The total cost is estimated to be in the region of £9,650,000 of which £1,271,512 will be funded from the Targeted Basic Need allocation from the DfE made in August 2013 and the remainder from the £30m capital allocation approved by members at the meeting of the County Council on 9 February 2012 for the delivery of the final phase of the Special School Review which began in May 2005. 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. Special Schools are funded using the DfE Place Plus funding methodology for High Needs Pupils and the Local Authority has agreed to purchase 180 places for September 2015 and 193 for September 2016. For each additional classroom, resulting from the increase in the designated number, the sum of £6,000 will be allocated towards classroom set up costs.

c. Human – The School will appoint additional teachers and support staff as required.

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 As set out in our SEN and Disability Strategy this proposal supports our aim for every child and young person in Kent to achieve their full life potential, whatever their background.

3.2 The ‘Kent Commissioning Plan for Education Provision, 2013-18’ 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 The consultation ends on 13 January 2014. Members will be verbally updated at the meeting on the responses to the consultation. Following Committee the completed appendix 1 will be emailed to each Member and uploaded to the ECC pages of the KCC website. Members will have 3 working days to consider the feedback prior to Cabinet Member for Education and Health Reform taking his decision.

4.2 A summary of the comments received at the time of writing is provided at Appendix 1.

4.3 A planning consultation drop-in session was held at The Ellington and Hereson School on 26 November where indicative plans were displayed. The drop-in session was attended by local residents living close to the

Pysons Road site, parents, staff, governors and local members. A summary is attached at Appendix 2.

5. Views

5.1 The view of the Local Members: The Local Members have been consulted.

5.2. The view of the Headteacher:
The proposals will enable the school to better meet the needs of its pupils by:-

Providing accommodation that is up to date and fit for purpose –

- The current accommodation is in poor condition, with many small classrooms, unreliable heating and plumbing and a hydrotherapy pool that has been condemned and has not worked for many years.

Providing accommodation for greater numbers of pupils in purpose-built accommodation –

- Our pupil numbers have risen sharply in recent years, and as our main buildings have become full, specialist rooms have had to be converted to classrooms and increasing amounts of costly temporary accommodation installed, which although of reasonable quality, has added to the disjointed and incoherent layout of the school.

Providing a more coherent layout of rooms, facilities and departments –

- The current accommodation has developed on an ad-hoc basis and adjacencies are poor, with certain facilities in different buildings to the pupils who need to use them and consecutive key stages in completely different parts of the school site.

Providing opportunities for inclusion at Ellington Hereson School, both in terms of access to lessons and courses, but also sharing of expertise and facilities in both directions –

- The new site is in the heart of a community of schools but also closer to the heart of the community, allowing greater opportunities for community-based learning.

Provided the school is indeed given the 2 acres of the Eastern Field that it has asked for, there will be greater opportunities for the development of outdoor learning and sports facilities, which as well as enhancing the learning of our pupils, will be able to be shared with other schools.

Provided the SMILE Centre (Outreach Centre) is made available and built, this will allow an expanded and consolidated Outreach Service, drawing together our existing service and the Specialist Teaching & Learning Service (S.T.L.S.) to provide training and support to pupils with Special Educational Needs (S.E.N.) in mainstream provision, helping realise the local authority's vision of more pupils with S.E.N. being enabled to remain in Mainstream Provision.

The view of the students:

At a recent Pupil Council Meeting, pupils were asked to suggest features that they would wish to see included in the rebuild of The Foreland School.

Suggestions included:-

- Rainbow Room (a Soft Play Room)
- A Staff Room
- A Cookery Room
- A Sensory Room
- A Bike Track
- A Running Track
- A Cinema
- A Swimming Pool
- X-boxes
- Playground
- Swings in the playground
- Climbing Frame
- A pig!

In previous surveys, pupils have asked for better playground equipment, including bigger playgrounds, football pitches, climbing frames, tables and benches, quiet areas and bikes.

Some pupils said they would be sad to leave the current building but most recognised that it was old and had poor facilities.

5.3. The view of the Area Education Officer:

The Area Education Officer fully supports the proposal to increase the capacity of the Foreland School alongside its move into a new purpose built building on the Pysons Road site. The school has already increased its pupil numbers over recent years and has had additional temporary accommodation installed on its current site to meet this demand. This is in keeping with what is set out within Kent's Special Educational Need and Disability Strategy and will also enable close working with Ellington/Hereson School – providing further inclusion opportunities for children in a Ramsgate-based Secondary school to complement that already provided in the Margate area through inclusion classes at Garlinge Primary School and Hartsdown Academy.

6. Proposal

- 6.1 The proposed rebuilding of The Foreland School will increase the value of KCC's property portfolio.
- 6.2 The proposed increase in the designated number 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 This proposal will provide an additional 40 places for children for whom an appropriate placement is at a special school designated to take pupils with PMLD (profound and multiple learning difficulties), ASD (autistic spectrum disorders) and SLD (severe learning difficulties). The rebuilding of the school will provide accommodation and facilities, including a hydro-therapy pool, to ensure that the pupils will have a school designed to provide for their needs and will greatly enhance their educational experience and improve outcomes for them all.

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 increase the designated number of the school from 160 to 200 subject to planning for the new school buildings on the Pysons Road site.

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

- (ii) Increase the designated number
(iii) Allocate £9,650,000 from Education, Learning and Skills Capital Budget.
(iv) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
(v) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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

<http://kent590w3:9070/ieListDocuments.aspx?CId=746&MId=5033&Ver=4>

10.4 Consultation Document and Equalities Impact Assessment

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

11. Contact details

Report Author

- Marisa White, Area Education Officer –East Kent
- Tel number 01227 284407
- marisa.white@kent.gov.uk

Relevant Director:

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

The consultation ends on 13 January and the summary of responses will be updated at the meeting **Appendix 1**

**The proposal to relocate and increase the designated number of
The Foreland School**

Summary of written responses

Consultation documents (hard copies) distributed: 400

Responses received:

	Support	Against	Undecided	Total
Parents/Carers				
Governors				
Members of Staff				
Interested Parties				
Total				

In support of the proposal

Against the proposal

**Proposal to relocate and The Foreland School
and increase the designated number from 160 to 200
Planning Consultation Drop-in – 26 November 2013**

A public consultation drop-in session was held between 17.00 and 19.00 on Tuesday 26 November 2013 at the Ellington & Hereson School. The consultation comprised of 6 display boards and a 3D fly over of the proposed building and landscaping for the new buildings. Questionnaires were provided for feedback on the design and siting of the building and proposed landscape strategy. In addition copies of the education consultation document and response form were provided and the Area Education Officer spoke to the local residents, parents, staff, governors and two councillors from Thanet District Council and Kent County Council about the education case for relocation and increase in the designated number.

The main points of discussion were:

- Adequacy of the existing weldmesh fence around the site to provide security and safety in respect of farm vehicles.
- Preference to use high palisade fencing
- Screening of new forecourt of school from Little Newlands Farm to the North with more trees and landscaping.
- The volume of traffic using Newlands Lane and the ability of large vehicles to the farms turning in off Pysons Road at peak time.
- Parents dropping off pupils along Newlands Lane for The Ellington & Hereson School causing congestion.
- Narrowness of turn into existing school access road when buses/lorries are passing.
- Provide private no access signs to Newlands Lane beyond the school access road.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

14/00005

For publication

Subject: Proposal to relocate and increase the designated number of The Foreland (Community Special) School

Decision:

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

- (i) Issue a public notice to increase the designated number from 160 to 200.

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

- (ii) Increase the designated number
- (iii) Allocate £9,650,000 from the Education, Learning and Skills Capital Budget.
- (iv) AUTHORISE the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) AUTHORISE the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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:

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 education 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 Kent’s Strategy for SEN and Disability. The overarching aim of the strategy 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:

1. the views put in writing in response to the consultation;
2. the views of the District and Parish Councils, the local County Councillor; Governing Body of the school, the Staff and Pupils;
3. the Equalities Impact Assessment and comments received regarding this; and
4. the views of the Education Cabinet Committee which are set out below

Financial Implications:

Capital - A feasibility study has been completed. The total cost is estimated to be in the region of

£9,650,000 of which £1,271,512 will be funded from the Targeted Basic Need allocation from the DfE made in August 2013 and the remainder from the £30m capital allocation approved by members at the meeting of the County Council on 9 February 2012 for the delivery of the final phase of the Special School Review which began in May 2005. 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.

Special Schools are funded using the DfE Place Plus funding methodology for High Needs Pupils and the Local Authority has agreed to purchase 180 places for September 2015 and 193 for September 2016. For each additional classroom, resulting from the increase in the designated number, the sum of £6,000 will be allocated towards classroom set up costs.

Human – The School will appoint additional teachers and support staff as required.

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 commence.

date

To be added after Committee meeting

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

.....

Signed

.....

Date

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From: John Simmonds, Cabinet Member, Finance & Procurement
 Andy Wood, Corporate Director, Finance & Procurement

To: Education Cabinet Committee

Date: 14 January 2014

Subject: **Budget Consultation and Provisional Local Government Finance Settlement**

Classification: Unrestricted

Summary: This report sets out the responses to the budget consultation which has been running from 8 November until 13 December 2013. The responses are set out separately from the following activities:

- a) Responses directly to the Council either through the website or via other channels
- b) Responses via BMG consultants either from deliberative workshop sessions or on-line survey of a statistical sample of residents
- c) Responses from staff survey conducted by BMG consultants

This report also includes an update on the impact of the provisional Local Government Finance Settlement announced on 17 December 2013 on KCC's budget for 2014/15 and Medium Term Financial Plan (MTFP) 2014/17. The report includes a summary of the main points from these key announcements.

Recommendation(s): The Education Cabinet Committee is asked to consider the feedback from consultation and make recommendations to the Leader and Cabinet Member for Education and Health Reform on any changes which should be made to the final Draft Budget as presented to Cabinet on 22 January 2014.

1. Introduction

- 1.1 The overall objective of the consultation was to inform more people about the financial challenge the Authority faces and to engage with them about how we should 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 asked residents to devote a small amount of time to answer two fundamental questions. Those who wished to explore issues in more depth could complete an on-line tool which explored which services are most valued.
- 1.2 We assumed a "digital by default" approach and produced all of the material on-line. This was designed in such a way that information could be accessed in layers. There was high level headline information for those who only wanted to get a feel for the financial challenge. A slightly more detailed picture below the headline level gave readers a flavour of how we propose to meet the challenge with pull down menus with a detailed narrative of each element of the budget options.

- 1.3 This enhanced consultation and engagement strategy elicited substantially more responses than any budget consultation to date with 3,163 responses to the “2 minutes, 2 questions” and 487 responses to the on-line tool. These responses are analysed in Appendix 1, together with other relevant information.
- 1.4 We also undertook market research via an independent firm, BMG Consultancy. BMG were commissioned to undertake 3 specific pieces of market research:
- Detailed all day workshops with a small representative sample of residents
 - Face to face survey using the on-line tool with a wider representative sample of Kent residents (1,200)
 - A workshop with KCC staff and an e-mail survey (using the on-line tool) with a sample of staff.

An executive summary of the BMG report is attached as Appendix 2.

2. Financial Implications

- 2.1 Since the consultation was launched there have been some changes to the assumptions about the available funding and additional spending demands. This has impacted on the savings needed in order to balance the budget. We have also had announcements on specific grants (particularly from Health Service which impact on the spending and income assumptions, although do not alter the net budget).
- 2.2 The provisional settlement for 2014/15 was largely as we had anticipated. The Chancellor’s announcement in his Autumn Budget Statement that business rates will only increase by 2% in 2014/15 (instead of the 3.2% from September RPI) has reduced the County Council’s share of the locally retained business rates and the business rate top-up by £2.2m. This will be compensated through an additional un-ring-fenced grant along with the consequences of the other changes in business rates (principally extension of the doubling of small business rate relief and £1,000 discount for all retail and food/drink businesses with rateable value over £50,000).
- 2.3 The Revenue Support Grant (RSG) now includes the 2013/14 Council Tax Freeze grant (it had previously been understood this would continue to be allocated as a separate grant in 2014/15 and rolled into RSG in 2015/16). The Government has confirmed that by transferring previous and future years’ freeze grants into the RSG baseline ensures that funding is protected and not subject to “cliff-edge” as part of future spending reviews. The amount top-sliced from local government to fund the roll-out of increases in New Homes Bonus has reduced by £100m (which has had the effect of increasing the overall RSG by around £2m compared to the estimates in the consultation). The separate grant in relation to extension of free home to school transport has been confirmed as continuing in 2014/15 (we had assumed it would be ceasing in 2014/15) and the New Homes Bonus (NHB) grant is slightly higher than we anticipated for the consultation. Overall the estimated funding for 2014/15 is £4.3m more than we included in the consultation as a result of these changes.
- 2.4 The provisional settlement for 2015/16 includes the impact of the business rate changes and the reduced top-slice for NHB referred to in paragraphs 2.2 and

2.3. Furthermore, for the consultation we had assumed a worst case scenario that we would lose all NHB grant in 2015/16 as outlined in a government consultation on the funding of Local Growth Fund (LGF) for Local Enterprise Partnerships (LEPs). The Autumn Statement confirmed that NHB funds will not be transferred to LGF and thus we can now plan that NHB grant will roll-out as originally intended. This means the provisional settlement for 2015/16 is around £8.5m higher than we estimated for the consultation. We have still assumed a worst case scenario regarding the additional reduction in Education Services Grant announced in the March Budget statement although we are expecting further consultation before this is confirmed.

2.5 The final draft budget will include the most up to date information on additional spending demands. These will be based on the October budget monitoring report to Cabinet on 22 January 2014. The final draft budget will also need to include additional spending funded by specific ring-fenced grants. Excluding the impact of this grant funded expenditure it is likely that spending demands will be slightly more than included in the consultation.

2.6 The final draft budget will also include any changes to savings proposals since the consultation was launched. In particular this will take into account the latest delivery plans and any changes arising from consultation. The combination of slightly better than anticipated funding and slightly greater forecast spending demands means that the savings for 2014/15 will need to be of a similar magnitude to that identified in the consultation (£81.2m excluding additional specific grant income) although some of the individual details will vary. In particular the consultation included a large amount from “Facing the Challenge” which will now be identified as specific proposals.

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. The budget consultation is a key component of this and we have successfully engaged with significantly more people than we have achieved in previous consultations.

3.2 The annual budget and MTFP is one of the most important decisions the Council takes each year. It determines the overall resources available and delegates the responsibility to deliver the Council’s spending priorities to Portfolio holders and Corporate Directors.

