

**EDUCATION AND YOUNG PEOPLE'S SERVICES  
CABINET COMMITTEE**

**Tuesday, 16th December, 2014**

**10.00 am**

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





## AGENDA

### EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

**Tuesday, 16 December 2014 at 10.00 am**  
**Darent Room, Sessions House, County Hall,**  
**Maidstone**

Ask for: **Christine Singh**  
Telephone: **03000 416687**

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

#### **Membership (16)**

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 Mr C R Pearman

UKIP (2) Mr L Burgess and Mr T L Shonk

Labour (2) Mr G Cowan and Mr W Scobie

Liberal Democrat (1): Mr M J Vye

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

#### **Webcasting Notice**

Please note: this meeting may be filmed for the live or subsequent broadcast via the Council's internet site or by any member of the public or press present. The Chairman will confirm if all or part of the meeting is to be filmed by the Council.

By entering into this room you are consenting to being filmed. If you do not wish to have your image captured please let the Clerk know immediately

#### **UNRESTRICTED ITEMS**

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

#### **A - Committee Business**

A1 Introduction/Webcast announcement

A2 Apologies and Substitutes

To receive apologies for absence and notification of any substitutes present.

A3 Declarations of Interest by Members in items on the Agenda

To receive any declarations of interest made by Members in relation to any matter on the agenda. Members are reminded to specify the agenda item number to which it refers and the nature of the interest being declared.

**A4 Future Meeting Dates - 2015**

The Education and Young People's Services Cabinet Committee is asked to note the meeting dates for 2015 as follows:

Tuesday, 13 January

Tuesday, 7 April

Wednesday, 8 July

Friday, 18 September

Tuesday, 15 December

*(All meetings to be held in the Darent room at 10.00 am)*

**A5 Minutes of the meeting held on 24 September 2014 (Pages 7 - 14)**

To consider and approve the minutes as a correct record

**A6 Verbal updates**

To receive verbal updates from the Cabinet Members for Education and Health Reform and Community Services; and the Corporate Director for Education and Young People's Services on the following:

- Schools – Advice on Ebola
- Free School Meals
- Visit to Finland, 5-7 November 2014
- Try Angle Awards, 23 November 2014

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

**B1 SEND Mediation and Disagreement Resolution Services (Pages 15 - 24)**

To receive a report by the Corporate Director of Education and Young People's Services that describes how the Council will meet its duties in relation to the provision of SEND Mediation and Disagreement Resolution Service which is a statutory requirement of the Children and Families Act 2014 for Council's and seeks endorsement of the proposed decision as set out

**C - Other items for comment/recommendation to the Leader/Cabinet Member/Cabinet or officers**

**C1 Draft SACRE Annual Report 2013-2014 (Pages 25 - 50)**

To receive a report from the Chairman of SACRE and the Corporate Director of Education and Young People's Cabinet Committee.

**C2 14 - 24 Learning, Employment and Skills Strategy Refresh 2015 - 2018 (Pages 51 - 84)**

To receive a report by the Cabinet Member for Education and Health Reform and Corporate Director for Education and Young People's Services that presents the findings from partners and stakeholders to refresh and refocus the 14 – 24

Learning, Employment and Skills Strategy from 2015 to 2018.

C3 Early Help and Preventative Services - Performance Review of Commissioned Youth Work Services (Pages 85 - 98)

To receive a report from the Cabinet Member for Education and Health Reform and Corporate Director of Education and Young People's Services that sets out the progress made with commissioned youth services and their contribution to a coordinated youth offer to the young people of Kent.

C4 Work Programme 2014/2015 (Pages 99 - 104)

To receive a report by the Head of Democratic Services that seeks topics and future items to be considered by the Cabinet Committee.

**D - Monitoring of Performance**

D1 School Performance 2014 - National Curriculum Test and Public Examination Results (Pages 105 - 116)

To receive a report from the Cabinet Member for Community Services and the Corporate Director of Education and Young People's Services that provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, KS1 and KS2 Standard Assessment Test results (SATs), and GCSE and A Level results for 2014. The report includes comparison to National Data where available. It also reports on the performance of vulnerable groups in each Key Stage. The data in this report is not final validated data so needs to be considered as provisional until final national data is published in the new year. Some national comparative data is still unavailable for some indicators

D2 Education and Young People's Services Strategic Vision and Priorities for Improvement 2015-2018 (Pages 117 - 170)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services on Provide an updated Education and Young People's Services (EYPS) Strategic Vision and Priorities for Improvement (formerly Education Bold Steps) 2015-2018 document, which details the headline priorities and targets for the EYPS Directorate for 2014-2015 onwards; and provide Members with an assessment of progress and achievements against key targets in 2013-2014, supported by key service developments and improvements.

D3 Education and Young People's Services Performance Scorecard (Pages 171 - 176)

To receive a report from the Cabinet Members for Education and Health Reform and Community Services; and the Corporate Director of Education and Health Reform reviewing the Performance Management Framework, a monitoring tool, for the targets and the milestones for each year up to 2017 set out in the Strategic Priority Statement, and service business plans.

**Motion to Exclude Press and Public**

The Cabinet Committee resolved that, under Section 100A of the Local Government

Act 1972, the press and public be excluded from the meeting for the following business on the grounds that it involves the likely disclosure of exempt information as defined in paragraph 3 of Part 1 of Schedule 12A of the Act.

**E. Key or significant Cabinet Member Decision(s) for recommendation or endorsement**

E1 SEND Mediation and Disagreement Resolution Services - Exempt appendix relating to Item B1 (Pages 177 - 188)

**EXEMPT ITEMS**

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

Peter Sass  
Head of Democratic Services  
(01622) 694002

**Tuesday, 9 December 2014**

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

## KENT COUNTY COUNCIL

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### EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

MINUTES of a meeting of the Education and Young People's Services Cabinet Committee held in the Darent Room, Sessions House, County Hall, Maidstone on Wednesday, 24 September 2014.

PRESENT: Mrs A D Allen, MBE, Mrs P T Cole (Vice-Chairman), Mr M A C Balfour, Mr D Brunning, Mr L Burgess, Mr G Cowan, Mrs M E Crabtree, Ms C J Cribbon (Substitute for Mr A Tear), Mr M J Northey, Mr J M Ozog, Mr Q Roper, Mr W Scobie, Mr T L Shonk and Mr M J Vye

ALSO PRESENT: Mr R W Gough, Mrs S V Hohler and Mr P J Oakford

IN ATTENDANCE: Mr P Leeson (Corporate Director Education & Young People Services), Mr D Adams (Area Education Officer - South Kent), Ms S Dunn (Head of Skills and Employability), Fenton (Interim Head of Kent Integrated Family Support Service), Mrs A Gamby (Head of Early Years & Childcare), Ms F Kroll (Director, Early Help and Preventative Services), Mr K Shovelton (Director Education Planning & Access), Ms S Tunnicliffe (District Head), Ms A Agyepong (Equalities and Diversity Manager) and Ms C A Singh (Democratic Services Officer)

#### UNRESTRICTED ITEMS

**24. Apologies and Substitutes**  
(Item A2)

1. Apologies were received from Mr Ridings, Mr Manion, Mr Pearman, Mr Scobie and Mr Tear. Mrs Cribbon attended as the substitute for Mr Scobie and Mrs Allen attended as substitute for Mr Ridings.
2. Mr Hill, Cabinet Member for Community Services sent his apologies and Mrs Hohler, Deputy Cabinet Member was in attendance.
3. Members noted that the Chairman, Mr Ridings, was ill and wished him a speedy recovery.

**25. Membership**  
(Item A3)

The Education and Young People's Services Cabinet Committee noted that Mr C Pearman had replaced Mrs Stockell as a representative of the conservative Group on this Cabinet Committee.

**26. Declarations of Interest by Members in items on the Agenda**  
(Item A4)

1. Mr Balfour made a declaration advising that his wife ran a Montessori nursery and that he was a Chairman of a Special School

**27. Minutes of the meeting held on 23 July 2014**  
(Item A5)

RESOLVED that the Minutes of the meeting held on 23 July 2014 were correctly recorded and that they be signed by the Chairman.

**28. Verbal update by the Cabinet Members and Corporate Director**  
(Item A6)

1. Mr Gough, Mr Oakford and Mr Leeson gave their verbal updates on activities that took place since the last meeting of the Cabinet Committee.

2. Mr Gough began by advising that the implementation of the Children and Families Act 2014 was in operation from 1 September 2014. He highlighted that the changes included the development of care plans, which would be reviewed annually, continued joint working with health professionals and an inclusive approach when dealing with the whole family. Nationally Kent was considered a pathfinder with its implementation.

3. Mr Gough agreed to submit a report on Elective Home Schooling to the December 2014 meeting.

4. Mr Leeson advised that the advantages of moving to an annual care plan would not put pressure on schools as there would be an annual review. This would be straight forward for mainstream schools but more difficult of special schools. The DFE feedback has acknowledged that Kent was ahead in preparing schools. If required schools would be offered additional support

*Virtual School Awards*

5. Mr Oakford advised that the Virtual School Kent (VSK) annual awards took place on 22 September 2014 in Canterbury where the achievements of more than 200 children were recognized. The theme of the day was Science and the Natural World with activities which included displays by The Hawking Centre and a climbing wall. Mr Oakford congratulated Mr Tony Doran, Headteacher of VSK, and his Team for all their support for young people.

6. Mr Cowan advised that he attended the event with his foster children which had given them valued and positive memories.

*Provisional 2014 Results*

7. Mr Leeson gave an overview of the provisional 2014 Kent examination results, which he advised were mainly positive. 69% of Early Years Foundation stage achieved good development which was above the national average. The free school meals gap had narrowed. The number of Kent Primary school below the floor level had halved from 44 to 22 schools in 2014.

8. Mr Leeson advised that there had been turbulence with the GCSEs following the changes made by the Secretary of State. Nationally the publication of GCSE results had been put back until early October 2014. In Kent the unvalidated results revealed that 61% had achieved 5 good GCSE's.



9. The A Level results for the international Baccalaureate were outstanding. Many schools were looking to include the International Baccalaureate in their 6<sup>th</sup> Form offer. There had been a slight improvement in A and B grades.

10. Mr Leeson congratulated Kent primary and secondary schools for their continued improvements in their results.

11. Mr Leeson responded to questions by Members as follows:

- Members were critical of the effect of the change in the arrangements for GCSEs which they felt could have long term effects on students.
- Members welcomed the predicted improvement in the examination results.
- Mr Leeson advised that every child in reception, years 1 and 2, being entitled to free school meals did not take away the need to identify those children that were entitled to the additional funding, pupil premium. Schools would need to encourage parents to inform the school that they are eligible for free school meals.

12. A report giving the verified Kent examination results would be submitted to the December meeting of this Cabinet Committee.

13. RESOLVED that:-

- a) the responses to questions by Members and the information in the verbal updates be noted; and
- b) reports on the verified examination results, Youth Service and Elective Home Schooling be submitted to the December 2014 meeting of this Cabinet Committee.