4. Budget Consultation

4.1 The budget consultation opened on 8 November 2013 with a press launch. Throughout the five-week period the consultation was backed up with an on-going communications campaign. The aim of this campaign was to inform Kent residents and businesses of the scale of the financial challenge and to get them involved in how the Council responds. The “2 minutes 2 questions” tag was aimed at getting a much higher number of responses than we have previously achieved. The more detailed budget modelling tool provided the opportunity to explore the Council’s budget in more depth and to express views on the spending areas of highest and lowest priority.

- 4.2 The first question of 2 questions sought views on how the Council should go about making savings necessary to close the gap between anticipated funding and current spending forecasts. The question was framed to explore whether the Council should seek to redesign services within the available funding or cut back on existing provision. The responses indicate a strong level of support for the current direction of travel i.e. to transform services with the aim of achieving the same or better outcomes for less money and efficiency savings (achieving the same outcomes for less money) and to protect front-line services. The options to make savings by simply cutting back to a basic level of service or restricting access to services were consistently the least favoured responses throughout the consultation.
- 4.3 The second question was about Council Tax and income from charges. 23% of respondents wanted Council Tax frozen for another year, 71% supported an increase. The number supporting a small increase (under 2%) was consistently higher than those supporting a freeze. The number supporting an increase above 2% was consistently lower than the number supporting a freeze. It was also clear that during the campaign the number supporting a low increase (under 2%) increased during the campaign, while those supporting an above 2% increase declined. Support for increasing charges to service users was consistently low. The overall conclusion is that a small increase in Council Tax would be acceptable in order to prevent further savings, but an increase above the referendum level would be unlikely to be supported.
- 4.4 The findings from the “2 minutes 2 questions” campaign are remarkably similar to the findings from the more in depth BMG research. This leads to the conclusion that the views coming from the consultation can be relied on to represent the views of Kent residents at large.
- 4.5 The Council has engaged a market research firm (BMG Research) to conduct a more in-depth market research to inform the consultation. The Council engaged 3 specific areas of activity:
- Face to face survey with a representative sample of Kent residents through two all day deliberative workshops
 - The development of an on-line tool to capture views about people’s core values for a range of KCC services
 - A staff workshop and survey similar to the public workshops and surveys
- 4.6 The BMG research is an essential control mechanism to enable us to evaluate whether the views expressed in the consultation responses can be relied upon, as well as providing much more in depth research to support budget decisions. We have conducted similar deliberative workshops in previous years and found them to work well. This year was the first time we have used an on-line budgeting tool or conducted similar process with staff to that undertaken with residents. BMG have given assurances that the findings are consistent both between the various strands of work within Kent and with findings through their other research.
- 4.7 The key general findings from the BMG research are not surprising:

- Few had noticed changes to services over recent years arising from previous savings
- People are less supportive of service reductions if they directly impact on them or their families, particularly where this has an impact on their day-to-day lives and livelihoods
- Some accepted there are opportunities for reductions in current service levels without significant detrimental impact
- More people had the perception that the Council and services can be more efficient
- Few people understand Council Tax or what it pays for

4.8 Other specific points to note from the BMG research include:

- The views of staff and residents are remarkably consistent
- Care services for the most vulnerable were consistently the most valued services while services where users have a degree of choice least valued¹
- The public were significantly more supportive of decisions being made locally than staff, and significantly less supportive of delivering statutory minimum level of service²
- A small Council Tax increase would be acceptable to the majority of residents although a consistent core of around ¼ would prefer a freeze³
- The most favoured options for savings included new opportunities for generating income⁴, encouraging communities to become more self-reliant to deliver services for themselves and sharing services with other Councils

4.9 We will be receiving a full report from BMG in due course which will be available for the County Council budget meeting on 13 February 2014. We are considering whether this should include a brief presentation to the Council meeting.

4.10 We will be suggesting some changes to the savings proposed in draft budget following the consultation. In particular we will look to make further efficiency savings and seek further protection of services for the most vulnerable (whilst also ensuring that we get best value from these services delivering the best possible outcomes within the resources available).

¹ This is not to say that these services were not valued as the evaluation methods forced people to make relative value judgements between services

² The public were less clear what constitutes statutory level of service and it was unclear whether lack of support was due to resistance to requirements being imposed or whether they felt the Council should deliver more than statutory minimum

³ A small proportion supported an increase above 2% although when asked if an increase of over 2% were to be considered views diversified with on the one hand more taking a hard line that if this were the case they would favour a freeze while on the other hand those accepting an increase of over 3% also increased

⁴ Although this did not necessarily include increasing existing charges to service users and to a lesser extent introducing new charges for services which are currently free

5. Autumn Budget Statement and Provisional Local Government Finance Settlement

- 5.1 The Chancellor of the Exchequer made his Autumn Budget Statement to Parliament on 5 December 2013. The statement allows him to present the latest economic forecasts from the Office for Budget Responsibility (OBR). This year (as in the last two years) he has also taken the opportunity to use the statement to make policy changes in relation to taxation and spending. A fuller analysis of the Autumn Statement will be included in the final draft MTFP.
- 5.2 The OBR forecasts show that the economy has grown by more in 2013 than was anticipated in the last Autumn Statement or Budget Statement in March. The latest forecast is that the government will achieve its fiscal targets to eliminate the budget deficit and reduce net debt as proportion of national income (Gross Domestic Product (GDP)) a year earlier than previously forecast. Public spending is forecast to be in a small surplus by 2018/19 and the net debt as proportion of GDP is forecast to peak in 2015/16. This is still later than originally forecast in the 2010 Emergency Budget.
- 5.3 The main announcements affecting the County Council's budget in the Autumn Statement are:
- Funds will not be transferred from NHB grant into Local Growth Fund in 2015/16
 - Local government will be protected from further 1% reductions in other unprotected departmental budgets in 2014/15 and 2015/16
 - Additional discounts and changes in business rates will not impact on the share for local government
- 5.4 The provisional local government settlement was published on 17 December 2013. This included announcements in that week on the business rates/RSG settlement (although details of the separate compensation grant for the impact of changes in business rates were not published), NHB grant and specific grants for schools and from health. The health announcement includes an additional £200m funding in 2014/15 as well as the existing funding to promote greater integration between health and social care.
- 5.5 As outlined in paragraphs 2.3 and 2.4 there have been some changes to the RSG and baseline funding settlements for 2014/15 and 2015/16 and other grants. The main change is that the amount top-sliced from RSG to fund the roll-out of NHB is £100m less than previously announced. The NHB has not increased as fast as was originally anticipated and excess funds have been paid during the year as a separate adjustment grant. The increase in RSG as result of reducing the top-slice is around £2m (although this means that the income we receive from the top-up grant will be less than it otherwise would have been). We have now brought the remaining top-up grant into the funding calculation.
- 5.6 The provisional finance settlement also included the "reduction in spending power" calculations that have been included in previous settlements. This showed a 1.4% reduction for KCC. We have previously explained how this calculation only partially shows the overall impact for local authorities. Whilst

this includes the overall reduction in the total spending for local authorities through the Departmental Expenditure Limit (DEL) set by government this is mitigated to some extent by any increase in specific grants also included in the “spending power” calculation. The calculation also does not show that there is additional spending associated with the specific grants or that local authorities have significant other spending demands which have to be financed in addition to meeting the headline reductions in grant. Therefore, the “spending power” calculation is not a true reflection of the reality of the financial challenges local authorities face.

- 5.7 The provisional settlement did not include any formal announcement on the referendum limit for Council Tax increases. A grant (equivalent to a 1% Council Tax increase) is available for those authorities that freeze or reduce Council Tax and at this stage we are still working on the assumption that the Secretary of State will set the referendum limit at 2%.

6. Finalising the Budget and MTFP

- 6.1 The final draft budget and MTFP will be published on 14 January 2014, along with the Cabinet papers for the meeting on 22 January 2014. This is after papers for the Cabinet Committee have to be published. Cabinet will be asked to endorse the final draft budget and MTFP to be agreed by County Council on 13 February 2014.

7. Conclusions

- 7.1 Overall we have concluded that the budget consultation exercise for 2014/15 has been a success. We have achieved the objectives of informing significantly more residents about the overall financial challenge for the next few years i.e. that we will be facing further year-on-year reductions in funding whilst at the same time spending demands will increase. This means we will have to make further sustainable savings each and every year if we are to rise to this challenge.
- 7.2 By and large responses to the consultation support the approach which the Council has taken to date, and plans to adopt for the future. In particular residents seem support the Council focussing on efficiency and transformation savings which protect (or enhance) the outcomes from front-line services. The consultation responses also support the proposal that we should seek some mitigation of the funding reductions through a small increase in Council Tax but not one which would require a referendum.
- 7.3 The provisional settlement is very much as we anticipated (other than presentational changes) and the Autumn Budget Statement has not resulted in any further reductions for local government in addition to the substantial reductions already announced. We particularly welcome that the expansion of the New Homes Bonus grant will not be curtailed by transferring funds to the Local Growth Fund (and we await further details how this initiative will be funded in 2015/16).
- 7.4 We also welcome the additional funding from health to promote more co-ordinated activity between social care and health. We remain concerned that there has been no decision on funding the fundamental changes to adult social

care included within the Social Care Bill and the potential for additional costs on social care authorities.

8. Recommendation(s)

Recommendation(s): The Education Cabinet Committee is asked to consider the feedback from consultation and make recommendations to the Leader and Cabinet Member for Education and Health Reform on any changes which should be made to the final Draft Budget as presented to Cabinet on 22 January 2014.

9. Background Documents

9.1 Consultation materials published on KCC website can be found at www.kent.gov.uk/budget

9.2 The Chancellor of the Exchequer's Autumn Budget statement can be found at <https://www.gov.uk/government/topical-events/autumn-statement-2013>

9.3 The provisional local government finance settlement can be found at <https://www.gov.uk/government/collections/provisional-local-government-finance-settlement-england-2014-to-2015>

10. Contact details

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Responses to KCC on-line Budget Consultation

Headline Statistics

5 – weeks the consultation has been open

800,000 – total audience reach via media coverage

17,500 – web page views

19% – number of page views that were referred from KNet

3,650 – responses in total

487 – responses to BMG online budget tool

3,163 – responses to ‘2 minutes, 2 questions’

829% – % increase in total survey responses from last year’s consultation

Response Analysis

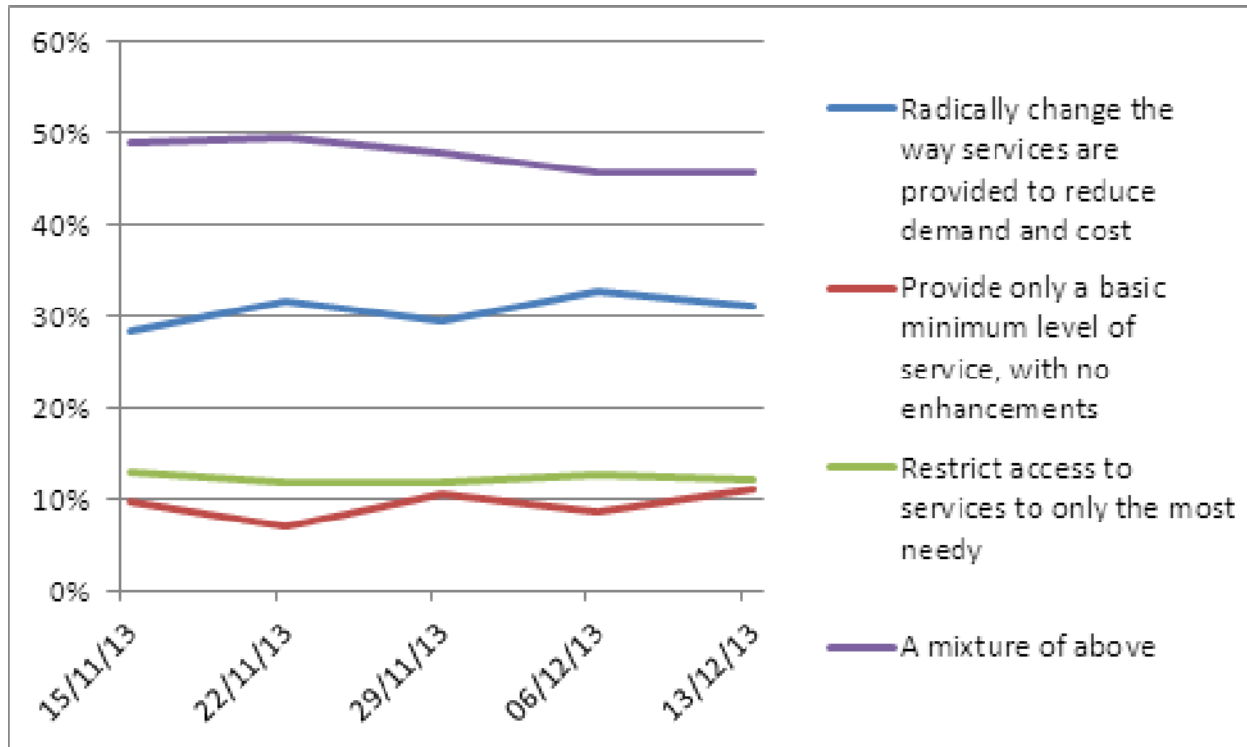
2 minutes, 2 questions: 3,163 responses

- 341 (Version 1), 129 (Version 2) & 2693 (Version 3)

Question 1 – where do you think KCC should look to find the £273m required savings?

- | | | |
|----|--|-----|
| A. | Radically change the way services are provided to reduce demand and cost | 31% |
| B. | Provide only a basic minimum level of service, with no enhancements | 9% |
| C. | Restrict access to services to only the most needy | 12% |
| D. | A mixture of above | 48% |

Q1 Response Rate Variation

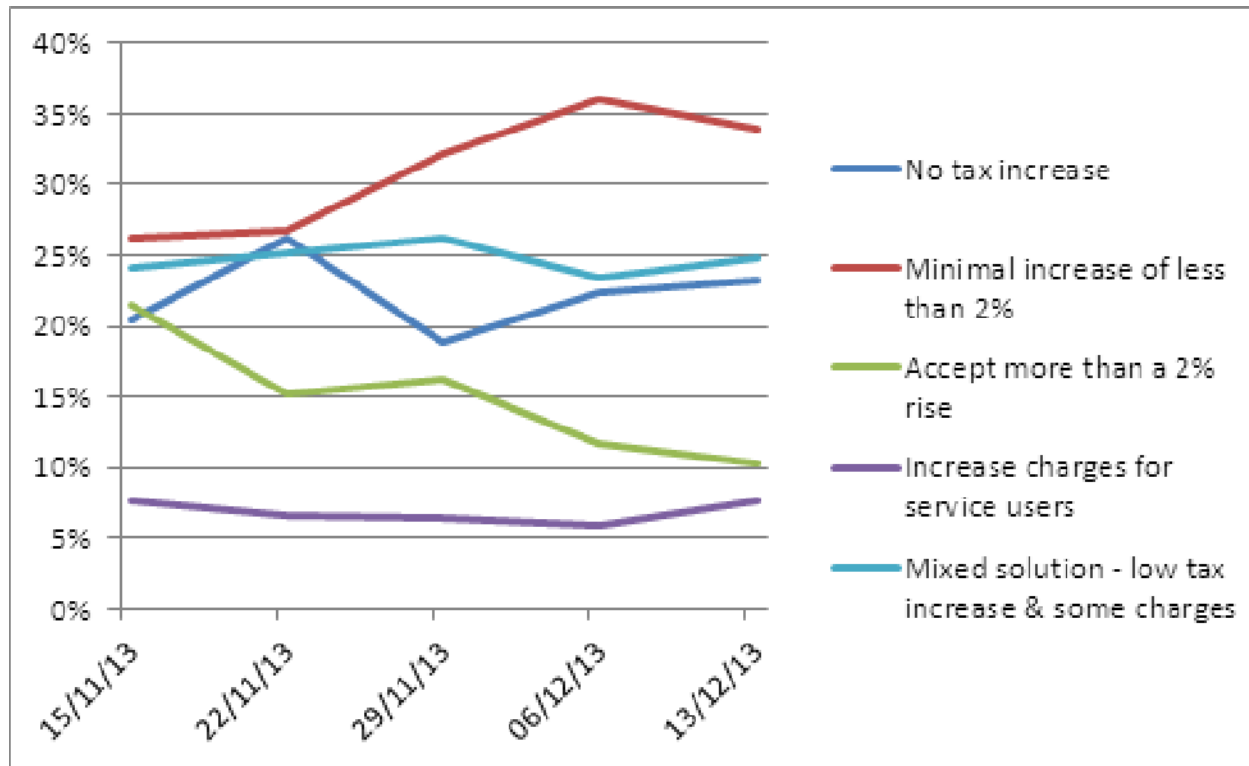


Response Analysis

Question 2 – to preserve some of our most popular services we may need to raise council tax to offset funding cuts. What is your view on this?

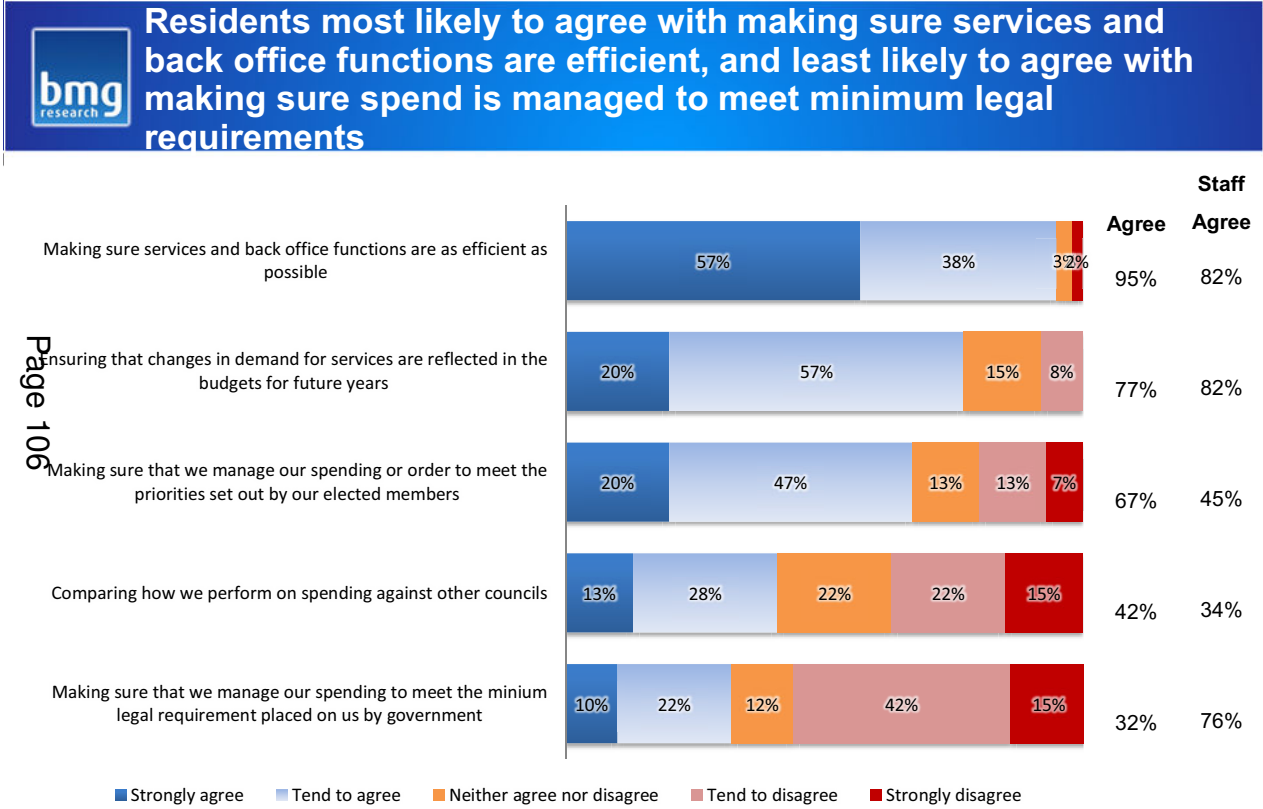
A. No tax increase	23%
B. Minimal increase of less than 2%	30%
C. Accept more than a 2% rise	16%
D. Increase charges for service users	7%
E. Mixed solution - low tax increase & some charges	25%

Q2 Response Rate Variation



Executive Summary of BMG Report

Resident's workshops





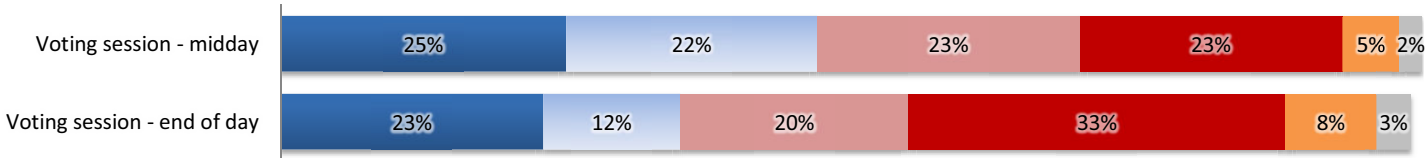
Over three fifths of respondents at the beginning of the day said Council tax is too high, but opinion changed throughout the day

Council tax is ...

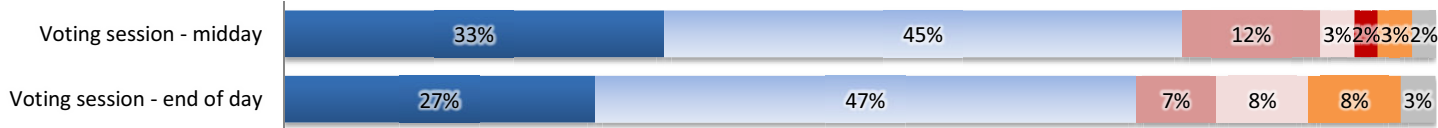


■ Too high ■ About right ■ Too low ■ Not provided

Would support an ANNUAL increase in Council Tax of ...



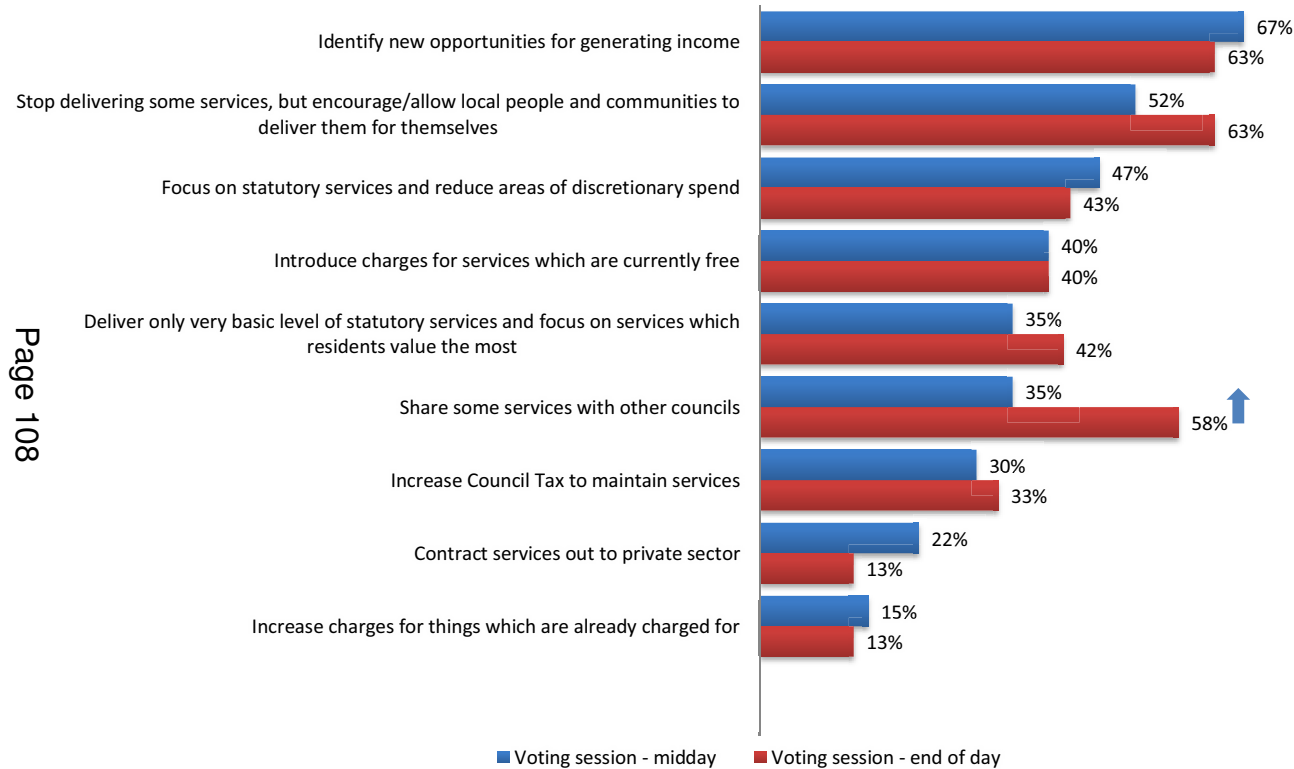
■ Would not support any increase ■ Up to 1% or up to £9.24
 ■ Up to 1.5% or up to £13.92 ■ Up to 2% or up to £18.56
 ■ More than 2% ■ Not provided



■ Would not support any increase ■ Up to 2% (and avoid a referendum) ■ Up to 3% or £27.92
 ■ Up to 5% or £46.56 ■ Up to 10% or £93.12 ■ More than 10%
 ■ Not provided

Views changed between the voting sessions on how KCC should bridge the budget gap

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Voting session 1 and 2 Question. To meet the Council's challenges of reduced grants in principle which of the following would you support?

Base : All workshop residents (60)



Residents response to Budget Tool

	Rank	Average
2 weeks of residential nursing home care for one older person whose needs have been judged as critical and who cannot meet the full costs themselves	1	9.55%
2 ½ weeks of residential care for one older person whose needs are judged substantial or critical and who cannot meet the full costs themselves	2	8.86%
67 hours of home care for an older person whose needs are judged moderate or substantial and who cannot meet the full costs themselves	3	8.73%
One week of foster care for one child who cannot live safely at home and whose needs are greater than those that can be met by a KCC registered foster carer: care is therefore provided by an organisation independent of KCC	4	8.45%
Just over 2 weeks of foster care for a child who cannot live safely at home, provided in house by a KCC registered foster carer	5	8.34%
100 miles of road gritted in bad weather, or 2 miles of road gritted 50 times over the course of the winter	6	7.16%
4 days of residential care for one adult with learning disabilities whose needs cannot be met by family or other carers	7	9.86%
14.5 tonnes of waste recycled, or enough recycling to support 26 average Kent Households	8	6.01%
Approximately four weeks of Learning Disability Direct Payments to someone with learning disabilities to enable them to choose how they live independently	9	5.50%
10 tonnes of waste disposed of, or enough waste disposal to support 17 average Kent Households	10	5.26%