**29. Review and Implementation of KCC Policy on Supporting Pupils with Medical Conditions (including Mental Health Needs)**  
*(Item B1)*

*(Report by Mr P Leeson, Corporate Director for Education and Young People's Services)*

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

1. Mr Leeson and Ms Dunn introduced the report that sets out the details of the new structure and delivery models and the new KCC Policy on Supporting Pupils with Medical Conditions including Mental Health Needs. They advised that links with the Health Services would be strengthened and joint delivery models to support pupils with mental health conditions would be established in six new locality bases in the County.

2. The new service would provide:

- an education service to schools for young people with physical medical needs;
- education outreach support for young people with mental health needs located in six resourced bases, with up to 120 places annually; and

- together with Oakfields Education Unit and residential placements for the most complex needs.

3. Mr Leeson and Ms Dunn responded to questions by Member as follows:

- Ms Dunn confirmed that professional development would be available to teachers so that they have sufficient knowledge to identifying early signs of mental health and what they need to do if they think they have spotted a developing problem.
- A request was made for examples of where this is working to be included in future reports.
- Mr Leeson advised that this was a county wide service and resources would be moved where there is a need.
- The new service would be approved by Cabinet in October 2014 and implemented in April 2015.
- A comment was made that this was a welcomed provision as there had been growing problems with young people's mental health conditions not being caught early enough.
- Mr Leeson confirmed that this service was a priority of the Children and Adolescent Mental Health Service. CAMHS had appointed the new post of Primary Mental Health Worker.
- Mr Leeson explained that the PRUs would be overseen by Management Committees. He confirmed that the membership of the Committees would include headteachers from local schools.

4. RESOLVED that:-

- a) the responses to questions by Members be noted; and
- b) the Education and Young People's Services Cabinet Committee endorses the proposed KCC Policy on Supporting Pupils with Medical Conditions, including Mental Health Needs, prior to approval by Cabinet on 13 October 2014.

### **30. Early Years and Childcare and Children's Centres: General Update and Progress Report**

*(Item C1)*

*(Report by Mr P Oakford, Cabinet Member for Specialist Children's Services, Mr R Gough, Cabinet Member for Education and Health Reform and Mr R Leeson, Corporate Director for Education and Young People's Services)*

*(Ms A Gamby, Head of Early Years and Childcare, Mr N Fenton, Interim Head of Kent Integrated Family Support Services; and Ms F Kroll, Director of Early Help and Preventative Services, were present for this item)*

1. The Corporate Director, Mr Leeson, introduced the report that provided an update relating to the current position, progress to date and key issues for further development and improvement in relation to early years and childcare and children's centres. He advised that the 91% of Kent Early Years providers were judged by

Ofsted to be good or outstanding. Ms Gamby added that the early years sector were now working in over 40 collaborations to help to drive a faster rate of improvement and to further narrow gaps in achievement

2. Mr Leeson, Ms Gamby, Mr Fenton and Ms Kroll responded to questions by Members as follows:

- A comment was made that the report was excellent.
- Members congratulated Ms Gamby and her Team for their work.
- Mr Leeson advised that the Early Years and Childcare Service had been restructured and was now operational in May 2014. The Children Centres were in hubs and were now thought of as services supporting the whole family.
- Mr Leeson advised that improving the collection of data was critical and having good outreach work to ensure families were engaged was essential. Ms Gamby advised that the Children Centres and Early Years Teams were working together on a programme to enhance families involvement in their children's learning.
- Ms Kroll advised that the next phase of the Troubled Families Programme was to widen the criteria from working just with adolescents to include young children and offer services to them.
- Mr Oakford said that the focus needed to be on the services to be delivered and ensuring those services are available in the correct geographical positions, on public transport routes. There was a need to get away from the mind set of physical buildings.

3. RESOLVED that:-

- a) the responses to questions by Member and the report be noted; and
- b) the progress achieved to date and the next steps in developing KCC's early years and childcare provision including children's centres be noted.

**31. Commissioning Plan for Education Provision 2015-2019**  
(Item C2)

*(Report by Mr R Gough, Cabinet Member for Education and Health Reform and Mr P Leeson, Corporate Director for Education and Young People's Service)*

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

1. The Cabinet Member, Mr Gough introduced the report that sets out the Commissioning Plan includes clear proposals for increased provision in 2015, 2016 and 2017 and looks ahead to 2019 with forecast data about additional places required. He advised that there had been more temporary school expansions than predicted. The numbers in need of a school place increased due to inward migration into the County. This increase had reduced the surplus capacity of school places across the primary school sector. Seven out of 12 Kent districts were now at below 5% surplus capacity.

2. Mr Leeson said that he was grateful for the positive response from those Kent schools that managed the delivery of expansions to their schools on time.

3. The Director of Planning and Access, Mr Shovelton, advised that 95% of parental preferences for school places were met this year and the 758 additional children seeking places after National Offer day had all been offered a school place for September.

4. Mr Gough, Mr Leeson, Mr Shovelton and Mr Adams responded to questions by Members as follows:

- Mr Adams advised that it was a constant challenge to know when housing developments would come on line. If Members considered that any data in the Commissioning Plan was considered technically incorrect this could be looked at. Mr Gough advised that there were continual discussions on progress on their local plans with all 12 district councils.
- Mr Leeson stated that he did not expect the number of children with SEN to increase although there was an increase in children assessed with autism and communication difficulties.
- A Member stated that the need for school places in Gravesend was critical and families were dissatisfied with the school allocated. Mr Leeson advised that the Commissioning Plan gave the forecast data about for school places for 5 years with more detail for the first 2 years. It was the responsibility of the local authority to provide places - the admission arrangements were a separate issue. Mr Gough advised that Kent had made its forecast with a high degree of accuracy. He accepted that Gravesend had significant pressures. Mr Shovelton advised that 4 schools had been expanded in Gravesend but there had been pressure on places in year groups further up the schools from increased inward migration by established families.

5. Mr Cowan said that he could not endorse the document.

6. RESOLVED that:-

- a) the responses to questions by Members be noted; and
- b) the Commissioning Plan be endorsed by the Cabinet Committee prior to the final version being considered and approved by Cabinet on 13 October 2014.

### **32. Recruitment and Retention of Headteachers and Teachers** *(Item C3)*

*(Report by Mr R Gough, Cabinet Member for Education and Health Reform and Mr P Leeson, Corporate Director for Education and Young People's Services)*

*(Mrs S Tunnicliffe, Senior Improvement Advisor, was present for this item)*

1. The Corporate Director for Education and Young People's Services, Mr Leeson, introduced the report advising that this was the annual report to provide an update on the strategy to improve the retention and recruitment of Headteachers and

teachers in Kent. At present there were no schools in Kent without appropriate senior leadership. There were 17 schools [2.9% of schools] in Kent that were currently advertising for a substantive Headteacher, which mirrored the national position. Mr Leeson highlighted the examples of KCC's comprehensive leader development programmes for teachers, from the end of their first year of teaching through to Executive Headship, detailed in the report.

2. Mr Leeson, Mr Gough and Mrs Tunnicliffe responded to questions by Members as follows:

- Mr Gough advised that there would be no internal enquiry regarding the removal of Headteachers from Kent schools that had been judged to be failing.
- Mr Leeson stated that a failing school was a serious issue and Headteachers in failing schools were given support where necessary to improve the school. The post of Headteacher required resilience; every headteacher would have access to a mentor, if they would like one; and a counselling service was available.
- Mr Gough said that he would be aware of the schools that were failing. Mr Leeson advised that there were currently 27 Kent schools in serious/special measures.

3. RESOLVED that responses to comments and questions by Members and the actions being taken to monitor and improve Headteacher and teacher recruitment and retention in Kent be noted.

### **33. Annual Equality and Diversity Report** *(Item D1)*

*(Report by Mr R Gough, Cabinet Member for Education and Health Reform and Mr P Leeson, Corporate Director for Education and Young People's Services)*

*(Mrs A Agyepong, Corporate Lead, Equality and Diversity, was present for this item)*

1. The Corporate Lead, Equality and Diversity, Mrs Agyepong, introduced the report that sets out a position statement for services within the Education and Young People's Services Directorate objectives for the year regarding equality and diversity work and progress on KCC's Equality objectives for the year 2013/14. Mrs Agyepong highlighted some of the achievements detailed in the appendix to the report.

2. In response to a request Mrs Agyepong agreed to include details of vulnerable groups eg Free School Meals, absent from school, BME and NEETs.

3. RESOLVED that:-

- a) the current performance in relation to priorities be noted;
- b) the actions to ensure that equality governance is observed in relation to decision making be noted;
- c) the proposed changes to KCC's Equality Objective; and

- d) this report be received annually in order to comply with the Public Sector Equality Duty be agreed.

**34. Work Programme 2014/2015**

*(Item D2)*

*(Report by Mr P Sass, Head of Democratic Services)*

1. The Democratic Services Officer, Ms Singh, introduced the regular report on the Cabinet Committee's work programme and sought suggestions for additional topics from Members.
2. Members requested a report on the Youth Service to be submitted to the December 2014 meeting.
3. Ms Singh confirmed that the next agenda setting meeting would be held on 21 October when the suggested agenda items for the December meeting would be discussed. Members were invited to forward their suggested agenda items to the Chairman, Group Spokesmen or the Democratic Services officer.
4. RESOLVED that a report on the Youth Service be submitted to the December meeting and the work programme be agreed.

**35. Decisions taken outside of the Cabinet Committee meeting cycle**

*(Item E1)*

*(Report by Mr R Gough, Cabinet Member for Education and Health Reform and Mr P Leeson, Corporate Director for Education and Young People's Services)*

RESOLVED that the decisions taken between the meetings of this Cabinet Committee, in accordance with the process set out in Appendix 4 part 6 of the Constitution, be noted.

**From: Patrick Leeson, Corporate Director for Education and Young People's Services**

**To: Education and Young Person's Cabinet Committee**

**Subject: Decision No:14/00153 - SEND Mediation and Disagreement Resolution Services**

**Non-Key**

**Classification: Unrestricted**

Future Pathway of Paper: Cabinet Member Decision

Electoral Division: All

**Summary:** This report describes how the Council will meet its duties in relation to the provision of the SEND Mediation and Disagreement Resolution Service which is a statutory requirement of the Children and Families Act 2014 (specifically Part three, sections 51-57 and 60) for Council's and seeks endorsement of the proposed decision as set out.

**Recommendation:**

**The Education and Young People's Services Cabinet Committee** is asked to consider and endorse, or make recommendations to the Cabinet Member for Education and Health Reform on the proposed decision to enter into joint commissioning arrangements and award a contract to the preferred bidder for delivery of Mediation and Disagreement Resolution Services as identified by the tendering process currently underway.

## **1. Introduction**

### Background

Prior to the implementation of the Children and Families Act 2014 every Local Authority in England had a statutory duty to make arrangements for parents of children with special education needs and disabilities to access independent mediation services where there was disagreement about the provision outlined in a child's Statement of Special Education Need (SSEN) or where a parent disagreed about a decision the Local Authority had made in relation to the statutory assessment process.