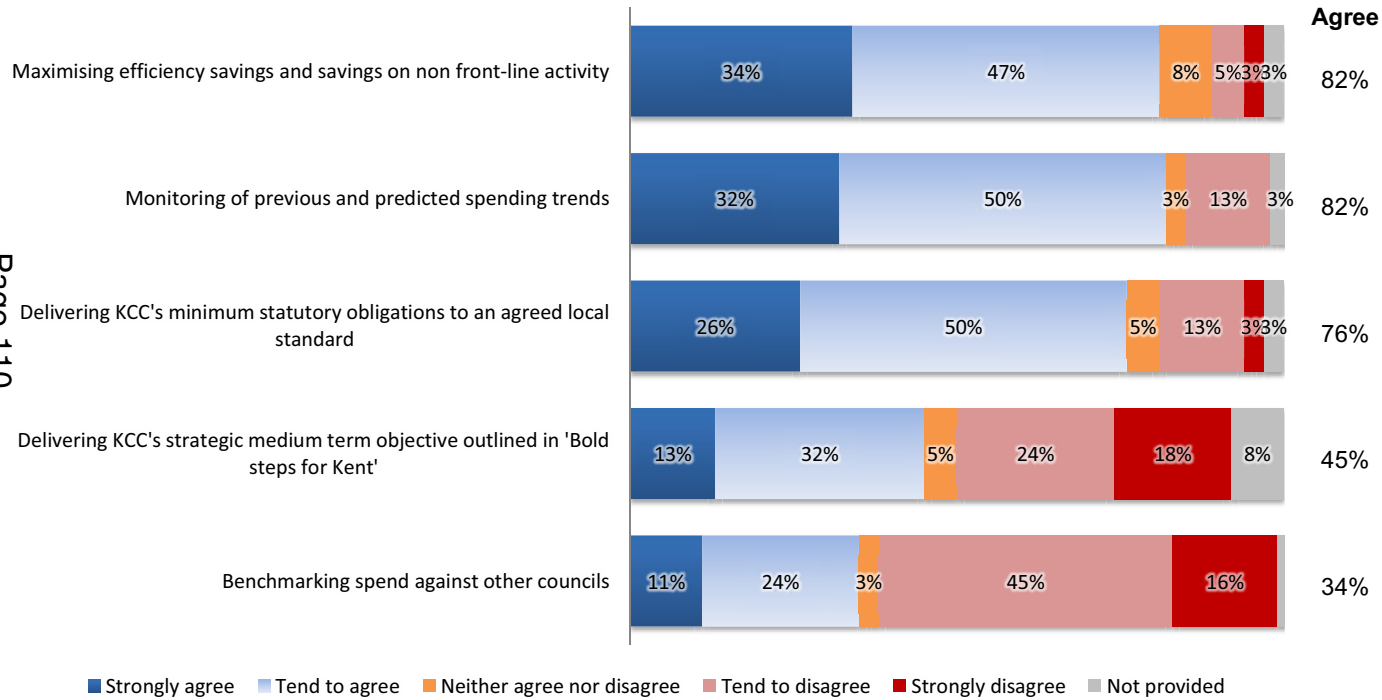
	Rank	Average
25 square metres of potholes repaired	11	5.19%
One child with Special Educational Needs transported by taxi to and from school for 9 weeks.	12	4.00%
4 children given free transport on buses or trains to and from their nearest secondary school for one term, where the school is more than three miles from their home	13	3.04%
425 visits to a household waste recycling centre	14	2.89%
62 attendances by a young person at their local youth centre or interactions with a youth worker in their local community	15	2.73%
25 street lights lit for a full year, OR 22 faulty street lights investigated and repaired	16	2.39%
Two annual bus passes for young people aged 11 - 15 to access educational or recreational activities via unlimited free bus travel across Kent	17	1.83%
Approximately 500 fare paying journeys on subsidised bus routes which are considered "socially necessary but uneconomic routes".	18	1.65%
430 separate library visits or enough visits for 16 regular library users over the course of a year	19	1.06%
280 email or telephone calls to the KCC Contact Centre	20	0.52%

Staff Workshops



Staff were most likely to agree with maximising efficiency savings and monitoring previous spending trends as parameters for making budget decisions

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Voting Q2. Kent County Council use the following principles to guide their budget decisions across different services. To what extent do you agree or disagree with each of the following principles?

Base : All staff (38)



Staff responses to budget tool

	Rank	Average		Rank	Average
2 weeks of residential nursing home care for one older person whose needs have been judged as critical and who cannot meet the full costs themselves	1	11.45%	14.5 tonnes of waste recycled, or enough recycling to support 26 average Kent Households	11	2.68%
2 ½ weeks of residential care for one older person whose needs are judged substantial or critical and who cannot meet the full costs themselves	2	11.33%	One child with Special Educational Needs transported by taxi to and from school for 9 weeks.	12	2.51%
Just over 2 weeks of foster care for a child who cannot live safely at home, provided in house by a KCC registered foster carer	3	11.23%	62 attendances by a young person at their local youth centre or interactions with a youth worker in their local community	13	1.97%
67 hours of home care for an older person whose needs are judged moderate or substantial and who cannot meet the full costs themselves	4	9.81%	Approximately 500 fare paying journeys on subsidised bus routes which are considered "socially necessary but uneconomic routes".	14	1.83%
One week of foster care for one child who cannot live safely at home and whose needs are greater than those that can be met by a KCC registered foster carer: care is therefore provided by an organisation independent of KCC	5	9.42%	280 email or telephone calls to the KCC Contact Centre	15	1.73%
100 miles of road gritted in bad weather, or 2 miles of road gritted 50 times over the course of the winter	6	8.25%	25 street lights lit for a full year, OR 22 faulty street lights investigated and repaired	16	1.66%
4 days of residential care for one adult with learning disabilities whose needs cannot be met by family or other carers	7	7.56%	425 visits to a household waste recycling centre	17	1.48%
Approximately four weeks of Learning Disability Direct Payments to someone with learning disabilities to enable them to choose how they live independently	8	6.42%	430 separate library visits or enough visits for 16 regular library users over the course of a year	18	1.32%
25 square metres of potholes repaired	9	5.17%	4 children given free transport on buses or trains to and from their nearest secondary school for one term, where the school is more than three miles from their home	19	0.42%
10 tonnes of waste disposed of, or enough waste disposal to support 17 average Kent Households	10	3.44%	Two annual bus passes for young people aged 11 - 15 to access educational or recreational activities via unlimited free bus travel across Kent	20	0.33%

On-line responses to web tool



Web responses to Budget Tool

	Rank	Average
2 weeks of residential nursing home care for one older person whose needs have been judged as critical and who cannot meet the full costs themselves	1	10.27%
2 ½ weeks of residential care for one older person whose needs are judged substantial or critical and who cannot meet the full costs themselves	2	9.68%
67 hours of home care for an older person whose needs are judged moderate or substantial and who cannot meet the full costs themselves	3	9.57%
Just over 2 weeks of foster care for a child who cannot live safely at home, provided in house by a KCC registered foster carer	4	9.51%
One week of foster care for one child who cannot live safely at home and whose needs are greater than those that can be met by a KCC registered foster carer: care is therefore provided by an organisation independent of KCC	5	9.50%
100 miles of road gritted in bad weather, or 2 miles of road gritted 50 times over the course of the winter	6	7.83%
4 days of residential care for one adult with learning disabilities whose needs cannot be met by family or other carers	7	7.46%
Approximately four weeks of Learning Disability Direct Payments to someone with learning disabilities to enable them to choose how they live independently	8	5.37%
25 square metres of potholes repaired	9	4.80%
14.5 tonnes of waste recycled, or enough recycling to support 26 average Kent Households	10	4.28%

	Rank	Average
10 tonnes of waste disposed of, or enough waste disposal to support 17 average Kent Households	11	3.95%
62 attendances by a young person at their local youth centre or interactions with a youth worker in their local community	12	3.30%
One child with Special Educational Needs transported by taxi to and from school for 9 weeks.	13	2.71%
425 visits to a household waste recycling centre	14	2.36%
Approximately 500 fare paying journeys on subsidised bus routes which are considered "socially necessary but uneconomic routes".	15	2.00%
25 street lights lit for a full year, OR 22 faulty street lights investigated and repaired	16	1.98%
430 separate library visits or enough visits for 16 regular library users over the course of a year	17	1.87%
4 children given free transport on buses or trains to and from their nearest secondary school for one term, where the school is more than three miles from their home	18	1.82%
Two annual bus passes for young people aged 11 - 15 to access educational or recreational activities via unlimited free bus travel across Kent	19	1.05%
280 email or telephone calls to the KCC Contact Centre	20	0.71%



Most important/valued services was consistent across all 3 surveys

Level/amount of service that can be delivered for £1,000	Staff	Resident	Web
67 hours of home care for an older person	4	3	3
2 ½ weeks of residential care for one older person	2	2	2
2 weeks of residential nursing home care for one older person	1	1	1
24 days of residential care for one adult with learning disabilities	7	7	7
Approximately four weeks of Learning Disability Direct Payments	8	9	8
Just over 2 weeks of foster care for a child, provided in house by KCC	3	5	4
One week of foster care for one child provided by an organisation independent of KCC	5	4	5





Least important/valued services are more varied, although still high levels of agreement

Level/amount of service that can be delivered for £1,000	Staff	Resident	Web
430 separate library visits or enough visits for 16 regular library users over a year	18	19	17
62 attendances at their local youth centre or interactions with a youth worker	13	15	12
280 email or telephone calls to the KCC Contact Centre	15	20	20
25 square metres of potholes repaired	9	11	9
25 street lights lit for a full year, OR 22 faulty street lights investigated and repaired	16	16	16
100 miles of road gritted in bad weather, or 2 miles of road gritted 50 times	6	6	6
Two annual bus passes for young people aged 11 - 15	20	17	19
4 children given free transport to and from their nearest secondary school for one term	19	13	18
One child with Special Educational Needs transported by taxi to and from school for 9 weeks.	12	12	13
Approximately 500 fare paying journeys on subsidised bus routes	14	18	15
425 visits to a household waste recycling centre	17	14	14
14.5 tonnes of waste recycled, or enough to support 26 average Kent Households	11	8	10
10 tonnes of waste disposed of, or enough to support 17 average Kent Households	10	10	11

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

Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 14 January 2014

Subject: Recruitment and Training of School Governors

Classification: Unrestricted

Electoral Division: All

Summary:

This report summarises the changes in the size and shape of the governing bodies over the past 6 years, and explores the impact on recruitment and training, particularly with regard to local authority governors.

Recommendation(s):

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

- (i) A review of the nomination and appointment procedures for local authority governors
- (ii) A briefing session for elected members on the roles and responsibilities of 2013 school governance, with the aim of improving the quantity and the quality of nominations in 2014
- (iii) Support for all newly appointed local authority governors to attend a face to face induction event

1. Introduction

1.1 Since 2007 there has been an increased national focus on the effectiveness of governing bodies. This has included increased responsibilities for holding the school to account for good standards, more flexibility in the operational regulations, an emphasis on small skills based governing bodies, and the introduction of a dedicated leadership training programme for Chairs of Governors under the remit of the National College.

1.2 Governors occupy a unique position as 'volunteers with legal responsibilities'. Time to undertake both the role itself and to keep up to date with the changing legislation and frameworks can be very demanding, particularly for the Chair of Governors. Fitting these responsibilities around a full time job, and/or a family have had an impact of the number of people putting themselves

forward with the right skills, time available, and the enthusiasm to undertake the role.

- 1.3 This report considers the changing picture of school governor composition, the recruitment of governors to Kent schools, and the training available and undertaken by new and serving governors to prepare them to undertake the role effectively.

2. Background

- 2.1 Kent has 6077 school governor positions (December 2013), in approximately 451 maintained schools. This is a decrease of nearly 3000 since 2007, and does not include the number of governors serving in academies and free schools, although this is likely to account for a further 1500 governors and trustees in 125 Kent academies. The national agenda for 'smaller skills based governing bodies' has also had an impact on overall numbers with many schools choosing to take advantage of the new legislation to reduce numbers.
- 2.2 The number, type of governor, appointing body, and term of office is determined by the 'Instrument of Government', which must meet regulatory requirements, can be varied by the governing body (in consultation with their foundation body), and is created and held by the local authority. There is a minimum size of 7 members, and a maximum of 29, with individual governors serving a term of office of between 1 and 4 years.
- 2.3 Governors in maintained schools represent a number of stakeholder groups, dependent on the type of school. Governors are either appointed or elected to their post, foundation governors (appointed by the foundation body, e.g. the Diocese in a faith school); community or co-opted governors (appointed by the governing body); local authority governors (nominated by the LA and appointed by the governing body); staff governors (elected by staff at the school); parent governors (elected by parents of pupils at the school). The first staff position is always reserved for the Headteacher.
- 2.4 Governance regulations stipulate the percentages of governors from each stakeholder group that must 'constitute' the governing body. Further flexibilities introduced in September 2012 increased the number of co-opted governors, (recruited by the governing body for the skills and expertise they bring to the role), whilst at the same time reducing the percentage of other stakeholders, e.g. parent governors reduced from one third to a minimum of 2. These changes also reduced the local authority governor component to one, and transferred the 'power' of appointment from the LA to the governing body. This means that for governing bodies who have adopted a post September 2012 constitution, the governing body itself is now in a much stronger position to recruit the governors it needs to build a strong and effective team.

3. Governor Recruitment

- 3.1 In December 2013, there were a total of 6077 governor posts with 1314 current vacancies.

Category	Total December 2013	Vacancies December 2013
Foundation	703	178
Community or co-opted	980	367
Local Authority	600	175
Parent	1283	383
Staff	842	167
Interim Executive Boards	30	1
Other (Associate Members)	325	43
Total	4763	1314

183 individuals are governors at more than one school.

- 3.2 Each year approximately 25% of school governors in Kent come to the end of their term of office as a governor at a particular school. Some will choose to serve only one term, particularly parent governors of children at Primary schools, and some will choose to put themselves forward for a further period of service. At any given time, governor recruitment will be active in a number of schools across the county. In the cases of long term vacancies, School Governance Officers will support the school to either review their constitution, or undertake recruitment campaigns. Some governing bodies, particularly special schools have difficulty recruiting the 1/3 parents required under the 2007 composition, and in some cases are 'holding' parent vacancies in order to maintain a core group of governors to carry out the role.
- 3.3 Over the last 12 months KCC Governor Services have worked closely with the School Improvement Service to identify those governing bodies which would benefit most from additional support. A menu of governance activities both diagnostic and developmental is then tailored to support their individual needs. In most cases this will include a review of their composition and membership, a skills audit, recruitment activities, and some development activities.
- 3.4 In Kent, KCC Governor Services run governor recruitment activities in partnership with School Governors One Stop Shop (SGOSS), a charity organisation part funded by the DfE. They produce information and marketing materials, work collaboratively to organise recruitment campaigns, and host a website where schools can advertise their own vacancies. Materials have been tailored to the needs of Kent and a dedicated 'Recruitment week' is held each year, usually in the spring.
- 3.5 The local authority has the following statutory responsibilities in relation to governor appointments and elections

- The local authority is the ‘appropriate authority’ for organising and determining all matters relating to the election of parent and staff governors. In Kent the responsibility for conducting the elections is delegated to the Headteacher in accordance with the LA’s procedures for election. (see LA procedure booklet – update draft January 2014)
- **2007 Constitution:** the appointment of local authority governors.
2012 Constitution: the nomination of local authority governors.
See procedures and Guidelines

3.6 **Local Authority Governors** – In Kent the responsibility for making appointments and nominations to these posts is undertaken by the KCC Governor Appointments Panel (GAP), in line with its agreed procedures and guidelines. There are currently 175 vacant local authority governor posts, representing a 29% vacancy rate. This figure is high when compared to our statistical neighbours e.g. Hampshire where the vacancy rate runs at between 9-12%. For those schools not yet ‘Good’ in terms of Ofsted inspection outcomes, the local authority has both an opportunity as well as a duty to fill any local authority governor vacancies, to both add to the capacity of the governing body, and to enable it to better hold the school to account for better pupil outcomes. There are higher vacancy rates in areas of deprivation.