Only parents had the right to access mediation and only in cases where this related to a Local Authority decision or the content of a child's Special Educational Needs Statement (SSEN) which could be appealed through a Special Educational Needs Tribunal.

Kent County Council complied with these duties through a collaborative contract in partnership with other local authorities in the South East Region.

### Changes to Local Authority Legislative Duties

Part three of The Children and Families Act 2014 implemented on 1 September 2014 outlined new statutory duties for each Local Authority (LA) in England, which includes a duty on Local Authorities to provide Independent Mediation, Mediation Advice and Disagreement Resolution Services

The group of people who can now access this service has been extended to include young people with special education needs and disabilities as well as parent(s)/carer(s) of children with special education needs and disabilities (SEND).

Disagreement resolution services are available:

- Between parent(s)/carer(s) of children with SEND or young people with SEND and Clinical Commissioning Groups (CCGs) or Local Authorities about health or social care provision during Education, Health and Care needs assessments, while Education, Health and Care (EHC) plans are being drawn up, reviewed or when children or young people are being reassessed
- To all young people with SEND or the parent(s)/carer(s) of children with SEND that have a disagreement with the School, early years provider or college about the special educational provision made for a child or young person, whether they have Education Health Plans or not
- Between parents or young people and local authorities, the governing bodies of maintained schools and maintained nursery schools, early years providers, further education institutions or the proprietors of academies (including free schools), about how these authorities, bodies or proprietors are carrying out their education, health and care duties for children and young people with SEN, whether they have EHC plans or not.
- To support Local Authorities and Health commissioning bodies to resolve disagreements in relation to the drawing up of Education Health and Care plans.

Chapter 11 of the SEN Code of Practice: 0-25 years explains the requirements in full. The most recent version currently out for consultation can be found at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/365616/Draft\\_Updated\\_Special\\_Educational\\_Needs\\_and\\_Disability\\_Code\\_of\\_Practice\\_for\\_consultation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf)

- 1.1 Although the current contractual arrangements are compliant with the new regulations following negotiations between the chair of the group (KCC) and the provider to achieve a temporary solution they are considered to pose an unacceptable risk of challenge due to material variances that will occur, in costs, provision levels and as a result of the number of times the current contract has been extended.
- 1.2 The current contract will expire on March 31<sup>st</sup> 2015 and Kent County Council has identified, and negotiated 'in principle' agreement from other parties, the proposed arrangements to discharge its statutory duties from April 1<sup>st</sup> 2015.



**2. Current position and next steps**

2.1 Proposed arrangements for service delivery after the expiration of the current contract would establish a collaborative and multi local authority partnership with 14 other South East local authorities Region who are known as the South East Group (SEG)

2.2 The membership of the SEG is as set out below:

1. Bracknell Forest	2. Buckinghamshire
3. East Sussex	4. Essex
5. Kent	6. Medway
7. Milton Keynes	8. Oxfordshire
9. Portsmouth	10. Reading
11. Southampton	12. Surrey
13. West Berkshire	14. West Sussex
15. RB Windsor and Maidenhead	16. Wokingham

2.3 The central procurement team has supported the process to date and has offered invaluable advice and support, it is envisaged they will continue to support the process following the Cabinet Member decision in order to maintain the current best practice approach and to ensure compliance to all legislative and KCC requirements. The SEG have collectively paid for this support.

- 2.4 The proposed collaborative arrangements will include:
- internal collaboration within the Council between education (SEN) and Social Care (adult and children’s services) and the 7 Clinical Commissioning Groups (CCG’s) who are all subject to these new duties.
  - external partnership working with 15 other LAs in the South East Group.
    - CScomplaints who will manage the process on behalf of adults and children’s social services have formally agreed
    - The 15 other participating LAs have agreed and already submitted a signed collaborative agreement (exemplar attached)
    - The agreement of the CCG’s is currently an ‘in principle’ agreement given by Martin Cunnington (Senior Associate for Disabled Children, South East CSU acting on behalf of the 7). This will be finalised when it has gone through their governance processes

2.5 The original contract was based on provision of unlimited mediations for each member local authority, it is proposed that the new contractual arrangements are modified to reflect the new responsibilities in the following ways:

- A core subscription service to provide the telephone information line, issue of certificates, operational infrastructure, information materials and 5 mediation or disagreement resolution meetings for use over the contracts lifetime.
- A ‘Pay As You Go’ (PAYG) service for the provision of mediation and disagreement resolution meetings, including all tasks such as making the arrangements within statutory timescales, production of pre and post mediation documentation and venue costs

- An option to extend once for a period of 2 years – the proposed decision delegates to officers in consultation with the Cabinet Member to decision to extend the contract.

2.6 The Department for Education (DfE) was impressed by the early stages of this proposal during a recent monitoring visit in September 2014 and the Joint Commissioning was viewed as an example of good practice. The officer will update the DfE during their next monitoring visit scheduled for 11 December 2014.

2.7 Negotiating the in principle agreements from departments within KCC and from other local authorities in order to progress to decision stage has necessitated a significant amount of KCC officer time. The detailed preparatory work will ensure that local authorities and their health partners in the South East are able to provide a seamless service to all parents and young people who live in the region, in accordance with the intention of the legislative requirements of the Children and Families Act 2014. The participating authorities have expressed gratitude for Kent County Council officer's leadership of this project.

2.8 In order to further ensure smooth transition from old arrangements to new KCC has prepared a draft document for early years providers, schools and post 16 institutions (attached) and this will be communicated to schools prior to the implementation of the proposed changes in April 2015

### **3. Financial Implications**

3.1 The cost of the annual core subscription services will be lower than the annual costs incurred for the existing contract (£24,103.21 )

3.2 It is estimated that Kent's annual contribution for the core service will be £12,480.00 in the first year and £7,480.00 in years 2 and 3. The exact price of the core subscription service is dependent on the cost submitted by the successful tenderer.

3.3 The previous contract allowed for unlimited use of mediation services and as such allowed KCC the benefit of certainty of cost for budgeting purposes. However Kent's historic use of the service has been low and therefore did not offer value for money. It is considered that the cost outweighed the benefit and therefore the PAYG method is now proposed.

3.4 Under the PAYG arrangements it is estimated that each Mediation or Disagreement Resolution meeting will cost in the region of £1,000, and will include the cost of a qualified mediator with knowledge in SEND, all pre meeting preparation, reports writing and venue costs. The precise cost of each Mediation or Disagreement Resolution (DR) Meeting is dependent on the price submitted by the successful tenderer.

3.5 Should the number of referrals from last year (7) be repeated in 2015 and all of those referrals were to be continued to mediation, the new contractual arrangements would still offer a £10,000 annual saving for the service. However this figure is indicative only and is dependent on the number and kinds of services provided.

#### **Mitigation of financial risk**

3.6 Where disagreement resolution has been requested, this must be with the consent of all parties involved. Given the extent of persons eligible to request DR and the considerable range of circumstances in which DR can be requested

this aspect of the new duties poses a risk to spend. It should be noted that there is no central budget that covers the persons in the scope of this duty.

- 3.7 To mitigate this risk, KCC and the other 15 local authorities in the group are proposing that whilst they must make the arrangements for the provision of DR and parents or young people requesting those services should not have to fund them, it will be the responsibility of the party or parties with whom the parent or young person has a disagreement to fund the meetings (see draft notice to providers attached)
- 3.8 The contractual specification arrangements make clear that the provider must ensure they have such an agreement from the identified funding party or parties.
- 3.9 KCC cannot yet predict DR meeting usage as this is a national new service requirement there is currently no data. It remains that this is a statutory requirement and the KCC proposes the following steps to reduce negative financial impact, namely:
  - A requirement for SEN caseworkers to offer to meet with families at least twice during the SA process. The second meeting will focus on agreeing the EHC Plan content and early resolution of any disagreement
  - In relation to Disagreement Resolution parties cannot be compelled to attend although this would be encouraged in appropriate circumstances
  - It is the responsibility of the party involved to agree to participate in the disagreement Resolution meeting and to fund the cost of that meeting. Parties involved could be schools, colleges, adult services, children services, education or health
- 3.10 Since the new legislation has been in place, officers from the education directorate have been asked to participate in one Mediation meeting. This led to a successful resolution without recourse to SENDT which of course also has a cost in terms of officer time to prepare for tribunals. SEN have a dedicated tribunal team.

#### **4. Options considered**

- 4.1 The LA were unable to maintain the status quo as the current contract will expire on 31<sup>st</sup> March 2015 and service changes need to be accurately reflected in the new contract.
- 4.2 A single tender action was considered but rejected given the economic advantages of this course of action and the stability this approach would offer in a time of the biggest changes within SEN for 30 years

#### **5. Legal implications**

- Advice has been provided via the central procurement team, who are satisfied with the actions taken
- Advice was also sought from legal in relation to the Collaborative Agreement between the LAs and they are satisfied about the action taken

#### **6. Equalities implications**

An equalities impact assessment has been undertaken and can be viewed at the link below:

<https://democracy.kent.gov.uk/ecSDDisplay.aspx?NAME=SD3968&ID=3968&RPID=7234664&sch=doc&cat=13470&path=13335%2c13468%2c13470>

## 7. Governance Implications

7.1 The Officer Scheme of Delegation will provide the governance pathway to allow officer to take any necessary actions to implement the decision once taken including signing the contract on behalf of KCC

## 8. Conclusions

- 8.1 Kent County Council must make arrangements for the provision of these services in order to be compliant with its statutory responsibilities.
- 8.2 Joint Commissioning is an innovative and best practice approach to delivery that will create efficiencies and provide good service for users. Kent has agreement form 15 local authorities to jointly commission this contract
- 8.3 A collaborative approach across the South East Group will ensure consistency of service for parent(s) or carer(s) or young people across the region and epitomises the spirit of the Children and Families Act legislation, which requires services to enter into joint commissioning arrangements to provide a better service for families

## 6. Recommendation:

**The Education and Young People's Services Cabinet Committee** is asked to consider and endorse, or make recommendations to the Cabinet Member for Education and Health Reform on the proposed decision to enter into joint commissioning arrangements and award a contract to the preferred bidder for delivery of Mediation and Disagreement Resolution Services as identified by the tendering process currently underway.

## 7. Background Documents

Link to Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Link to the SEND Code of Practice:0-25

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/365616/Draft\\_Updated\\_Special\\_Educational\\_Needs\\_and\\_Disability\\_Code\\_of\\_Practice\\_for\\_consultation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf)

Link to the EQIA and Notice to Schools

<https://democracy.kent.gov.uk/ecSDDisplay.aspx?NAME=SD3968&ID=3968&RPID=7234664&sch=doc&cat=13470&path=13335%2c13468%2c13470>

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

Roger Gough  
Cabinet Member for Education and Health Reform

**DECISION NO:**

14/00153

**Part Exempt under paragraph 3 of Part 1 of Schedule 12A of the Act – accompanying report, not for publication.**

**Non-key decision**

**Subject: SEND Mediation and Disagreement Resolution Services**

**Decision:**

As Cabinet Member for Education and Health Reform I agree to enter into joint commissioning arrangements and award a contract to the preferred bidder, as identified by the tendering process currently underway, for the delivery of Mediation and Disagreement Resolution Services

**Reasons for decision:**

This decision ensures that the Council is compliant in relation to its duties as set out in the Children and Families Act 2014 in relation to Mediation and Disagreement Resolution services and will provide a better service for families whilst offering a small annual core cost saving.