3.7 Historically recruitment would have been undertaken by elected members nominating suitable individuals for vacancies at schools in their local areas. KCC Governor Services, which maintains a list of existing and forecasted vacancies, would circulate a ‘Vacancy List’ to elected members 5 times each year in line with the GAP meetings held with the same frequency. However over the past 3-5 years, the volume of nominations has decreased dramatically, and our vacancy rate has risen from 16% to its current level of 29%. This despite referring volunteers recruited under our activities with SGOSS to GAP for local authority governor appointment. A review of how we could improve our recruitment of local authority governors is now underway.

4. **Governor Training**

4.1 There is an extensive annual programme of governor training offered by the local authority under a Service Level Agreement (SLA), to governors of all schools including academies and free schools. The programme includes induction training for new Governors, new Clerks and new Chairs of Governors, annual conferences for governors, chairs and clerks, a variety of topic based training, plus specific sessions for experienced governors identified as ‘Local Lead Governors’. In the year to December 2013, 340 training events were held, 5823 places were booked by governors, with 2505 individual governors attending at least one session. Whilst it is not possible to extract the numbers from our database, we know that staff governors are very

unlikely to attend training sessions for governors, and that training attendance declines into the second term of office.

- 2.2 **New Governor Induction** - All new governors (those that have not served previously as a governor with reference to our database) are sent an 'appointment letter', which includes a free copy of the National Governors Association publication 'Welcome to Governance'. This publication outlines the role and responsibilities of governance and helps every governor make a good start.

New Governor Induction training available	Number of new governors appointed	Number of attendances at Induction
474 places	Approx. 700	410
ELearning – GEL and Modern Governor		Number completed new governor modules
Unlimited	Approx. 700	182

- 4.3 **Headteacher Governor Induction** – all headteachers new to the role in a Kent school are offered a half day session on school governance as part of the 'New Headteachers Induction Programme'. In 2013, 37 new heads attended this training.

- 4.4 Training can be tailored to the needs of individual governing bodies, topic or skills specific, and delivered at the home school at a time and on a date to suit the governing body. This is currently scheduled as 'in-house' governor training. This form of training can be commissioned by the governing body as part of the SLA programme, or delivered in partnership with school improvement colleagues where governance effectiveness requires improvement. 188 in-house governor training events have taken place during 2013.

- 4.5 New Chairs of Governors in Kent have access to the National College Leadership Development Programme for Chairs under a licence agreement. This is a new training offer for 2013 and sits outside our SLA. The course includes 3 face to face training days over 3 modules, online learning, school based projects, and submission of a Learning Log for accreditation. 28 Chairs participated in Cohort 1 which completed on 30 November 2013. Cohort 2 (14 participants) began in October 2013, and Cohort 3 (registration under way) will commence in March 2014.

- 4.6 Given that the role and responsibilities of governing bodies have increased enormously since 2007, one of our biggest challenges is to ensure that every school has an effective governing body.

5. Conclusions

- 5.1 Whilst many governing bodies have reviewed their size and effectiveness, appointed new governors, and planned for improvement, there are still too many which are 'underperforming'. An increasing number of new governors are coming forward, particularly parents, with good transferable skills and are keen to put their induction training into practice. However, against the Ofsted

inspection framework for the inspection of local authority school improvement services, we are still failing to ensure that every school has the support of a good and effective local authority governor.

6. Recommendation(s)

Recommendation(s):

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

- (i) A review of the nomination and appointment procedures for local authority governors
- (ii) A briefing session for elected members on the roles and responsibilities of 2013 school governance, with the aim of improving the quantity and the quality of nominations in 2014
- (iii) Support for all newly appointed local authority governors to attend a face to face induction event

6. Background Documents

- 6.1 KCC Governor Training Programme 2013/14
- 6.2. NGA publication 'Welcome to Governance'
- 6.3 Parent and Staff Governor Election Procedures
- 6.4 SGOSS link <http://www.sgoss.org.uk/resources/publications.html>
- 6.5 KCC Procedures and Guidelines for the appoint of local authority governors

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

Patrick Leeson, Corporate Director for Education, Learning and Skills

To: **Education Cabinet Committee - 14 January 2014**

Subject: **Early Years and Childcare Strategy 2014 - 17**

Classification: **Unrestricted**

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

Future Pathway of Paper: **Education Cabinet Committee (post consultation) and then to Cabinet for final agreement**

Electoral Division: **All**

Summary: This report presents the draft Early Years and Childcare Strategy 2014 – 2017 for comment and endorsement to consult.

Recommendation: Education Cabinet Committee is asked to consider and endorse the draft Early Years and Childcare Strategy 2014 – 2017, prior to consultation.

1. Introduction

1.1 The Early Years and Childcare Strategy has been refreshed and developed further to reflect the context of major changes that the Government is introducing for early education and childcare. It also reflects Kent's ambitious targets for improvement in early years provision and outcomes and comes at a time when KCC is taking significant steps to develop more integrated working across a wide range of partners.

1.2 There are currently clear plans and targets in place to improve quality and outcomes in the early years and to ensure there are sufficient childcare places to meet parental demand. The quality of provision and outcomes for children in the Early Years Foundation Stage in Kent are above national averages.

1.3 The Strategic Aims of the Early Years and Childcare Strategy are to:

- Develop a more integrated approach to early years and childcare provision and services;
- Ensure better continuity of provision and services across the 0 – 5 age range;
- Ensure that increasing numbers of children are school ready at the end of the Early Years Foundation Stage and make a successful transition to school;

- Mitigate the effects of poverty, inequality and disadvantage through the provision of high quality early education and childcare, more effective support for parents and narrowing of the early development achievement gaps for the most disadvantaged children;
- Develop a system wide approach to continuous improvement in early education and childcare provision through more collaborative networks of providers and the use of traded services.

1.4 The scope of the Strategy includes the continued sufficiency of and inclusive access to high quality Free Early Education places for all three and four year olds and for increasing numbers of two year olds. In addition it is to secure sufficient childcare for all children and young people aged 0 – 14 and up to 18 where the young person has special educational needs and/or a disability (SEND) and/or is a Child in Care. This applies to all early education and childcare provision of all types (pre schools, nurseries, nursery classes and Kent's one nursery school, childminders, before and after school and holiday childcare provision) and across all sectors, (maintained, voluntary, private and independent).

2. Bold Steps for Kent and Policy Framework

2.1 Bold Steps for Kent

The Early Years and Childcare Strategy supports Bold Steps for Kent in the following ways:

- *Helping the economy to grow:* A thriving economy needs children and young people who aspire to and do become economically active as adults. This starts with good outcomes for children at the earliest age, so that children and young people are in the best possible position to progress and achieve at school, hence opening up pathways for higher education and employment with training. The early years and childcare strategy supports this by ensuring the availability of high quality early years provision, particularly good provision to meet the needs of young children who are or may be vulnerable and disadvantaged. The early years and childcare strategy also helps the economy to grow through supporting the development and sustainability of the childcare market, for all children up to 14 and up to 16 where a young person has a special educational need and/or disability. This aims to ensure that the lack of childcare is not a barrier for parents who wish to work, study or train, all of which directly contribute to economic growth and reducing family poverty and worklessness.
- *Putting the citizen in control:* Seeking the views and listening to the voice of children, young people and their families is essential to putting the citizen in control. It is a priority for all early years and childcare provision to work in partnership with children, young people and parents and carers in the development and delivery of the services that support them.
- *Tackling disadvantage:* Tackling disadvantage is integral to the core of the early years and childcare strategy. There is considerable disadvantage, inequality and poverty in Kent and supporting parents in the early years to

care for their children well, and ensuring access to high quality early education and childcare provision is intended to give every child the best start in life, reduce achievement and developmental gaps which emerge in the early years and ensure that all learners meet their full potential.

2.2. Bold Steps for Education

Sitting in the broader context of Bold Steps for Kent is Bold Steps for Education, the key strategic document for all stages of education which sets out clear priorities and targets for improvement. The vision states clearly that Kent '*should be the most forward looking area in England for education and learning so that it is the best place for children and young people to grow up, learn, develop and achieve*'. Strategic priorities are to ensure that all pupils meet their full potential, to shape education and skills provision around the needs of the Kent economy and improve services for the most vulnerable families, children and young people in Kent.

Bold Steps for Education priorities particularly relevant to early education and childcare are to:

- Develop a new partnership relationship with all schools and other providers, based on collaboration and shared effort, to build greater capacity in the system for improvement;
- Focus relentlessly on raising educational standards and support and challenge lower performing schools and other providers to improve quickly;
- Support greater choice for parents and families by commissioning a sufficient and diverse supply of places in strong schools and quality early years settings;
- Make the most effective and efficient use of the available resources to support improved educational outcomes for children and young people;
- Support vulnerable pupils, including looked after children and pupils with special educational needs and disabilities so that they achieve well and make good progress;
- Ensure every child has fair access to all schools and other provision;
- Promote and champion educational excellence and provide vision and drive for a world class system.

2.3. Interface with other Strategies and Plans.

Whilst this Strategy has a clear and specific scope, it aligns with a number of other key strategies and initiatives, particularly strategies for Primary Education, the SEND Strategy, the plans for greater integration of early intervention and prevention services for 0 – 11 year olds, and the Children's Centres programme.

3. Early Years and Childcare Strategy

3.1. The draft Early Years and Childcare Strategy 2014 – 2017 is attached to this report as Appendix One. Also attached are:

- Appendix Two, Equality Impact Assessment;
- Appendix Three, Questions for the Consultation;

3.2 Equalities Implications

An Equalities Impact Assessment is attached as Appendix Two.

4. Consultation.

The consultation period for the Strategy is proposed to be from 16 January to 13 February 2014, with the communication approach and consultation methods as follows:

- Engagement with representative stakeholders and relevant KCC teams has been on-going during the drafting stage
- Consultees will include providers of early education and early years and out of school childcare in the private, voluntary and independent sectors, childminders, children's centres, (through all of which parents and carers views will also be welcome), schools, relevant KCC teams and services and health commissioners
- The launch of the consultation on the Strategy will be via bulletin or email to consultees with a link to an online response form on the KCC website
- The Contact Centre will be the access point for hardcopy formats if requested
- The consultation results will be reported to ECC and the Cabinet prior to final approval of the Strategy.

5. Delivery of the Strategy

Implementation of the Early Years and Childcare Strategy will be achieved by working in a more focused and targeted way with settings that require improvement or have been judged inadequate by Ofsted; by offering a more wide ranging offer of traded support services for the early years sector; by facilitating greater collaboration between settings to share best practice; by specifically developing a programme of support to narrow achievement gaps in the EYFS outcomes; by continuing to provide additional support for settings for children with special educational needs through the Specialist Teaching and Learning Service; and through a restructured Early Years and Childcare Service, the staff consultation for which is scheduled to take place between 8 January and 10 February 2014.

The proposed structure takes into account the requirements of *More Affordable Childcare*, the revised Early Years and Childcare Statutory Guidance for Local Authorities issued in September 2013 and local issues reflected in the draft Strategy.

Proposals are to restructure the Early Years and Childcare Service into the following four teams:

- Sufficiency and Sustainability
- Improvement and Standards
- Equality and Inclusion

- Partnership and Integration

Each of these teams will be lead and coordinated by a manager, delivering statutory, discretionary and chargeable functions as appropriate in line with national and local requirements.

Each of the priorities in Section 7 of the draft Strategy and related actions in Section 8, The Way Forward, is included in one of the four teams' areas of responsibility and also reflected in the job description for the manager of each team. An additional key part of each of the four managers' roles is to lead and coordinate all Early Years and Childcare activity within one area of Kent (north, south, east and west). Responsibility for overall leadership, management and coordination of the Service and hence delivery of the Strategy sits with the Head of Service.

6. Conclusion

In the context of the Government's document *More Affordable Childcare* and also significant KCC plans for improvement in the early years provision and outcomes for children, plus developments for more integrated, collaborative working, the draft Early Years and Childcare Strategy for 2014 – 2017 is presented to Education Cabinet Committee for consideration and comment prior to consultation. A final draft Strategy will be presented to Education Cabinet Committee in March 2014 for comment and suggested amendments to the Cabinet Member before approval by Cabinet.

7. Recommendation

Recommendation

The Education Cabinet Committee is asked to comment on and endorse the draft Early Years and Childcare Strategy 2014 – 2017, prior to consultation.

8. Background Documents

7.1 More Affordable Childcare

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Kent County Council

Appendix 1

Education, Learning and Skills

Early Years and Childcare Strategy 2014 - 2017

Draft for Consultation

DRAFT

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1. Introduction

Education is central to improving the life chances of children and young people. Kent County Council (KCC) works in partnership with schools, early years and post-16 providers to deliver an outstanding education offer to Kent children and young people from the very earliest years.

In Bold Steps for Education, our vision is for Kent to be the most forward looking area in England for education and learning so that we are one of the best places for children and young people to grow up, learn, develop and achieve. We aim for Kent to 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. The early years are a critical time of development and learning for children to get the best start in life.

In Kent we have the same aspirations and expectations for every child and young person to make good progress in their development and learning from birth, to achieve well and to have the best opportunities in life as they become young adults.

Every child and young person has the right to go to a good or outstanding early years setting and school and to have access to the best support for their learning and achievement. They should also benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve together. No child should be disadvantaged by not being able to attend a good quality early years setting or school.

The Early Years and Childcare Strategy 2014 – 2017 reflects KCC's priorities and targets for improvement in early years provision and outcomes for children by age 5, and incorporates our response to the changes the Government is introducing for early education and childcare. It also comes at a time when KCC is developing more integrated early intervention and prevention services to support children and families, especially in the early years.

The main aims of this Strategy are to develop a more integrated approach to early years and childcare provision and services; to ensure better continuity of provision and services across the 0 – 5 age range; to ensure an increasing number of children are school ready at the end of the Early Years Foundation Stage; and to mitigate the effect of poverty, inequality and disadvantage through the provision of high quality early education and childcare, including support for parents and carers and narrowing early development achievement gaps. The Strategy is also designed to ensure a system wide approach to continuous improvement in early education and childcare provision by developing more self sustaining networks through collaboration and the use of traded services.

The scope of the Strategy also includes targets to improve outcomes and to secure a sufficiency of, and access to, high quality free early education places for all three and four year olds and for increasing numbers of two year olds. It also includes plans to improve the sufficiency and quality of childcare for all children and young people aged 0 – 14 and up to 18 where the young person has a disability or special educational needs (SEND). This applies to early education and childcare provision of all types (pre schools, nurseries, nursery classes and Kent's one nursery school, childminders, before and after school and holiday childcare provision) and across all sectors, (maintained, voluntary, private and independent). While the aims of the Strategy apply equally across the full range of providers, the priorities and implementation may vary across different types of providers. Furthermore, there is a need now to develop more integration between early

years and childcare provision, children's centres and schools and with other partner agencies as part of this new Strategy.

While the Strategy has a clear and specific scope, it aligns with a number of other key strategies and initiatives, particularly strategies for School Improvement, the Special Educational Needs and Disability (SEND) Strategy, and plans for integrated early intervention and prevention services for 0-11 year olds including children's centres. A wide range of stakeholders and partners are engaged in the successful delivery of early education and childcare provision and play a part in implementing this Strategy.

2. Context

National Context

The national context for the Early Years and Childcare Strategy 2014 – 2017 is the Government's document *More Affordable Childcare*. Published in July 2013, *More Affordable Childcare* sets out the Government's plans to:

- help families to meet the costs of childcare;
- increase the amount of affordable provision;
- improve the quality of provision;
- give parents the right information so they can make informed choices about childcare.

Implications for local authorities include:

- acting as champions for disadvantaged children and their families;
- a revised role in quality improvement, focusing on challenging and securing support for early years providers that are judged by Ofsted as 'requiring improvement' or being 'inadequate';
- a continuing role in ensuring a sufficiency of provision.

Additional detail on *More Affordable Childcare* and its implications for local authorities is provided in Appendix One.

Local Context

Kent's Early Years and Childcare Strategy 2014 – 2017 links to the wider context of a range of local priorities and plans that affect families, children and young people. Information about these is provided in Appendix Two

3. Our Ambition

Our ambition for Early Years and Childcare in Kent is for a vibrant, increasingly diverse and thriving early education and childcare sector that is of good and outstanding quality, achieves very good outcomes for children and that is sufficient, affordable and easily accessible for parents and carers.

In fulfilling this ambition we aspire to achieve the following:

- a culture of collaboration between all providers, schools, the local authority, other professionals, and parents working together in partnership to support and achieve the best possible outcomes for children, young people and their families;

- every child and young person is supported to develop well, make good progress and achieve their full potential in a safe environment;
- providers are self-improving and evaluative and strive for continuous improvement;
- the voice and needs of children, young people and their parents and carers are central, with their needs being consistently identified early and effectively met.

4. Our Strategic Aims

The Strategic Aims of this Strategy are:

1. To develop a more integrated approach to early years and childcare provision and services
2. To ensure better continuity of provision and services across the 0 – 5 age range
3. To ensure increasing numbers of children are school ready at the end of the Early Years Foundation Stage (EYFS) and make a successful transition to school
4. To mitigate the effects of poverty, inequality and disadvantage through the provision of high quality early education and childcare, more effective support for parents and narrowing of the early development achievement gaps for the most disadvantaged children
5. To develop a system wide approach to continuous improvement in early education and childcare provision through more collaborative networks of providers and the use of traded services.

5. Early years and childcare provision in Kent

Early education and childcare in Kent is available through a large, diverse and regularly shifting market of maintained, private, voluntary and independent providers, including childminders.

Early Years

Early Years childcare provision for children age 0 – 4 for at least four hours a day is provided by sessional and full day care pre-schools and nurseries and with childminders. Embedded within this childcare provision will almost always be the free early education entitlement of 15 hours a week for 38 weeks a year. Levels of provision fluctuate regularly but are currently (as at date) (as registered with and informed by Ofsted):

- *Full day care provision:* 373 providers which are open for more than four hours per day, offering a total of 17,495 childcare and early education places;
- *Sessional provision:* 333 providers which are open less than four hours per day, offering a total of 9,591 childcare/early education places;
- *Childminders:* 1,533 childminders (i.e. providers who can care for children of all ages within their own home). The number of actual places is not available as Ofsted no longer makes this available. Of the 1,553, 407 are eligible to offer the free early education entitlement;

- *Maintained provision:* there are 67 maintained nursery classes and one maintained nursery school, offering a total of 3,536 free early education places for three and four year old children

The Free Early Education Entitlement

Three and Four Year Olds

The Free Early Education Entitlement is available for all children aged three or four years. It constitutes a part time place (15 hours a week) for 38 weeks a year and is free to the parent at the point of delivery. Free places can only be provided by Ofsted registered provision, all of which deliver the full EYFS curriculum.

Two Year Olds

In September 2013, the Government introduced a duty for local authorities to provide places for disadvantaged two year olds. Kent's target was to make available 3,095 places from September 2013 with 7,000 places in total required to be available by September 2014.

Out of School Childcare

Childcare provision for school aged children (universally up to 14 and up to 18 for those with SEND and/or who are in the care of the local authority) is provided through breakfast clubs, after school clubs and holiday provision, again provided across all sectors and also by childminders. Much of this provision is not required to be registered with Ofsted (due to the lower number of hours and/or weeks it operates) and is therefore a more difficult market to quantify.

6. Where we are now

We have seen considerable development and improvement over recent years concerning both the sufficiency and quality of provision and also in relation to outcomes for children. Successes reflected in Bold Steps for Education include:

Early Education for Two Year Olds

As part of the Government's policy for free early education places for disadvantaged two year olds, we have introduced the 'Free for Two' scheme in Kent. During 2012/13 more than 1,200 two year olds accessed a free early education place. This has already risen to over 3,200 by December 2013.

Quality of Provision

For Early Years providers in the private, voluntary and independent sectors there has been continuous improvement over a number of years in the percentage of providers judged as good or better by Ofsted. The current profile for group early years providers is:

- Outstanding, 17%
- Good, 70%
- Satisfactory, 12%
- Inadequate, 1%.

The majority of EYFS classes in schools are judged as good or better with only a small number judged as requiring improvement.

The current profile for Kent's childminders is as follows:

- Outstanding 12%;
- Good 66%;
- Satisfactory 21%
- Inadequate 1%.

Early Years Foundation Stage

The new EYFS introduced in 2012 consists of 17 Early Learning Goals across seven areas of learning. There are three possible assessment scores for each of the early learning goals: 1 for *emerging* : 2 for *expected* : 3 for *exceeding the expectations for a good level of development*.

The main overall indicator for the new EYFS framework is for pupils to show a 'Good Level of Development' (GLD). In 2013, 64% of children in Kent achieved this (well above the national average of 52%) with a range across districts of 55% to 69%.

Achievement Gaps

At national level, the achievement gap is defined as being the difference in achieving a GLD between the lowest attaining 20% of children and the mean, which for 2013 is 36.6%. In Kent, this gap has been progressively reducing over the previous six years with the figure for 2013 of 25.2% being better than the national figure.

The achievement gap in Kent as measured by the difference in children in receipt of free school meals and all children achieving a GLD is currently 19%. This is the third best figure nationally and well above the national average.

The gender gap is significant, with 72% of girls and 55% of boys in Kent achieving a GLD. This is a significant issue for closing the achievement gap and ensuring more children develop well in the early years and are well prepared for starting school.

Whilst the direction of travel in Kent is good overall, there is clearly more work to be done to further narrow the gaps for all children and ensure more children develop well before the age of five.

7. Our Priorities

The priorities to fulfil our Strategic Aims are:

1. Integration of provision and services

- Ensure more effective joined up working across and between early education and childcare providers, schools, children's centres, the local authority, health and all other relevant agencies and professionals
- Develop collaborative working and improve information sharing and communication with and between providers of early education and childcare
- Improve communication with and the provision of information for parents and carers in relation to early years and childcare matters.

2. Continuity across the 0 – 5 age range

- Ensure the provision of support for parents to better engage in their children's learning in the very earliest years
- Ensure the availability of free, quality early education places for specified two year olds in line with Government targets and timescales
- Extend the Free Early Education Entitlement offer for two, three and four year olds so that is available during the school holidays, in line with the availability of provision
- Support improved continuity and progression in learning for all children by improving current approaches to transition.

3. School readiness

- Ensure that more children achieve a Good Level of Development at the end of the Early Years Foundation Stage and are resilient and well prepared for school.

4. Mitigating the effects of disadvantage

- Accelerate the narrowing of gaps in achievement by ensuring that children in the early years who may be vulnerable to poorer outcomes (including those with SEND) have their needs identified as early and possible and receive appropriate additional support to develop well
- Ensure there is a sufficiency of high quality and accessible out of school childcare places for school aged children to age 14 (up to 18 where a young person has a SEND and/or is in the care of the local authority) so that parents are not inhibited from work or training by the absence of childcare.

5. System wide continuous improvement

We need to ensure that increasing levels of provision are good or outstanding and that providers seek to continuously improve the quality of their provision through the development of their workforce by:

- Supporting providers receiving an Ofsted judgement of 'requires improvement' or 'inadequate' to quickly move to 'good' or better

- Delivering a comprehensive and highly flexible early years and childcare chargeable improvement service
- Ensuring a comprehensive work force development offer, designed to address gaps in qualifications and other training, including those related to inequalities.

8 The Way Forward

In order to fulfil our ambition and achieve our strategic aims and priorities, we will act as follows:

1. Integration of provision and services

a) *Early intervention and prevention*

In the early years, Children's Centres play a critical role in relation to early intervention and prevention. Children's Centres in Kent are currently under review and a new Children's Centre Strategy is being developed.

Children's Centres work closely with early years providers and local primary schools, in ensuring that the most disadvantaged children and their families receive the early support they require. More integration of this work is a priority for this Strategy.

Action:

- **To ensure that joint health and education reviews for two year olds are embedded and effective** (triggering common assessment referrals where needed)
- **To improve integrated working between education, health, children's social services and providers.**

b) *Communication with providers and collaborative working*

We aim to improve the way we work with and communicate with early education and childcare providers. To improve communication and engagement further KCC is developing more collaborative models for providers to work together, and with the local authority, to share best practice and build capacity for improvement.

Action:

- **To introduce an Early Years and Childcare Bulletin**, incorporating all information that needs to be made available to providers in relation to education, childcare, social care and health
- **To ensure providers can access the new Kent, Education, Learning and Skills Information (KELSI) website**
- **To further develop local (district based) provider networks**
- **To introduce secure email systems for providers.**

c) *Support for parents, carers and families*

KCC has a Parent's Charter to support partnership between parents and carers and those responsible for providing support and assistance to them. The Charter outlines a joint responsibility to make sure that children and young people are safe, happy, learning and achieving good outcomes.

Action:

- **To improve support for parents and carers by ensuring they have up to date information about childcare and early education, and providers do more to develop the engagement of parents, carers and families in their children's learning.**

Children and Families Information Service

The Childcare Act 2006 places a duty on local authorities to make information available to the public on childcare and related services. KCC primarily delivers these responsibilities via the Kent Children and Families Information Service (CFIS). A range of supplementary information about the availability of other relevant activities for families is also provided by KCC Libraries.

Action:

- **To review and improve the current model of delivery for CFIS** to ensure we deliver an improved service response to parents' enquiries via telephone, e-mail, and online access and enable parents, carers and families to find the right information and advice.

2 Continuity across the 0 – 5 age range

a) Parents/carers/families engagement in their children's learning

Parents are a child's first and most enduring educators. Supporting parents' engagement in their children's learning is the most effective way to make a difference to children's lives and outcomes. When parents have the knowledge, skills and confidence to provide the kind of relationships and experiences that children need to learn and develop it can make a real difference to children's outcomes and futures. There is a wide range of often excellent and effective practice across the county, supporting parental engagement in their children's learning.

Action:

- **To further progress work already underway to disseminate the best practice for engaging parents in their children's learning.**

b) Free Early Education for two year olds

Currently, 79 percent of two year olds eligible for a free place are accessing this.

Action:

- **To increase the number of places for two year olds** through the following activities:
 - county-wide provider audits at least twice each year
 - provider information briefings
 - presentation and publicity materials
 - training workshops and surgeries
 - seminars and networking events
 - individual business planning support for group settings
 - capital development plans.

Capital funding to support the development of new places is available, the allocation for Kent being £2.4m. This will support the development of a small number of projects in key areas whilst the majority will provide small grants to providers needing small scale refurbishments or additional equipment to take two year olds in their settings.

Action:

- **To continue to promote free places for two year olds to eligible families in order to increase take up.**

c) Free Early Education Entitlement for two, three and four year olds

Action:

- **To extend the Free Early Education Entitlement** through plans already underway so that funded places are available on a year round basis rather than on a term time only basis. This will be implemented on a county-wide basis from April 2014.

d) Transition

Early years providers have been supported to embed effective transition practice so that children are ready for school and make a good transfer to the Reception year. Schools and providers work together via district networking meetings to build robust and effective working relationships that support the transition process. A priority is to make this practice more consistent across the county.

Action:

- **To consult on a 'Transition Protocol', outlining the nature, purpose of and principles of effective transition across the full education spectrum**
- **To review and re launch advice and guidance for ensuring effective transition across all ages and all types of provision, including examples of best practice.**

3 School readiness

The priority is to significantly increase the overall number of children achieving a Good Level of Development whilst closing achievement gaps, including those between boys and girls and children eligible and not eligible for Free School Meals. Achieving this is dependent upon the success of all other actions in this Strategy.

4. Tackling inequality and disadvantage

a) Narrowing gaps in achievement

New Early Years and Childcare Statutory Guidance for local authorities identifies a clear role for local authorities as champions of all children and families but with particular focus on the most disadvantaged. Local authorities are encouraged to promote inclusion and improve outcomes for vulnerable groups, including (but not necessarily exclusively):

:

- families considered to be hard to reach
- families where children are in receipt of free school meals
- children in care
- children in need
- children with SEND

- minority ethnic groups
- gender inequalities.

Action:

- **To deliver an intensive programme of support and advice for all early years and childcare providers in order to respond to all of these issues and to continue to narrow gaps in achievement so that we:**
 - narrow the gap in support for very young children who may have additional learning needs, before their access to Free Early Education for some at the age of two and universally at three
 - ensure the need for earlier identification of need and an appropriate response to this
 - reduce the number of children arriving in Reception classes with unidentified special educational needs and those with below age appropriate communication and language skills.

b) Supporting parents to work and/or train

Action

- **To increase the supply of Out of School Childcare** by mapping demand, supply and identified gaps against the geographical area covered by each collaboration of schools. This will allow each school collaboration to consider its own profile and, if considered to be necessary, plan and work together to close identified gaps. Where a school collaboration agrees that there is need and chooses to act to meet this need, the local authority will make support available if required.