**Financial Implications:**

It is estimated that Kent's annual contribution for the core service will be £12,480.00 in the first year and £7,480.00 in years 2 and 3. The exact price of the core subscription service is dependent on the cost submitted by the successful tenderer.

Under the PAYG arrangements it is estimated that each Mediation or Disagreement Resolution meeting will cost in the region of £1,000, and will include the cost of a qualified mediator with knowledge in SEND, all pre meeting preparation, reports writing and venue costs. The precise cost of each Mediation or Disagreement Resolution (DR) Meeting is dependent on the price submitted by the successful tenderer.

**Legal implications:**

Advice has been provided via the central procurement team, who are satisfied with the actions taken. Advice was also sought and provided from Legal Services in relation to the Collaborative Agreement between the LAs and they are satisfied about the action taken.

**Equalities implications:**

An Equalities Impact Assessment has been undertaken and it is anticipated that the expansion to the service will impact positively on young people with special education needs and disabilities and the parent(s) or Carer(s) of children with special education needs and disabilities in each of the member Local Authority areas

**Cabinet Committee recommendations:**

To be entered after the Education and Young People's Services Cabinet Committee meeting on 16 December for consideration by the Cabinet Member when taking the decision.

**Other consultation:**

A collaborative and multi local authority partnership with 14 other South East local authorities Region.

**Any alternatives considered:**

No viable alternatives

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

.....  
signed

.....  
date

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**From: Mr S C Manion, Chairman Kent SACRE, and Patrick Leeson, Corporate Director of Education and Young People's Service**

**To: Education and Young People's Services Cabinet Committee – 16 December 2014**

**Subject: Draft SACRE (Standing Advisory Council for Religious Education) Annual Report 2013-2014**

**Classification: Unrestricted**

**Past Pathway of Paper: SACRE meeting 25 November 2014**

**Future Pathway of Paper: Circulated to Kent County Council members, Kent schools, NASACRE (National Association of SACREs)**

**Electoral Division: All**

**Summary:** The Education Reform Act 1988, (amended by subsequent Acts) requires each SACRE to publish an Annual Report on its work. This report reflects the focus of SACRE meetings during the academic year 2013 – 2014, and the key local and national issues that have engaged the R.E. (Religious Education) community during this time. A key aspect of SACRE's role is to support the effective provision of R.E. and Collective Worship in schools. The monitoring of provision and standards in RE is reported on. This report contains advice and recommendations to the Local Authority which should be shared with schools and governing bodies in order to ensure that schools comply with their statutory responsibilities and provide the highest quality teaching and learning of R.E. and provision for Collective Acts of Worship for pupils in Kent schools. Additionally, this report highlights the inaugural meeting of a Kent Youth SACRE.

**Recommendation:**

The Cabinet Committee is asked to **consider** and **endorse** the draft SACRE Annual Report 2013- 2014

## **1. Introduction**

1.1 SACRE publishes an Annual Report to inform relevant parties, including schools, of the advice that SACRE has given to the Local Authority and of the actions taken to support RE and Collective Worship in schools using the Agreed Syllabus, that have resulted from this advice. The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in schools through:

- Giving advice on methods of teaching using the Agreed Syllabus Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to by the LA;

## 2. **Financial Implications**

- 2.1 This report has no financial implications on the Council's capital and revenue budgets and spending plans.

## 3. **The Report**

### 3.1 **Relevant history and detail**

It is a statutory requirement for Kent SACRE to publish an Annual report of its activities and advice to the LA. This Draft Report has been prepared and was presented for consideration by members at the last full SACRE meeting on 25<sup>th</sup> November 2014. SACRE members agreed that this report should be presented to the Education and Young People's Services Cabinet Committee on 16<sup>th</sup> December 2014.

- 3.2 **Options** considered included direct circulation to KCC members and Corporate Director. But it was considered that a greater impact and understanding of SACRE could be achieved by presenting the Annual Report to this Cabinet Committee.

- 3.3 There are no **legal implications** by presenting this report.

- 3.4 There are no **equalities implications** by presenting this report.

- 3.5 There are no **Public Health** implications by presenting this report.

- 3.6 There are no implications for the Council's **property portfolio** by presenting this report.

- 3.7 Should there be any delegations via the Officer Scheme of Delegation, it is most likely that these will be addressed within the School Improvement Directorate.

- 3.8 No further information should be required in order for the Education and Young People's Services Cabinet Committee to consider and note this SACRE Annual Report.

## 4. **Conclusions**

This report reflects the focus of SACRE meetings during the academic year 2013 – 2014, and the key local and national issues that have engaged the R.E. (Religious Education) community during this time. A key aspect of SACRE's role is to support the effective provision of R.E. and Collective Worship in schools. The monitoring of provision and standards in RE is reported on. This report contains advice and recommendations to the Local Authority which should be shared with schools and governing bodies in order to ensure that

schools comply with their statutory responsibilities and provide the highest quality teaching and learning of R.E. and provision for Collective Acts of Worship for pupils in Kent schools.

SACRE anticipates that by asking the Education and Young People's Services Cabinet Committee to consider and endorse this report, not only will the work of SACRE be better understood, but also the recommendations and advice within this report may have a greater impact in schools.

## 5. Recommendation:

The Education and Young People's Services Cabinet Committee is asked to consider and endorse the Draft SACRE Annual Report 2013 – 2014.

## 6. Background Documents

6.1 The following documents are referenced in the SACRE Annual Report 2013 - 2014:

1. "Teacher's Standards", Department for Education, 2011, (updated June 2013)
2. "A Review of Religious Education in England", Religious Education Council of England and Wales, October 2013
3. "R.E. The Truth Unmasked – The supply and support for Religious Education teachers", All Party Parliamentary Group for Religious Education, 2013
4. "Religious education: realising the potential", Ofsted, 2013

### 6.2. Background Documents

Parliamentary Report – Supporting RE Teachers  
OFSTED Review

DfE Teachers' Standards Report

Religious Education Council Report

<https://democracy.kent.gov.uk/ecSDDisplay.aspx?NAME=SD3967&ID=3967&RPID=7234620&sch=doc&cat=13469&path=13335%2c13468%2c13469>

## 7. Contact details

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To: All SACRE Members

Members, Kent County Council

Corporate Director, Education and Young People Services

Head Teacher / Chair of Governors all schools in Kent

NASACRE



**KENT STANDING ADVISORY COUNCIL  
FOR RELIGIOUS EDUCATION**

**ANNUAL REPORT**

**2013 – 2014**

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### **Opening remarks from the Chair of SACRE**

Welcome to the 2013-14 Annual Report of the Kent SACRE. The SACRE has met three times during the academic year. We have continued our commitment to hold at least one meeting each year in a Kent place of worship. This year's visit was to the St Martin's church in Great Mongeham. We try to ensure that member presentations are a continuing feature of our meetings.

The SACRE has had a full year working towards the priorities outlined in the current Development Plan. The SACRE has also responded to the Religious Education Council's review of Religious Education and has written to the Secretary of State (through the Local Authority) as a way of contributing to the direction and health of Religious Education in the future. Our focus has been on developing a Youth SACRE. During this year we held a very successful inaugural event that was well supported by secondary schools. SACRE is now planning to make the Youth SACRE an annual event on the calendar.

As an increasing number of schools in Kent have converted to Academies, SACRE has made ongoing efforts to engage with all schools to ensure their continued compliance with requirements to provide high quality Religious Education and opportunities for Collective Worship. SACRE has worked with the Kent Association of Head teachers in order to seek membership of representatives of Primary and Secondary head teachers. Through communications with national appointing bodies, SACRE has tried to quickly fill vacancies that arise in Group 1. We believe it is important that we have a membership drawn from the Faith Groups and the range of schools found locally as they help to ensure that the SACRE is reflective of the diversity found in Kent.

SACRE continues to benefit from its partnership with the different faith groups, the Anglican diocesan education boards of Canterbury and Rochester and with Canterbury Christ Church University. We are also thankful for the support that is provided by our former AST colleagues. Not only are they each members or co-opted to SACRE, but they do provide a valuable link between Secondary Schools / Academies and ourselves.

SACRE would like to remind schools that Kent does not currently offer many opportunities for professional development in Religious Education. This, combined with the impact of the absence of RE from the English Baccalaureate in secondary schools, causes the SACRE great concern that Religious Education may not be apportioned the same importance as other subjects in the school curriculum. If, as a part of their monitoring cycle, schools identify RE or Collective Worship as an area that needs development, they need to look for their own bespoke training. The SACRE is grateful to Allan Foster, Consultant Adviser, who was funded by the Local Authority to support SACRE for the period covered by this report, for driving our work forward and keeping us abreast of developments in Religious Education nationally.

As Chairman, I would like to thank all those who serve on Kent SACRE, teachers, faith group representatives, and the vice chairman. The professional support of our consultant / adviser and the democratic support are also gratefully acknowledged. This team has worked very hard this year to provide support so that we are able achieve our aims despite challenges in a time of ongoing austerity. We are grateful for the ongoing support and interest of the Local Authority and for the active involvement of senior officers and Members in our activities. I believe that Kent SACRE is very well placed to face the challenges ahead as we continue to ensure that Religious Education and Collective Worship retain their rightful place at the heart of our schools.



Steven Manion  
Chairman, Kent SACRE  
September 2014

## **INTRODUCTION**

The 1988 Education Reform Act established the statutory requirement for all Local Authorities (LA) to establish a permanent body called a Standing Advisory Council for Religious Education (SACRE). The Kent SACRE is an independent body which advises the LA on matters concerned with the provision of Religious Education (RE) and Collective Worship.

### **The Statutory Duties of a SACRE**

All LAs are required to establish a SACRE.

A SACRE's main function, as set out in the 1996 Education Act is:

“To advise the Local Education Authority upon such matters connected with religious worship in County schools and the Religious Education to be given in accordance with the Agreed Syllabus as the Authority may refer to the SACRE or as the SACRE may see fit”. (s.391 (1) (a))

Such matters include:-

“Methods of teaching, the choice of materials and the provision of training for teachers”.

A SACRE also:

- Can require the LA to review its current Agreed Syllabus (s.391(3))
- Must consider applications made by a head teacher that the requirement for Collective Worship in County schools to be wholly or mainly of a broadly Christian character shall not apply to the Collective Worship provided for some or all of the pupils in a particular school - “determinations”. (s.394(1))

It is a legal requirement that the SACRE publish an Annual Report to inform relevant parties, including schools, of the advice that SACRE has given to the Local Authority and of the actions taken to support RE and Collective Worship in schools using the Agreed Syllabus, that have resulted from this advice.

The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in schools through:

- Giving advice on methods of teaching using the Agreed Syllabus Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to by the LA;
- Asking the LA to review its Agreed Syllabus.

This report covers the work of the Kent SACRE during the academic year from September 2013 to August 2014.