5. Continuous Improvement

The role of the local authority is to make available support for all providers should they seek this and particularly to intervene where Ofsted judges a provision to be 'requiring improvement' or 'inadequate', in order to support that provider to improve to good or better as quickly as possible.

a) Improvement Strategy

Action:

- **To implement a new Improvement Strategy** which incorporates:
 - A high quality and flexible portfolio of advice, support and training, made available on a chargeable basis
 - For providers judged by Ofsted as 'requires improvement' or 'inadequate', an intensive programme of support and challenge, quickly developing an action plan to take forward issues identified by Ofsted in order secure rapid improvements
 - The introduction of and support for early years and childcare provider collaborations, designed to build capacity and drive further improvement.

Safeguarding

Early years and childcare providers have a crucial role to play in safeguarding children, ensuring their welfare needs are met and their well being is developed. They have a duty to comply with section 40 of the Childcare Act 2006 and statutory guidance enshrined in *Working Together to Safeguard Children 2013* when working in partnership with parents and other agencies. Standards laid out in the welfare requirements of the EYFS provide further prescription about what is expected of settings in relation to their safeguarding responsibilities.

Action:

- **To continue to provide support, training and advice to providers on all aspects of safeguarding or concerns of a child protection nature, including advice on staff conduct issues**

b) *Supporting workforce development*

There is a minimum qualification requirement for staff working in the early years sector and Government targets to increase the number of graduates in private, voluntary and independent provision. The requirements of the EYFS (2012) state that staff qualifications must be full and relevant, with managers being required to carry out audits to make sure that this is the case. Other requirements include:

- each group provision must be led by a practitioner with a minimum Level 3 full and relevant early years qualification
- each group setting must have a designated practitioner for safeguarding
- each group setting must have designated persons for SEN and for behaviour management
- each childminder must complete the pre-registration course prior to registering with Ofsted
- each group setting must have an appropriate number of staff and each childminder to have an up to date Paediatric First Aid Certificate (local authority approved).

The number of all Ofsted registered practitioners in Kent provisions exceeds 9,000 (excluding early years staff working within the maintained schools). Based on KCC's Annual Provider Survey 2012, the percentages of the total workforce having achieved or exceeded Ofsted qualification requirements was:

- 31% of leaders hold qualifications above the Ofsted requirement of Level 3;
- 55% of paid staff hold a qualification at Level 3 or above
- 21% of paid staff have achieved or are working towards a Level 2 qualification.

Additionally, the percentage of the (paid) workforce having achieved or working towards higher education qualifications was:

- Leaders -17% achieved or are working towards Level 6
- Leaders - 6% achieved or are working towards Level 5
- Other staff – 4% achieved or are working towards Level 6
- Other staff – 1.23% achieved or are working towards Level 5.

More Affordable Childcare highlights the impact of a graduate led, well qualified workforce on the quality of early years experiences for babies and young children. This is supported by evidence from Ofsted's Annual Report 2012. with the implementation of the new Early Years Teacher status role from September 2013 and the Early Years Educator role in September 2014.

Actions:

- **To improve the skills of the workforce in settings in areas of high deprivation, where quality tends to be less good**
- **To increase the number of settings with a graduate**
- **To focus on the workforce development needs for settings providing for two year olds, including increasing the number of graduates in these settings**
- **To support the skills development of the workforce in relation to the early identification of and response to need, particularly for children in the early years with special educational needs and disabilities**
- **To provide advanced training for SENCO practitioners in settings that work with children with complex special educational needs.**

c) Support for childminders

There are currently over 1,500 childminders, who are a key part of the supply of early education and childcare provision in Kent, including Free Early Education places for two year olds. KCC currently has a service level agreement with the Professional Association for Childcare and Early Years (PACEY) to develop a sustainable childcare market through quality childminders.

Action:

- **To continue to give priority to supporting childminders** and to work with them to strengthen the existing networks and develop new structures to ensure their business model is sustainable.

9. Recognising Success

We will know that we have been successful in achieving our Strategic Aims when, by 2017:

- The number of all children achieving a Good Level of Development at the end of the EYFS has increased from 64 to 80 percent
- The gap between all children and those ever having been in receipt of Free School Meals has narrowed from 18.7 to 14.5 percent
- The percentage of early years setting judged by Ofsted to be 'good' or 'outstanding' has increased from 87 to 90 percent
- We have delivered high quality free places for two year olds in line with agreed Government targets
- The number of two year olds eligible for a Free Early Education place and accessing this has increased from 79 to 95 percent
- The percentage of eligible two year olds taking up a free place and being placed in a good or outstanding setting has increased from 83 to 95 percent
- 90 percentage of providers are working as part of a Collaboration

- The percentage of private, voluntary and independent early years settings with a graduate in situ has increased from 58 to 70.

Performance Targets for each year for the period 2014 – 2017 are attached as Appendix Three.

10. Implementation, Monitoring and Evaluation

A three year Implementation Plan will be developed to take forward the finally agreed Strategy for early education, early years and out of school childcare group providers and childminders. This will set out clear actions, timescales, resources and monitoring arrangements.

APPENDIX ONE

National Context

The national context for the Early Years and Childcare Strategy 2014 – 2017 is the Government's document *More Affordable Childcare. Published in July 2013, More Affordable Childcare* sets out the Government's plans to:

- help families to meet the costs of childcare
- increase the amount of affordable provision
- give parents the right information so they can make informed choices about childcare.

Key messages within *More Affordable Childcare* are:

Helping families to meet the costs of childcare

(a) New funding

Phasing in from autumn 2015, a new scheme will be introduced to offer tax-free childcare to working families. From April 2016, £200 million of additional support with childcare costs will be provided, within Universal Credit.

(b) Funded early education

The commitment remains to funding 15 hours a week of early education for all three and four year olds, extending to around 20 per cent of two year olds from September 2013 and around 40 per cent of two year olds from September 2014.

Increasing the amount of affordable provision

(a) Improving regulation and removing barriers

The Government intends to improve regulation by bringing forward legislation to introduce a new childcare registration system, following consultation. This would replace the current system with a single, consistent set of welfare and safeguarding requirements for all childcare providers.

(b) Making better use of schools

The Government would like to see Primary school sites open for more hours each day and for more weeks each year and intends to work with schools and childcare providers to look at ways in which it can be made easier for out-of-hours provision to be made available on school sites. Schools will continue to have autonomy to make decisions about the hours that they are open.

Improving quality

The Government intends to further improve the quality of early years provision by:

- reforming qualifications and introducing early years teachers and early years educators
- strengthening the inspection regime by Ofsted
- introducing childminder agencies to increase the number of childminders and improve the training and support they can access.

Helping parents make informed choices

The Government wants parents to tell them how best to improve the information available about childcare providers in their area and intend to ask an independent organisation to work with parents to find out what they think of the current information sources and make recommendations in the spring 2014 about which channels are most useful to parents and how services might be improved.

Implications for local authorities

Acting as champions for disadvantaged children and their families

Local authorities play an important support and challenge role with schools as the champions of children and parents, especially the most disadvantaged. They focus their resources on supporting and intervening in those schools which require most improvement. The Government wants to ensure local authorities take a similar role in the early years. As champions of children and parents, local authorities will be required to identify harder to reach families, make sure they understand the early education and childcare support available to them, and support them to choose an early education provider for their child. It will be particularly important that local authorities play this role in supporting the implementation of early learning for two year olds.

Quality improvement

Local authorities will continue to play an important part in ensuring there is high quality provision in their areas. However, at a time when resources are under pressure, the Government believes local authorities should not undertake their own quality assessments of providers (which is Ofsted's role) but should focus on challenging and securing support for early years providers who 'require improvement'. The Government will therefore reform the law to no longer require local authorities to make additional quality-based requirements on good or outstanding private, voluntary and independent sector providers.

Where a provider receives a 'requires improvement' or 'inadequate' rating from Ofsted, this will continue to trigger intervention by the local authority, based on the issues raised by inspection. Local authorities will therefore specify that these 'requires improvement' providers take-up appropriate support as a condition of funding. Local authorities will also need to make sure that these providers can access training and support, and where such support is not available, to provide it directly.

We know that the quality of provision is particularly important for disadvantaged children. New guidance on early education therefore sets out the expectation that local authorities should only fund early learning places for two year olds in settings judged to be 'good' or 'outstanding'. The Government is considering whether, from September 2015, to require that local authorities only fund early learning places for two year olds in settings judged to be 'good' or 'outstanding'. The Government will provide an annual update of existing benchmarking data on the proportion of providers rated 'good' or 'outstanding' in each local authority area. For the first time, from this year, it will include data on the proportion of children accessing their funded place in a provider rated as 'good' or 'outstanding' in each area.

Sufficiency

The local authority role in relation to the sufficiency of early years and childcare provision is unchanged to make sure that there is a diverse, sufficient and sustained market of early education and childcare provision that meets the needs of parents and carers.

Statutory guidance

In the context of more affordable childcare, the DfE issued revised statutory guidance for local authorities which took effect from September 2013. It includes new elements relating to early years provision for two year olds from lower income families and providing information, advice and training to childcare providers. It sets out a changed role for local authorities to enable them to focus, in particular, on identifying and supporting disadvantaged children to take up their early education place.

Evidence shows that high quality early education at age two brings benefits to children's development. The statutory guidance also reflects the Government's intention that, as far as possible, early education for two-year-olds from lower income households is delivered by providers who have achieved an overall rating of 'outstanding' or 'good' in their most recent Ofsted inspection report. The Government is considering whether to require that, in future, such early education could only be delivered by 'good' and 'outstanding' providers.

The DfE has introduced measures to repeal the requirement on local authorities to statutorily assess the sufficiency of childcare in their area and also intends to introduce

measures at the earliest opportunity to replace the duty on local authorities to provide information, advice and training to childcare providers.

APPENDIX TWO

Local Context

Kent's Early Years and Childcare Strategy 2014 – 2017 links to the wider context of a range of local priorities and plans that affect families, children and young people, as follows:

- *Bold Steps for Kent*, Kent County Council's (KCC'S) medium term plan
- *Facing the Challenge*, KCC's plan for transformation in the light of current challenges and pressures
- *Bold Steps for Education*
- *Every Day Matters*, KCC's Children and Young People's Strategic Plan 2012 -2015
- *KCC's Child Poverty Strategy 2013 – 2016*
- *KCC's Education, Learning and Skills (ELS) School Improvement Strategy*. This includes the provision of advice, support and challenge for the EYFS in schools (nursery and reception) and also for Year 1, to give continuity and progression for learners via effective transition

- The *ELS Commissioning Plan*, setting out how KCC will ensure there are sufficient places of high quality for all learners, in line with statutory requirements, including early education and childcare
- KCC's *SEND Strategy*
- Kent's multi agency *Early Intervention and Prevention Strategy*
- The Children's Centre Strategy 2013 – 2016, the strategic and operational interface between this and the early years and childcare strategy being crucial
- Health initiatives, including the *Healthy Child Programme*, the *Health Visitor Implementation Plan 2011-2015* and *Family Nurse Partnerships*.

APPENDIX THREE

Performance Targets

Between 2014 and 2017, progress will have been made against key targets as indicated in the table below.

Target	2013	2014	2015	2016	2017
Early Years Foundation Stage Profile (new framework). Percentage of children reaching a 'good level of development' (GLD)	63.5	68	72	76	80
Percentage of settings judged by Ofsted to be good or outstanding	87	87.5	88	89	90
Percentage of two year olds eligible for the Free Entitlement taking up their place	79	83	87	91	95
Percentage of two year olds eligible for the Free Entitlement placed in good or outstanding settings, or those on a clear pathway towards this	83	86	89	92	95
Narrowing the gap (new EYFS framework). Percentage difference in GLD between all children and those in receipt of free school meals.	18.7	17.5	16.5	15.5	14.5
Percentage of early years providers working as part of a collaboration	N/A	60	70	80	90
Percentage of private, voluntary and independent early years providers with an early years graduate <i>(N.B Targets dependent on level of funding for bursaries)</i>	58	62	65	68	70

APPENDIX TWO
KENT COUNTY COUNCIL
EQUALITY ANALYSIS / IMPACT ASSESSMENT (EqIA)

Directorate: Education Learning and Skills

Name of policy, procedure, project or service:
Early Years and Childcare Strategy 2014-17

What is being assessed?
The impact of the proposed Strategy

Responsible Owner/ Senior Officer:
Alex Gamby, Head of Early Years and Childcare

Date of Initial Screening:
17 September 2013

Date of Full EqIA:
21 October 2013

Version	Author	Date	Comment
1	Debbie Henderson	17 September 2013	
2	Debbie Henderson	18 December 2013	Amendments made following feedback from Diversity Team
3	Debbie Henderson	19 December 2013	Further amendments made following feedback from Diversity Team
4	Debbie Henderson	20 December 2013	Final version agreed following discussion with Head of Service

Screening Grid

Characteristic	Could this policy, procedure, project or service, or any proposed changes to it, affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact HIGH/MEDIUM LOW/NONE UNKNOWN		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes you must provide detail
Age Page 150	No	Low	None	a) No b) No	Yes. The Strategy promotes and supports diversity within the Early Years and Childcare workforce. We are seeing a small % decrease of 'paid Setting Leaders' in the 40-59 and 60+ age groups and an increase in the 16-24 and 25-29 age groups. This spread across the age ranges has a positive impact on young children's views and values as they grow up. We are targeting Bursary funding for Qualifications at the over 24 age range as under 24s can access apprenticeship funding. This should ensure that the service is age appropriate to meet the needs of all parents/carers/grandparents.
Disability	No	Low	None	a) No b) No	Yes. The Strategy promotes and supports diversity within the Early Years and Childcare workforce to provide opportunities for adults with a disability to work with young children. This has a positive impact on young children's views and values as they

					<p>grow up.</p> <p>Providers have a statutory duty to have policies in place which meet the requirements of the Equalities Act for staff and the children and families they serve.</p> <p>SEND training for staff in early years and childcare settings covers all aspects of the Equalities Act to ensure the setting meets the needs of the children and families it serves.</p> <p>The Strategy proposes delivering an intensive programme of support for all providers to support the narrowing of gaps in achievement.</p> <p>All children and young people aged 0-14 (and up to 18 where they have a disability and/or special educational needs and/or are in the care of the LA) and their families are included in the Strategy.</p>
<p>Gender</p>	<p>Yes 98% of the Early Years and Childcare workforce is women. This Strategy could be seen to be less favourable towards men.</p>	<p>Low</p>	<p>Low</p>	<p>a) A proactive approach is being taken to address the gender imbalance. Local data indicates that the proportion of men working in any early years and childcare provision is slightly higher in the top 30% areas of deprivation (2%) compared with 1.8% elsewhere. The majority of men working in the sector (59%) do not hold a recognised early years' qualification. 21% hold a Level 3</p>	<p>Yes. The Strategy promotes and supports diversity within the Early Years and Childcare workforce and believes that men provide positive role models for young children especially those from single parent families. Encouraging more men into the sector depicts men in a positive light in the care and upbringing of children and young people.</p>

				<p>and 12% a Foundation Degree or above. A three-year plan will be developed to encourage more men into the sector and to support existing workers to gain recognised and relevant qualifications.</p> <p>b) No</p>	<p>Within settings individual children are tracked to ensure they make a good level of development. Interventions include support to narrow gaps in achievement between boys and girls.</p> <p>All settings encourage parental involvement in their child's learning and development. Fathers are included as a key group to ensure Children are not disadvantaged in any way.</p>
<p>Gender identity</p> <p>Page 152</p>	No	Low	None	<p>a) No</p> <p>b) No</p>	<p>Yes. The Strategy promotes and supports diversity within the Early Years and Childcare workforce which has a positive impact on the views and values of young people as they grow up.</p> <p>Equalities Act training ensures that parents/carers aren't discriminated against due to their gender.</p>
Race	<p>Yes</p> <p>Ethnic diversity is significantly underrepresented within the workforce. This Strategy could be seen to be less favourable towards race equality.</p>	Low	Low	<p>a) A proactive approach is being taken to address diversity. 95% of workers in the field of early years and childcare are white British. Although data is showing an increase in mixed Asian and Indian races we are below the national average of 8% for this particular group. A three-year plan will be developed to encourage a more diverse workforce in the sector. Overall the strategy aims to secure and support a workforce which is representative of the people it serves.</p>	<p>Yes. The Strategy promotes and supports diversity within the Early Years and Childcare workforce which has a positive impact on the views and values of young people as they grow up.</p> <p>The Strategy supports the wellbeing and involvement of all children including those with English as an additional language and from minority ethnic communities. Setting staff can</p>

				<p>b) No</p>	<p>access training from the Inclusion Support Service.</p> <p>The Early Years Foundation Stage Curriculum requires settings to meet the needs of all children and young people and promotes parental involvement in their child's development.</p> <p>Formal observations and assessments in liaison with parent/carers take place and children are tracked from entry to transition to either another provision or to primary school.</p>
<p>Religion or belief Page 153</p>	<p>No</p>	<p>Low</p>	<p>None</p>	<p>a) No b) No</p>	<p>Yes. The Strategy promotes and supports diversity within the Early Years and Childcare workforce which has a positive impact on the views and values of young people as they grow up.</p> <p>Providers have a statutory duty to have policies in place which meet the requirements of the Equalities Act for staff and the children and families they serve.</p> <p>All children and young people aged 0-14 (and up to 18 where they have a disability and/or special educational needs and/or are in the care of the LA) and their families are included in the Strategy.</p>

<p>Sexual orientation</p> <p>Page 154</p>	<p>No</p>	<p>Low</p>	<p>None</p>	<p>a) No b) No</p>	<p>Yes. The Strategy promotes and supports diversity within the Early Years and Childcare workforce which has a positive impact on the views and values of young people as they grow up.</p> <p>Providers have a statutory duty to have policies in place which meet the requirements of the Equalities Act for staff and the children and families they serve.</p> <p>All children and young people aged 0-14 (and up to 18 where they have a disability and/or special educational needs and/or are in the care of the LA) and their families are included in the Strategy.</p>
<p>Pregnancy and maternity</p>	<p>No</p>	<p>Low</p>	<p>None</p>	<p>a) No b) No</p>	<p>Yes. The Strategy promotes and supports diversity within the Early Years and Childcare workforce which has a positive impact on the views and values of young people as they grow up.</p> <p>All children and young people aged 0-14 (and up to 18 where they have a disability and/or special educational needs and/or are in the care of the LA) and their families are included in the</p>

					Strategy.
Marriage and Civil Partnerships	No	Low	None	a) No b) No	<p>Yes. The Strategy promotes and supports diversity within the Early Years and Childcare workforce which has a positive impact on the views and values of young people as they grow up.</p> <p>All children and young people aged 0-14 (and up to 18 where they have a disability and/or special educational needs and/or are in the care of the LA) and their families are included in the Strategy.</p>
Caregivers' responsibilities	No	Low	None	a) No b) No	<p>Yes. The Strategy promotes and supports diversity within the Early Years and Childcare workforce which has a positive impact on the views and values of young people as they grow up.</p> <p>All children and young people aged 0-14 (and up to 18 where they have a disability and/or special educational needs and/or are in the care of the LA) and their families are included in the Strategy.</p>

Part 1: INITIAL SCREENING

Proportionality -

Low	Medium	High
Low relevance or Insufficient information/evidence to make a judgement.	Medium relevance or Insufficient information/evidence to make a Judgement.	High relevance to equality, /likely to have adverse impact on protected groups

State rating & reasons:

Low

The Strategy applies equally across all Kent communities and aims to secure a sufficiency of and access to high quality, universal free Early Education for three and four year olds and increasing numbers of two year olds and childcare for all children and young people aged 0-14 and up to 18 where the young person has a disability and/or special educational needs (SEND) and/or is a Child in Care. It applies to early education and childcare provision of all types – pre-schools, nurseries, nursery classes and Kent’s one nursery school, childminders, before and after school and holiday childcare provision – and across all sectors – maintained, private, voluntary and independent.

Context

National Context

The national context for the Early Years and Childcare Strategy 2014 – 2017 is the Government’s document *More Affordable Childcare*. Published in July 2013, *More Affordable Childcare* sets out the Government’s plans to

- help families to meet the costs of childcare
- increase the amount of affordable provision
- improve the quality of provision
- give parents the right information so they can make informed choices about childcare.

Implications for local authorities include:

- acting as champions for disadvantaged children and their families
- a revised role in quality improvement, focusing on challenging and securing support for early years providers that are judged by OfSTED as ‘requiring improvement’ or being ‘inadequate’
- a continuing role in ensuring a sufficiency of provision.

Local Context

Kent’s Early Years and Childcare Strategy 2014 – 2017 links to the wider context of a range of local priorities and plans that affect families, children and young people, as follows:

- Bold Steps for Kent, Kent County Council's (KCC's) medium term plan
- Facing the Challenge, KCC's plan for transformation in the light of current challenge and pressures
- Bold Steps for Education
- Every Day Matters, KCC's Children and Young People's Strategic Plan 2012-2015
- KCC's Child Poverty Strategy 2013-2016
- KCC's Education, Learning and Skills (ELS) School Improvement Strategy. This includes the provision of advice, support and challenge for the EYFS in schools (nursery and reception) and also for Year 1, to give continuity and progression for learners via effective transition
- The ELS Commissioning Plan, setting out how KCC will ensure there are sufficient places of high quality for all learners, in line with statutory requirements, including early education and childcare
- KCC's SEND Strategy
- Kent's multi agency Early Intervention and Prevention Strategy
- The Children's Centre Strategy 2013-2016, the strategic and operational interface between this and the early years and childcare strategy being crucial
- Health initiatives, including the Health Child Programme, the Health Visitor Implementation Plan 2011-2015 and Family Nurse Partnerships.

The Strategy applies to early education and childcare provision of all types – pre-schools, nurseries, nursery classes and Kent's one nursery school, childminders, before and after school and holiday childcare provision – and across all sectors – maintained, voluntary, private and independent. While the aims of the Strategy apply equally across the full range of providers, the priorities and implementation may vary across different types of providers.

Strategic Aims

The Strategic Aims of the Strategy are:

1. To develop a more integrated approach to early years and childcare provision and services;
2. To ensure better continuity of provision and services across the 0 – 5 age range;
3. To ensure increasing numbers of children are school ready at the end of the Early Years Foundation Stage and make a successful transition to school;
4. To mitigate the effects of poverty, inequality and disadvantage through the provision of high quality early education and childcare, more effective support for parents and narrowing of the early development achievement gaps for the most disadvantaged children;
5. To develop a system wide approach to continuous improvement in early education and childcare provision through more collaborative networks of providers and the use of traded services.

The Strategy will be implemented through a three-year plan.

Beneficiaries

All children and young people aged 0-14 and young people up to age 18 where they have a disability and/or special educational need and/or are in the care of the Local Authority and the families of all of those children.

Information and Data

The following information and data was taken into account as part of this assessment:

Kent Figures
 Childcare Sufficiency Assessment
 Annual Provider Survey
 Parental Demand Survey

In 2011 the population of Kent by ethnicity was:

All people	1,463,740
White	1,371,102
BME	92,638

In Mid-2012 the population of Kent by gender was:

Males	724,300
Females	755,800
Total	1,480,200

In Mid-2012 the average age of Kent residents was:

All people	40.5
Males	39.4
Females	41.5

The table below is taken from the Parental Demand Survey and shows the ethnicity of service users who responded to the survey.

Table 1: The ethnicity of service users

Ethnicity		2013		2012	
		N	%	N	%
White	British	1897	94.2	1935	96.1
	Irish	12	0.6	13	0.6
	Other White	33	1.6	19	0.9
Mixed	White and Black Caribbean	7	0.3	7	0.3
	White and Black African	8	0.4	1	*
	White and Asian	3	0.1	3	0.1
	Other Mixed	8	0.4	6	0.3
Asian	Indian	21	1.0	14	0.7
	Pakistani	0	0.0	1	*

	Bangladeshi	1	*	2	0.1
	Other Asian	4	0.2	2	0.1
Black	Caribbean	1	*	3	0.1
	African	5	0.2	2	0.1
	Other Black	2	0.1	1	*
	Chinese	0	0.0	0	0.0
	Other ethnic group	7	0.3	2	0.1
	Rather not say	4	0.2	2	0.1
	Totals	2013	100.0	2013	100.0

Col %

* = less than 0.1%

Gender of Respondents

Given that it was most likely that mothers responded to the survey, it is no surprise that the majority (77.9%) (2012 = 75.9%) of respondents were women with 22.1% (2012 = 24.1%) being men.

Age of Respondents

Given that the respondents were intended to be, in the main, those with the primary caring responsibility of the children in the households, it is perhaps surprising that the average age of respondents is 42.19 years (2012 = 43.09 years). This average is, however, somewhat skewed by the fact that a number of older respondents such as grandparents responded to the survey. In order to give a truer picture of the age profile of respondents, therefore, Table 2 splits the average ages into different categories.

Table 2: Average age of respondents by gender and group

Group	Average age			
	2013		2012	
	Males	Females	Males	Females
Mothers	-	41.0	-	42.0
Fathers	45.0	-	45.7	-
Grandparents	63.4	59.6	66.7	61.5
Others	42.3	50.9	47.8	44.3
All	45.1	41.4	45.8	42.2

Involvement and Engagement

The Strategy will be available for consultation with early education and childcare providers from the maintained, private, voluntary and independent sectors; childminders; schools, through Children's Centres, KCC relevant teams and health commissioners. As per KCC's policy the Strategy will be available in various formats including easy read, and large print or translated into another language to ensure it is accessible to all, on request.

Potential Impact

The Strategy has a potential negative impact for men and minority groups.

98% of the Early Years and Childcare workforce is women. Local data indicates that the proportion of men working in any early years and childcare provision is slightly higher in the top 30% areas of deprivation - 2% - compared with 1.8% elsewhere. The majority of men working in the sector (59%) do not hold a recognised early years' qualification. 21% hold a Level 3 and 12% a Foundation Degree or above.

Ethnic diversity is significantly underrepresented within the workforce. 95% of workers are white British. Although data is showing an increase in mixed Asian and Indian races we are below the national average of 8% for this particular group.

Adverse Impact

We will produce an action plan which will promote and support both men and minority groups to take up a career in childcare. For those who already work in the sector we will provide support and encouragement to gain recognised and relevant qualifications and help them to become positive role models within their particular groups.

Positive Impact

The Strategy aims to provide a vibrant, increasingly diverse and thriving early education and childcare 'market' which is accessible, inclusive and of the highest quality possible and representative of the people it serves. We will monitor and evaluate the impact of the Strategy throughout our three-year plan and make any adjustments necessary to ensure we achieve our long term aims.

JUDGEMENT

Following this initial screening our judgement is that a full impact assessment is required because we have identified a potential negative impact for men and minority groups. In addition, we are going to consult on the new Strategy.

Option 3 – Full Impact Assessment YES

The Strategy is universal and applies equally across all sectors including all groups of protected characteristics. The three-year plan will support improved continuity and progression for all children and young people by reviewing and refreshing current approaches to and practice in relation to transition. The plan will also accelerate the narrowing of gaps in achievement by ensuring that children and young people who may be vulnerable to not achieving their full potential (including those with SEND) have their needs identified as early as possible and that they are supported to achieve their full potential.

October 2013

Action Plan

An action plan is being developed to deal with the issues raised in the judgement above.

Monitoring and Review

The plan will be continually monitored and reviewed to ensure that the potential negative impacts are mitigated against.

Equality and Diversity Team Comments

The aims and objectives of the strategy are shown as to bring benefits for the children and their parents/carers. Those using the service were identified as the intended beneficiaries. The full assessment needs to pay particular attention to the potential negative and positive effects on the children, parents and carers the strategy serves.

Training and cultural awareness will be at least as important as recruiting more staff from BME backgrounds, in making sure the service meets the needs of families from diverse cultural backgrounds. It may not be a simple matter of recruiting more staff from BME backgrounds. We should be aiming to secure a workforce which is representative of the people it serves.

Sign Off

I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

Senior Officer and DMT Member

Signed: *Alex Gamby*

Job Title: Head of Early Years and Childcare

Date: 20 December 2013

Equality Impact Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
Gender	The Strategy could be seen to be having a negative impact on men as currently 98% of the Early Years and Childcare Workforce is women.		More men working in the Early Years and Childcare Sector	Alex Gamby	2014-17	
Race	Ethnic diversity is significantly underrepresented within the workforce. This Strategy could be seen to be less favourable towards race equality.		A more diverse workforce in the Early Years and Childcare Sector	Alex Gamby	2014-17	

APPENDIX 3

Questions for Consultation

1. Is the **Ambition** comprehensive?
2. Are the **Strategic Aims** the right ones?
3. Do the **Priorities** reflect what we need to achieve?
4. Does the **Way Forward** include the right things?
5. If you are a provider, how do you think we can most effectively communicate with you, and you with us, and how often?
6. Do you have any other comments?

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