Three full SACRE meetings were held during the period covered by this report. Details of SACRE Membership and attendance at meetings can be found in Appendix 3 and agendas and minutes of meetings can be found on the KCC website - [www.Kent.gov.uk/SACRE](http://www.Kent.gov.uk/SACRE).

The report is sent to the Head teachers/Chair of Governors of all schools in the county, The National Association of SACREs (NASACRE), and the Local Authority. The report is also available on the SACRE pages of the Kent website.

### **THE SACRE'S MISSION STATEMENT**

Kent SACRE seeks to ensure that all pupils in our schools develop spiritually, academically, emotionally and morally, as well as socially, culturally and physically, so that they are able to understand themselves and others and cope with the opportunities, challenges and responsibilities of living in a rapidly changing world.

#### **Kent SACRE aspires to:**

- Enhance the quality of religious education and collective worship in Kent schools, and
- Celebrate the religious and cultural diversity found in Kent

#### **Our vision is:**

##### **For schools to be able to:**

- provide challenging learning through the RE Curriculum;
- promote an inspirational and aspirational ethos through meaningful and engaging Collective Worship; and
- contribute to community cohesion by engaging the whole school community in an exploration of identity and community in the local, national and global context.

##### **For the Local Authority to:**

- place a high priority on the role of RE and Collective Worship in schools;
- aim to provide sufficient resource to support schools in the above;
- work in partnership with SACRE to build links between schools and local faith communities.

##### **For SACRE members to:**

- represent their constituents in the spirit of promoting educational RE and Collective Worship within statutory regulations;
- represent fairly the views of their constituents as far as this is possible;
- work with other members of SACRE to model and promote respect for and understanding of different beliefs and lifestyles and a universal search for what it means to be human.

#### **Our Aims:**

To work with the Local Authority to:

- place a high priority on the role of RE and Collective Worship in schools;
- aim to provide sufficient resources
- work in partnership with SACRE to build links between schools and local faith communities.

To support schools in:

- raising standards of pupil attainment in RE to equate to national expectations of performance levels in other core subjects
- developing the spiritual dimension of the school
- improving the quality of collective worship
- making appropriate provision to meet the needs of all pupils represented within their school community.

## EXECUTIVE SUMMARY

### Advice to the Local Authority (LA)

The SACRE advises the LA to bring this report to the attention of schools and governing bodies and, in particular, to highlight the following points:

- Following the introduction of the new National Curriculum in September 2014, schools will need to be aware that the existing statutory requirements of the Kent Agreed Syllabus (2012) are still valid. **Schools should use this syllabus as the basis of their R.E. curriculum planning.** The statutory requirements and the non-statutory guidance of this syllabus are available for download from the KELSI website.  
[http://www.kelsi.org.uk/curriculum\\_and\\_pupil\\_learning/curriculum/re.aspx](http://www.kelsi.org.uk/curriculum_and_pupil_learning/curriculum/re.aspx)
- In all maintained schools other than Voluntary Aided schools or schools of a religious character, but including Voluntary Controlled Schools, **Religious Education has to be taught according to the Kent Agreed Syllabus. However, the Dioceses of Canterbury continues to recommend that all Church of England schools also follow the Agreed Syllabus and the Diocese of Rochester recommends that its Voluntary Controlled schools use the Agreed Syllabus;**
- **Academies are reminded of their statutory requirement to teach Religious Education in accordance with their Funding Agreement.** Academies in Kent are recommended to use the Kent Agreed Syllabus to ensure that they fulfil their statutory requirements;
- In accordance with the expectations of the Kent Agreed Syllabus, schools are reminded of the **requirement to assess pupils' progress in Religious Education using the two Attainment Targets, and the eight point level descriptors.** The Agreed Syllabus Non-Statutory Guidance (Section 3) provides guidance on assessment and how to use the Level Descriptions for RE;
- **Secondary schools are reminded that Religious Education is a statutory subject and that all KS4 students should follow an accredited course as is required in the Agreed Syllabus.**
- **All schools are reminded of their responsibilities to provide opportunities for daily Collective Worship.** The place of collective worship in schools is upheld by statute and has been so since 1944. The basic requirement is that all registered pupils shall take part in an act of collective worship every day. There are only two exceptions to this: parents have the right to withdraw their child from collective worship and pupils in school sixth forms are permitted to decide for themselves whether to attend or not. The Education Reform Act (ERA) 1988 stipulates collective worship must be 'wholly or mainly of a broadly Christian character'; it is deemed to be fulfilling this description if it 'reflects the broad traditions of Christian belief, without being distinctive of any Christian denomination'.
- **SACRE guidance on Collective Worship** "Gathering Together – Policy & Practice for Collective Worship" is currently being updated and will be linked to the KELSI web page for RE.

- Schools need to be aware that only a limited **CPD programme for RE is currently being initiated by the LA**; instead schools are expected to identify and access their own training needs through local and national organisations;
- Senior Leaders and Governing Bodies are urged to ensure that **RE Subject Leaders/RE Co-ordinators are adequately supported** in terms of professional development, opportunities to monitor and evaluate the subject, opportunities to train and support colleagues and in having an adequate budget in order to help raise standards in Religious Education;
- Schools are reminded that the Teachers' Standards (Part One:3) require all **teachers to demonstrate a good subject and curriculum knowledge** and this is crucial within RE in order that pupils develop clear and accurate understanding of different faith communities and world views. Schools are urged to access appropriate CPD to meet the needs of the staff teaching RE;
- Schools are recommended to **subscribe to "RE Today"** in order to access regular publications which provide teaching and learning resources, subject knowledge, access to CPD opportunities, and access to the RE Today web based resources.
- Schools are encouraged to **apply for the RE Quality Mark (REQM)**. Three levels – Bronze, Silver and Gold can be achieved and schools will be able to demonstrate their good practice in RE and have hard work recognised and rewarded ([www.reqm.org](http://www.reqm.org));
- All teachers are urged to ensure that **tasks set for all pupils are appropriately challenging** and meet the needs of the learners. Again, this is a requirement of the Teachers' Standards (Part One:1, 2 & 5);
- Schools are also urged to look at the range of activities provided for pupils. At all Key Stages there continues to be a difference in boys' and girls' attainment. **Teachers are asked to use strategies that are known to be more effective with boys** to try to narrow this gap;
- The SACRE encourages secondary teachers to look at **ways in which they might challenge pupils earlier on in Key Stage 3, especially in the development of reasoning and evaluative skills and in developing extended writing skills**. Evidence shows that where schools do this it impacts significantly on performance in GCSE examinations. (The Agreed Syllabus has guidance on skill development and on Personal, Learning and Thinking Skills as well as other advice on Teaching and Learning processes);
- Kent SACRE continues to work with KCC to ensure that essential and appropriate supporting materials and resources are made available on the Kent Education Learning and Skills Information (KELSI) web pages. Currently the Agreed Syllabus and Non-Statutory Guidance can be accessed here: [http://www.kelsi.org.uk/curriculum\\_and\\_pupil\\_learning/curriculum/re.aspx](http://www.kelsi.org.uk/curriculum_and_pupil_learning/curriculum/re.aspx)
- **The SACRE will continue to send e-bulletin communications to schools** as it is felt to be important and useful to keep schools as up to date as possible with new resources, developments in RE etc.;

## **AN OVERVIEW OF THE SACRE'S WORK:**

### **Meetings**

The full SACRE has met on three occasions over the academic year. Group pre-meetings are held from 9:15a.m. The full meeting beginning at 9:30a.m. Meetings end at 12:30p.m.

#### **(1) 19th November 2013 - County Hall, Maidstone**

The Draft Annual Report 2012-13 was debated by members. Key points highlighted included: GCSE and GCE examination results 2013 – showing a significant decline in short course entries; concerns about the fact that Ofsted school inspections did not report on non-compliance with statutory requirements for RE and Collective Worship; the status of RE in schools at a time when schools are focused on developing the new National Curriculum.

The Inaugural Youth SACRE meeting had recently taken place. Members welcomed some very positive feedback and thanked Richard Tyson for leading on this activity.

The meeting also discussed the need to review and restructure the SACRE Development Plan to reflect its statutory responsibilities and additional achievable objectives.

Co-opted Member, Jackie Grant provided a very interesting and informative illustrated talk on the Baha'i view of developing spirituality in young people. This was very well received by members who actively took part in a question and answer session.

#### **(2) 5th March 2014 – County Hall, Maidstone**

A second Youth SACRE event was agreed for November 2014, with Mrs Younosi and Mrs Grant agreeing to lead. It was agreed that an outside speaker be invited to this event. Members discussed the revised Development Plan that Mrs Martin had prepared. Issues raised included marketing CPD to schools, raising the profile of SACRE, the loss of SACRE documents from the new KELS website

Mr Foster reported to members of a meeting with Roger Gough, Cabinet Member for Education. Points discussed included: SACRE Annual Report 2012-13, Youth SACRE, SACRE involvement with Cabinet Committee for Education. Mr Gough agreed to attend a future SACRE meeting, and asked to be kept informed of developments and issues.

RE Curriculum Review and recent Ofsted Report on RE were also discussed. SACRE decided to note the contents of the suggested Programmes of Study, and to consider how these might be useful when the Agreed Syllabus is next reviewed. In the meantime SACRE anticipated that NASACRE and perhaps the Department for Education may clarify the status of this Curriculum Review and the Programmes of Study.

Members were invited to read the REC Review of RE document and to discuss the implications at a future meeting.

#### **(3) 25th June 2014 – St. Martin's Church, Great Mongeham, DEAL**

SACRE was pleased to learn that the Budget for 2014 -15 had been maintained at the same level as the previous year. Discussions about proposals for the spending of funding led to agreement that a visiting speaker from RE Today could be funded to attend the Youth SACRE meeting. In addition, it was agreed that SACRE would encourage schools to

subscribe to "RE Today" and to apply for the REQM by offering matched funding up to 50% of total costs on a first come first served basis.

SACRE Chairman and Vice Chairman had attended NASACRE AGM. Both provided positive feedback from the event.

It was agreed to undertake a survey of a representative sample of schools across the four administrative areas of the county. Mr Foster presented a draft questionnaire for consideration.

Mr Manion welcomed members to the 13<sup>th</sup> century church where he had been a lay preacher until the previous year. The church was part of the benefice of Upper Deal and members were intrigued to climb the steps of the Bell Tower and admire the magnificent view. The meeting concluded with a light lunch and members agreed to make a donation towards church funds in appreciation for hosting the meeting.

### **Kent Youth SACRE, October 16th 2013**

The first meeting of the Kent Youth SACRE took place on October 16th in the Council Chamber, County Hall, Maidstone.

Sixteen secondary schools participated. There were 31 students and 17 teachers as well as nine members of SACRE in attendance.

#### **Group Discussions:**

After an initial introduction students split into three different committees to discuss a key question:

- i) Why RE is important
- ii) What RE has helped me to understand and achieve
- iii) What helps students learn and make progress

After discussion in committee each committee gave feedback to the other members of the Youth SACRE. The specific feedback can be read in the minutes from the meeting. There then followed a wider debate amongst all Youth SACRE members about the importance and value of RE. A good range of students were able to participate in this and did so with insight and understanding. It was clear that a number of students were passionate about the importance and relevance of RE in the school curriculum. This was inspiring to hear. The quality of discussion and feedback from students was high. Throughout proceedings students were engaged, motivated and keen to be able to contribute to the shaping of the future of RE in Kent Schools.

#### **Evaluation:**

Both the evaluation survey and discussion with students, teachers and SACRE members present indicated that there would be strong support for another Youth SACRE. Evaluation feedback, and my own view, would suggest that potentially fruitful areas for discussion in future SACRE include discussion of:

- i) The specific content of the Kent RE syllabus
- ii) Ways forward to safeguard the future of RE in Kent schools. Indeed, the latter could be a powerful vehicle to help school leaders, members of KCC and national government recognise the importance of RE within school.

The basic format of introduction, committee work, refreshment break, feedback and Youth SACRE debate worked well. This all fitted into the allotted time, 2-5.00pm very effectively.

### **SACRE Development Plan**

In 2013 SACRE reviewed its development plan to set out some areas of achievable activities over the coming years. The focus for this plan is to ensure that statutory requirements are met. The 2013 – 2014 Development Plan can be found as Appendix 2, attached to this report.

### **Professional Administrative Support**

The Local Authority provides support in the following ways:

- a dedicated clerk to support the Committee
- funding for a dedicated Consultant Adviser to support and advise SACRE
- an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions
- space on KELSI web pages for RE and Collective Worship resources

### **ADDITIONAL SACRE ACTIVITIES**

#### **National Links**

Kent SACRE is a member of NASACRE (National Association of SACREs) and representatives attend national meetings. A representative also attends the regional meetings for SACRE.

Kent SACRE submitted a response to the REC Review of RE as part of a consultation on its draft recommendations. SACRE expressed concerns that the timeframe for this consultation process was inadequate, and that the structure and contents of the Programmes of Study required detailed examination and consideration.

In March 2013, the RE All Party Parliamentary Group, chaired by MP Stephen Lloyd, published a significant report 'RE: The Truth Unmasked', focussing on standards in RE, support for the subject and the supply of RE teachers nationally. The main findings show that:

- Over fifty per cent of those teaching RE in secondary schools have no qualification or relevant expertise in the subject
- In more than half of the 300 primary schools participating in the inquiry, some or all of the pupils were taught RE by someone other than their class teacher
- A quarter of all primary schools that responded said the lesson was given by a teaching assistant
- Primary and primary trainee teachers lack confidence and expertise in teaching RE, especially in diverse and multi-cultural classrooms
- Support for RE teachers at a local level has been dramatically reduced by local authority funding cuts and the academies programme
- Bursaries for RE trainees have been removed and there has been a radical reduction in applicant numbers for 2013/14
- Because of this lack of training and support many of those teaching RE are unable to meet the Department for Education's Teaching Standards, selling young people short in their schools.

Following a meeting with Roger Gough (KCC Cabinet Member for Education) SACRE wrote a letter to Michael Gove (the then Secretary of State for Education). The purpose of this letter was to highlight Kent SACRE's concerns about the low status of RE in schools, and how the situation in Kent reflected the same issues and concerns that had been identified in recent reports from the National Association of Teachers of RE (NATRE) on the impact of

the E-Bacc on RE, and the All Party Parliamentary Group (APPG) report: "RE – The Truth Unmasked". SACRE requested Mr Gove to:

- Ask Ofsted to indicate in their school inspection reports whether schools are compliant or not with statutory or contractual requirements in their provision of RE and Collective Worship
- Restore Initial Teacher Training bursaries for RE trainees
- Include RE examination results in the data used to measure school performance
- Ask Ofqual to include RE in the next phase of GCSE and A Level examination reforms for first teaching in 2016.
- Ensure SACREs have the resources to carry out their statutory responsibilities effectively
- Request all schools to ensure that all teachers all staff responsible for teaching subjects are regularly able to undertake continuing professional development in all subjects they teach
- Require all academies and free schools without a religious character implement the local agreed syllabus for RE.

At the time of writing this report no response has been received from Mr Gove, nor from the new Secretary of State, Nicky Morgan.

### **Local Developments**

During the period of this report, three Freedom of Information requests have been received. One of these concerned the accessibility of the Kent Agreed Syllabus, the other two were requests for information regarding Collective Worship determinations.

Mr Foster, Consultant Adviser, took part in a BBC Radio Kent Interview on the Future of RE in Kent schools. Issues raised included Academies programme, changes to GCSE & 'A' Level exams, introduction of new National Curriculum & RE's position, plight of lack of RE specialist teachers in schools.

Following publication of a NASACRE pamphlet for Academies, SACRE decided to modify this and send a copy to all Academies and Free Schools in Kent, with the intention of reminding these schools of their responsibilities to provide RE and Collective Worship in line with their Funding Agreement, and also to offer Academies the opportunity to engage with Kent SACRE.

In September 2013, SACRE published an article in Kent's "The Governor". The purpose of this was to bring to the attention of Governors the current issues concerning RE and Collective Worship, and to remind them of their statutory responsibilities. This also provided an opportunity for SACRE to make itself known to school governors across the county.

SACRE, in partnership with the Local Authority, continues to work behind the scenes to support schools as they fight to keep an exciting and stimulating, broad and balanced curriculum at the heart of what they offer to pupils of all ages. RE should be a significant part of that curriculum, because it creates opportunities for pupils to grapple with those deep and challenging questions about who they are, and what their place is in the rapidly-changing world around them. Kent pupils deserve the best RE that we can give them, because they are our future

### **RELIGIOUS EDUCATION**

#### **The Locally Agreed Syllabus 2012**

Section 390 of the Education Act 1996 requires Local Authorities to institute a review of the locally Agreed Syllabus five years after the completion of its last review. The last review



process took place in 2011. The new syllabus, 'REact 2012', was required to be implemented in county schools from September 2012 and is being used successfully in many county schools. Feedback about the syllabus has been extremely positive. Academies, Independent and Free Schools in the County are invited to use the locally Agreed Syllabus.

### **Continuing Professional Development (CPD)**

During this year, with the support of KCC, a series of CPD opportunities were offered to schools. Unfortunately, due to lack of schools buying – in, the secondary events were cancelled. Similarly, only one of three primary Subject Leader events took place. This was very well received by over 20 primary subject leaders. A similar picture emerged with CPD events offered by Liz Pope (former AST) to new RE teachers. A free event for Early Years teachers which was funded by SACRE and led by colleagues from Canterbury and Rochester Diocese was over subscribed and very well received.

SACRE does have concerns that schools do not seem willing to support CPD opportunities that involve costs. If schools are expected to support their staff with CPD opportunities provided by national bodies, e.g. NATRE, RE Today etc. then additional costs will be incurred.

## **MONITORING STANDARDS IN RELIGIOUS EDUCATION**

### **Ofsted Reports**

SACRE has been considering, and analysing, OFSTED reports for Kent schools over the past year where there are references to RE and SMSC. This has helped in monitoring standards of RE.

SACRE discussed the most recent RE Subject Report from Ofsted – “Realising the Potential” (Ofsted 2013). The key issues which this report raised, and which were of concern to members included:

- low standards
- weak teaching
- problems in developing a curriculum for RE
- confusion about the purpose of RE
- weak leadership and management
- weaknesses in examination provision at Key Stage 4
- gaps in training
- the impact of recent changes in education policy.

### **School Self-Evaluation**

The SACRE recommends that all subject leaders for RE in all schools should regularly evaluate the quality of provision in the subject to identify strengths and areas for development.

## **EXAMINATION RESULTS**

**Details of Kent schools' results are yet to be included in this report**

### **GCSE**

The key outcomes of the 2014 GCSE results in England and Wales for Religious Education are as follows:

- 387,915 RS GCSE entries (combined short and full course) were recorded; a decrease of 8% from 2013 (420,151 entries)
- Full course entries increased by 7% from 251,063 in 2013 to 269,494 in 2014
- Short course entries fell dramatically by 30% from 169,088 in 2013 to 118,421 in 2014

When RS GCSE entries in England over the past three years are compared to those in Wales (where the EBacc and the average point score at GCSE have not been adopted as school performance measures), the following patterns emerge:

**England**

- Take up of the GCSE RS short course has fallen from 211,269 in 2012 to 99,601 in 2014 (-53%)
- GCSE RS full course entries in England have increased from 216,182 in 2012 to 258,067 in 2014 (19%)

**Wales**

- Short course GCSE RS entries have remained stable over the past three years (19,182 in 2012 compared with 18,820 in 2014)
- RS GCSE full course entries have increased from 10,409 in 2012 to 11,427 in 2014 (10%)

Overall this means that compared with 2012 nearly 70,000 fewer 16 year olds in England will complete key stage 4 this year having not gaining a qualification in Religious Studies (a drop of 15%).

This echoes research by the National Association of Teachers of RE (published in November 2013) that found that a third of community schools and over a third of academies without a religious character are still failing to meet their legal or contractual agreements to provide religious education for this key age group.

**GCE 'A' LEVEL**

The key outcomes of the 2014 A level results in England for Religious Education are as follows:

- 20,196 RS A level entries were recorded; nearly double (96%) the number in 2002/03 (10,313 entries were recorded in 2002/03)
- RS A level entries increased more than any arts, humanity or social science subject this year (up 5.3% on 2012/13)
- RS A level entries have increased more than any arts, humanity or social science subject over the past 10 years (the nearest is Economics with an increase of 57%)
- In line with other subjects the results are generally lower, but the percentage of students achieving A\* at RS A level has increased from 5.4% to 6.8%

A summary of the GCSE full and short course and of the GCE AS and A level results for 2014 (with comparisons with previous years) is in Appendix 1.

**Complaints about Religious Education**

No formal complaints were received under Section 23 of the Education Reform Act 1988 regarding Religious Education in Kent schools.

## **COLLECTIVE WORSHIP**

Schools are reminded that the publication, "Gathering Together – Policy and Practice for Collective Worship" produced by the Kent SACRE in 2008, gives support as well as guidance on Collective Worship for Kent Schools. This is currently being updated, and will be linked to the KELSI web page for RE in the near future.

### **Determinations**

The 1996 Education Act (section 394 – 1) empowers a SACRE to grant the request of a head teacher for alternative Collective Worship, where it is considered that the nature of a pupil population makes it inappropriate to be wholly or mainly Christian.

In the year of this report, the SACRE has not received any requests from schools for a determination.

### **Complaints Concerning Collective Worship**

No complaints were received under Section 23 of the Education Reform Act 1988 regarding Collective Worship in Kent schools.

## Appendix 1

## Examination Results 2014

Year	Exam type	Boys entries	Girls entries	Total entries	Kent % A*-G	Nat % A*-G	Kent % A*-C	Nat % A*-C
2010	GCSE Full Course	1653	1960	3613	99.2	98.6	77.4	73.1
2011	GCSE Full Course	1703	2160	3863	98.4	98.4	77.7	73.2
2012	GCSE Full Course	1760	2181	3941	98.7	98.5	77.6	73.6
2013	GCSE Full Course	2128	2351	4479	98.7	98.3	74.5	72.4
2014	GCSE Full Course					98.0		71.3
2010	GCSE Short Course	3538	3782	7320	96.2	96.0	53.8	54.6
2011	GCSE Short Course	2907	3018	5925	94.8	94.9	50.9	51.8
2012	GCSE Short Course	2688	2876	5564	94.2	95.6	51.2	52.8
2013	GCSE Short Course	1796	2661	4457	95.5	95.0	59.2	53.9
2014	GCSE Short Course					95.8		56.7
					<b>Kent % A*-E</b>	<b>Nat % A*-E</b>	<b>Kent % A*-B</b>	<b>Nat % A*-B</b>
2010	GCE AS	176	290	466	88.5	90.5	50.0	46.7
2011	GCE AS	76	129	205	89.3	92	35.1	45
2012	GCE AS	80	132	212	94.2	92.5	44.6	44.8
2013	GCE AS	78	114	192	94.3	92.2	40.1	44.6
2014	GCE AS					92.0		44.0
2010	GCE A	196	331	527	99.2	98.3	58.0	56.0
2011	GCE A	192	349	541	99.6	98	59.5	56.9
2012	GCE A	182	309	491	99.8	98.6	56.4	55.9
2013	GCE A	189	302	491	99.6	98.8	54.2	55.3
2014	GCE A					98.5		53.4

**Appendix 2**

**SACRE Development Plan 2013 - 2015**

SACRE Development Plan March 2014

What	and How?	Reporting	Resources	Legal Requirements
Implementation of the Agreed Syllabus for RE	Contacting a sample of 5% of schools encompassing a) primary b) secondary) across 4 geographical areas	Interim verbal reports to SACRE consolidated into an annual written report to SACRE which may or may not be included in the Annual Report	Consultant - 6 days	Advise the LA on RE given in accordance with the Agreed Syllabus, and CW
Analysis of exam results	Compilation of local and national data	Written Draft report to SACRE Annual Report to NASACRE Annual Report to LA Education Cabinet Committee	Consultant – 2 days Chair	Publish an Annual Report which is sent to NASACRE
Quality and provision of RE	Short Annual questionnaire to Chairs of Governors	Written summary to SACRE annually	Consultant – 4 days Admin. support	Monitor the provision and quality of RE
Provision and Compliance of Collective Worship	Short Annual questionnaire to Chairs of Governors	Written annual summary to SACRE	Consultant – included above Admin. support	Reporting to LA on CW in schools

**PRIORITY OBJECTIVE:** Advise the LA on RE given in accordance with the Agreed Syllabus

OBJECTIVE: Management of SACRE

What	and How?	Reporting	Resources	Legal Requirements
Hold 3 meetings of SACRE p.a. plus 3 meetings of Chair's pre-briefing meeting	Booked in County Hall and Oakwood House Calendars	Agendas and Minutes Financial Budget Annual Report	Consultant – 6 days Admin. support Chair Membership	Hold meetings in public. Make Agendas and Minutes available to the public
Advise LA on RE and CW matters relating its functions	Annual Report Verbal/written reports/briefings	Annual Report Verbal/written reports/briefings	Consultant – 4 days Admin. support Chair	Produce and Annual Report to advise LA

SACRE PRIORITIES

What	and How	Reporting	Resources	
1. Youth SACRE	Working group Half-day conference	Evaluation and Feedback to SACRE	Consultant – 1 day Working group Admin. support Financial support	
2. Raise profile and status of RE and CW in Kent	Youth SACRE Communications with LA and schools Communications with Governors Attendance at local and national events SACRE members visits to schools Relationship with LA	Evaluation and feedback to SACRE  Annual Report	SACRE Chair Membership Consultant Admin. support	
3. Deliver high quality CPD	LA to be advised to commission CPD Collaboration with Dioceses Collaboration with CCCU	Evaluation and feedback to SACRE	Consultant SACRE members SACRE budget	

Appendix 3

KENT SACRE Membership and Attendance at meetings 2013 – 2014

**GROUP 1: CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)**

MEMBERSHIP	19/11/2013	5/3/2014	26/6/2014
<b>Free Church (4)</b>			
Miss J Webb – (Baptist)	NO	YES	YES
Mrs V Thornewell (Methodist)	YES	YES	NO
Vacancy – (United Reformed Church)			
Mrs J Wigg (Salvation Army)	NO	NO	SICK
<b>Roman Catholic (3)</b>			
Mrs A Donnelly	YES	NO	NO
Vacancy -			
Miss S Malone	YES	YES	NO
<b>Buddhism (1)</b>			
Mrs C Elapatha	YES	NO	NO
<b>The Greek Orthodox Church (1)</b>			
Mr M Papadopoulos	YES	YES	YES
<b>Hinduism (1)</b>			
Mr R Chakkedath	N/A	N/A	YES
<b>Islam (1)</b>			
Mrs N Younosi ( <i>Group Convenor/SACRE Vice-Chair</i> )	YES	YES	YES
<b>Judaism (1)</b>			
Rabbi C Cohen	NO	YES	NO
<b>Sikhism (1)</b>			
Mrs Deepinder Kaur Gill	NO	NO	NO
<b>Co-opted Members</b>			
Mrs J Grant (Baha'i)			

**GROUP 2: CHURCH OF ENGLAND (6)**

MEMBERSHIP	19/11/2013	5/3/2014	26/6/2014
<b>Rochester Diocesan Board of Education (3)</b>			
Mrs V Corbyn ( <i>Group Convenor</i> )	YES	YES	YES
Mr R Tyson	YES	NO	NO
Miss K Anderson	YES	NO	NO
<b>Canterbury Diocesan Board of Education (3)</b>			
Mrs T Martin	NO	YES	YES
Vacancy			
Miss R Walters	YES	YES	YES



**GROUP 3: TEACHER ASSOCIATIONS (6) (Having regard to local circumstances)**

<b>MEMBERSHIP</b>	<b>19/11/2013</b>	<b>5/3/2014</b>	<b>26/6/2014</b>
<b>National Union of Teachers</b> Mr S Platnauer	<b>NO</b>	<b>YES</b>	<b>YES</b>
<b>National Association of Schoolmasters/Union of Women Teachers</b> Ms K Burke ( <i>Group Convenor</i> )	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>Association of Teachers and Lecturers</b> Mrs P Fairchild / Vacancy 1.4.2014	<b>NO</b>	<b>YES</b>	<b>N/A</b>
<b>Kent Association of Head Teachers Primary</b> Vacancy			
<b>Kent Association of Head Teachers Secondary</b> Vacancy			
<b>National Association of Head Teachers Kent Branch</b> Miss S Lacon	<b>NO</b>	<b>YES</b>	<b>SUB</b>
<b>Co-opted Members</b> Miss T Kelvie Miss E Pope			

**GROUP 4: LOCAL AUTHORITY (4)**

<b>MEMBERSHIP</b>	<b>19/11/2013</b>	<b>5/3/2014</b>	<b>26/6/2014</b>
<b>Nominees of Conservative Group (2)</b>			
Mr S Manion ( <i>SACRE Chairman and Group Convenor</i> )	<b>YES</b>	<b>YES</b>	<b>YES</b>
Mr M J Northey	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>Nominee of the Labour Group (1)</b>			
Mr T Maddison	<b>NO</b>	<b>YES</b>	<b>SICK</b>
<b>Nominee of UKIP Group (1)</b>			
Mr J Elenor	<b>YES</b>	<b>YES</b>	<b>YES</b>

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**By:** Roger Gough, Cabinet Member for Education and Health Reform and Patrick Leeson, Corporate Director for Education and Young People's Services

**To:** Education and Young People's Cabinet Committee – 16 December 2014

**Subject:** 14 – 24 Learning, Employment and Skills Strategy Refresh 2015 – 2018

**Classification:** Unrestricted

**Future Pathway of Paper:** Cabinet Member Decision

<b>Summary:</b>	This report presents the findings from partners and stakeholders to refresh and refocus the 14 – 24 Learning, Employment and Skills Strategy from 2015 to 2018
<b>Recommendation:</b>	The Education and Young People's Service Cabinet Committee is asked to note and endorse the revised strategy towards achieving the new priorities and key performance indicators of the 14 – 24 Learning, Employment and Skills Strategy from 2015 to 2018.

## 1. Introduction

- 1.1 The ambition of the 14 – 24 Learning, Employment and Skills Strategy is for all young people in Kent to become better qualified and more employable, to be able to participate and achieve success in education and work based training at least until the age of 18 and to ensure that more 18 – 24 year olds can access higher levels of learning or sustained employment that is appropriate to their needs and to the relevant local and national economy. The Strategy was launched on 25<sup>th</sup> February 2013. Following the recent review and consultation with stakeholders and partners these ambitions remains unchanged.
- 1.2 The role of the KCC Skills and Employability Service has been to support the delivery of the 14 – 24 Learning, Employment and Skills Strategy. This has been achieved by working collaboratively with schools, colleges and work-based training providers and developing effective partnerships with representative groups of employers.
- 1.3 Through the use of compelling data provided by the District Datapacks, the strategy has supported learning providers to match their provision to the needs of

young people and employers. The planning of 14-19 provision is now considered on a yearly basis within schools, colleges and work based learning providers. For example, there is now a local district offer for flexible courses and employability programmes hosted on KentChoices4U for every district.

- 1.4 The Skills and Employability Service also ensures that young people are fully informed of the post 16 opportunities available to them including information and opportunities for apprenticeships.
- 1.5 The Local Authority has a statutory duty to track the destinations of all young people at ages 16, 17 and 18. This data is used to target resources and provide additional support to the most vulnerable young people, through the Early Help and Preventative Services directorate. This year there has been a significant reduction in NEETs for vulnerable learners because of this targeted work.

## **2. Governance**

### **The Employment, Learning and Skills Partnership Board – 2015 – 2018**

- 2.1 Overall governance of the strategy is achieved through a Partnership Board comprising of representatives from the KCC Business Advisory Board, the Federation of Small Businesses, Invicta Chamber of Commerce, CXK, Canterbury Christ Church University, Kent Association of Further Education Colleges, Kent Association of Training Organisations, Kent Association of Headteachers, the Education Funding Agency, the Skills Funding Agency, Jobcentre Plus, and a District Council Representative.
- 2.2 The Deputy Cabinet Member and Corporate Director for Education and Young People's Services attend these meetings. Meetings are held quarterly and they receive reports on current strategic activity, and monitor performance against the 18 Key Performance Indicators (KPIs).
- 2.3 This Board agreed the key findings of the review and consultation on the 14 – 24 strategy and will continue to monitor impact on the partnership priorities set out in the document. ( Attached as Appendix 1). Following the consultation on the strategy it was agreed to increase employer representation on the Board and develop a new communication strategy to engage employers in the training and skills agenda. The Partnership Board has a crucial role in the determining and delivering the skills projects, through the LEP processes, as these come on stream.

### **Joint Partnership Meetings**

- 2.4 Day to day issues relating to joint working between all partners are managed through an operational Joint Partnership group, meetings are held monthly, comprising of representatives from Kent Association of Training Providers, Kent Association of Further Education Colleges, the Skills Funding Agency, Education Funding Agency, Jobcentre Plus, National Apprenticeship Service, Education

Business Partnership Kent, and KCC. This group deals with a range of issues and focuses on developing appropriate post 16 provision, which has included developing a successful campaign increasing the take up of 16 – 18 apprenticeships, identifying gaps in provision, and the development and delivery of the Youth Employment Action Zones in Gravesham, Thanet, Dover, Swale and Shepway to reduce youth unemployment.

### **District Partnership Meetings**

2.5 District partnership meetings are held to deliver the priorities and to ensure provision is available to meet the needs of the specific profile of learners in the district and the local economy. The membership of these partnership meetings varies but includes officers from the Skills and Employability Service, and Early Help and Preventative Services, CXK, local schools and colleges, employers and representatives from district councils.

### **3. Priorities Identified from the Consultation**

3.1 A consultation on the refresh of the strategy commenced in June 2014. The Employment, Learning and Skills Partnership Board were asked a series of questions to inform the future shape and direction of the 14 – 24 strategy. The outcomes of this consultation were reported back to the Partnership Board on 14<sup>th</sup> October 2014.

3.2 Overall respondents supported the ambition for the strategy and agreed that the four key priorities should remain. These are:

- Raising attainment
- Improving vocational education, training and apprenticeships
- Increasing participation and employment
- Targeted support for young people

3.3 The key findings of the consultation are shown in Table 1 under the four key priorities. These identify key actions to be taken to achieve further progress and improvement.

Table 1. Key Findings of the Consultation

Raise Attainment and Skills Levels	<p>Sharing good practice – in raising attainment in Maths and English in Key Stage 4 and at post 16, and in delivering Careers Guidance</p> <p>Developing local 14-19 programme planning opportunities</p> <p>Sharing data across all providers to support student transition at 16, 17 and 18 years old</p>
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<p>Improve and extend Vocational Education, Training and Apprenticeships</p>	<p>Linking the curriculum to the world of work</p> <p>Developing better progression pathways/ compacts for vocational and technical qualifications including destinations into employment</p>
<p>Increase Participation and Employment</p>	<p>16-19 Study Programme linked to LMI (including the 2-1-2 model)</p> <p>Improve employer representation on the ELS Board – labour market intelligence from the priority sectors and the development of Centres of Excellence</p> <p>Ensure employability skills are better developed in schools, colleges and work-based learning providers</p> <p>Shaping the future direction of the five Learning and Employment Action Zones</p> <p>Improving Careers guidance including employer engagement</p>
<p>Target Support for Vulnerable Young People</p>	<p>Developing and improving job mentoring and coaching.</p> <p>Improving the support for vulnerable young people, by employers, job coaches and mentors</p> <p>Developing further the Assisted Apprenticeships Programme</p> <p>Developing the 14-24 pathways for SEND learners into employment or assisted employment</p>

3.4 Section five of the revised Strategy sets out how partners will address these key findings. Progress on these priorities will be reported to the Partnership Board.

#### 4. Current Performance against the 18 Key Performance Indicators

4.1 Performance against the Strategy is determined by 18 Key Performance Indicators that are measured four times a year. The consultation confirmed that there should be no changes to these priorities. Overall progress set out in Section 1 of the revised strategy is extremely positive with only 3 areas of performance giving cause for concern, where progress has not been satisfactory. These are:

- Attainment in English and Mathematics will improve so that at least 50% of 16 year olds that do not attain Level 2 will achieve the qualification by age 17

- The number of young people, especially those from low income backgrounds, aged 16 with skills below level 2 to achieve a level 2 qualification and progress to level 3 by age 18 will increase by 20%
- Participation, provision and outcomes will improve for young people with learning difficulties and disabilities and all young people with learning difficulties and disabilities aged 16-19 in Special schools will have access to appropriate provision.

4.2 These 3 areas of performance are a priority for the Employment, Learning and Skills Partnership Board in focusing resources, developing new partnerships and activities to improve performance for vulnerable young people. There will be significant activity to increase the number of young people gaining Level 2 qualifications in English and Maths by age 18.

4.3 There has been significant progress made against the priorities set out in the Learning, Employment and Skills Strategy in February 2013. Section 2 of the revised strategy provides details of the key successes to date, explains the activities that have taken place and give details of the impact of effective partnership working.

## 5. Conclusion

5.1 The 14 – 24 Learning Employment and Skills Strategy continues to set ambitious targets for the participation and achievement of young people aged 14 – 24 in Kent. Moving forward in developing more effective partnerships and new collaborations will be key to the success of this refresh. This is against the background of significant changes to the legislative framework and reduced resources for all post 16 providers. The Skills and Employability Service will continue to develop and deliver a whole range of activities to meet the priorities and KPIs within the new document, ensuring improved outcomes for learners and employers.

## 6. Recommendation

The Education and Young People’s Services Cabinet Committee is asked to note the review and endorse the revised 14 – 24 Learning, Employment and Skills Strategy.

## Background Documents

14 – 24 Learning, Employment and Skills Strategy

Review of the Kent 14-24 Learning, Employment and Skills Strategy –  
Consultation document July 2014

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# 14 – 24 Learning, Employment and Skills Strategy Refresh

2015 – 2018

November 2014



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# Review of the 14 – 24 Learning, Employment and Skills Strategy

## Introduction

The 14 – 24 strategy was designed to achieve a fundamental shift in the education system in Kent, towards a more comprehensive vocational offer for young people aged 14 to 24 and to make the changes needed to build a learning and skills system fit for the 21st century.

We are aiming for more rapid development in Kent whereby the work of schools, colleges and employers become better integrated and responsive to the needs of young people and the economy, and young people have access to the highest quality and levels of vocational and technical education in the UK.

Young people are the future and raising their educational achievement and aspirations is directly linked to their future prosperity, the prosperity of the community and the success of the Kent economy. While we now see rising UK economic growth and decreasing youth unemployment, there is still an urgent need to do more to support all young people to achieve better educational outcomes and be better prepared for skilled employment or further learning at age 18 and beyond.

We continue to face challenges. There is still a lack of clear progression pathways to post 16 learning and higher level technical qualifications, especially at age 17 for some learners and a mismatch between some of the courses and the needs of young people and local businesses. We are particularly concerned to see improvement in the attention to level 2 English and maths qualifications in post 16 programmes. There is also a lack of flexibility in working arrangements between schools and other providers and although we have made good progress in increasing apprenticeships, they not well enough promoted in schools as an alternative for young people of all abilities. These issues are still priorities for improvement as part of this revised strategy. We have yet to scale up to a much more comprehensive system of vocational and technical education that supports all young people to at least age 18 and beyond, and offers higher level qualifications with better routes to skilled employment for all young adults in Kent. These are our priorities as we move forward with the strategy.

The successful engagement of employers and robust partnership arrangements between stakeholders are paramount. We continue to develop these partnerships and new forms of school collaborative arrangements have been established with the Kent Association of Headteachers and with both KAFEC (Kent Association of FE Colleges) and KATO (Kent Association of Training Organisations). Jobcentre Plus (JCP) have also made significant contributions to the implementation of the 14-24 Strategy, through the Youth Employment and Learning Zones and this work has been supported by District Councils

In addition, we are now a key partner in the South East Local Enterprise Partnership (LEP) that includes councils, businesses, universities and colleges from Kent, Essex and East Sussex, all focused on improving growth and prosperity by creating the right environment for skills and economic development.

It is recognised that access to a world class, appropriately skilled workforce is the major factor in influencing business location and company performance, and therefore a key aspect of the LEP agenda is to ensure that businesses have the skilled workforces needed to compete, particularly in the key growth sectors that will drive economic growth for the future. We need to build on this potential to improve engagement and collaborative working and to share information. A key priority is to gain commitment for business to increase contacts with schools, FE colleges and other training providers to develop work based learning and work experience opportunities for young people and be more involved in the design of vocational programmes.

We recognise that our success depends on more effective partnership working between the local authority, schools, colleges, higher education providers, work-based learning providers, employers and other agencies. For this reason the Employment, Learning and Skills Partnership Board has taken on joint responsibility for the delivery and oversight of the Strategy.

It is clear that greater collaboration between groups of schools, FE colleges, work-based training providers and employers, through local 14-19 partnerships, is the best to develop the curriculum offer, progression pathways and work based training opportunities for local young people. We publish district data packs to influence and shape these local offers. In September 2014, the Skills and Employability Service produced the District Data Pack Lite to inform joint planning between learning providers about developing the 2015 – 2016 curriculum.

Full data packs are produced on a two yearly cycle, with a yearly update document as an interim publication. The District Data Pack Lite:

- summarises key legislative changes that have occurred which impact on qualifications, provision and learning;
- revisited the analysis of district economies;
- reviewed changes made to the curriculum over the last year;
- illustrated the impact on participation, attainment and progression; and,
- sets the scene for developing the 2015/2016 curriculum.

KCC's Skills and Employability Service offers support to facilitate Kent's districts' responses to the data. Developing a district offer, drawing on the expertise of all providers, including schools, FE colleges and training providers, continues to support our joint efforts to ensure young people can access the information and gain the qualifications, skills, work experience and learning opportunities they need.

The Key Performance Indicators for our strategy focus on raising attainment and skill levels, improving and extending vocational education, training and apprenticeships, increasing participation and employment and targeting support for vulnerable young people. Significant progress has been made against our targets over the past two years. Overall progress against the key performance indicators is positive, with only 3 indicators giving cause for concern about less satisfactory progress.

The DfE (Department for Education) has developed a set of performance measures and outcomes for all post-16 providers. New post-16 accountabilities include level 2

GCSE English and maths data, and entry level, level 1 and level 2 results in other subjects

Post-16 provision in schools is now graded separately by Ofsted during inspections. Inspectors focus on progression delivered through appropriate study programmes and the opportunities for English and maths attainment at GCSE grades A\*- C for those students who have not yet achieved this level of qualification. If these opportunities to achieve GCSE English and maths are not included in post 16 programmes of study, schools, colleges and work based training providers forego funding for the entirety of those students' study programmes. Furthermore, inspectors investigate an institution's APE (Average Point per Entry) where it falls below set limits for 40% or more of the cohort. They also inspect careers education and its impact on choices and retention at age 17 and positive destinations to Oxford and Cambridge, the Russell Group, other HE (Higher Education), FE (Further Education), apprenticeships, training and employment.

There are further changes to the range of qualifications on offer post-16 and these changes will need to be reflected into new approaches to 14-19 curriculum design. This includes Progress 8, the new Technical Awards, and Technical and Applied General qualifications.

Reports from Government, business and employers' associations have in the past highlighted the poor track record in managing the transition from education and learning into work and employment. Over the next 3 years we will continue to prioritise:

- the need for a radical improvement in vocational and technical education, and training;
- the importance of addressing employers' concerns about work readiness; and,
- the employability skills of those learners leaving school, college or university.

The majority of young people in Kent succeed in education and make a positive transition to further and higher learning. However, a minority do not and we are working hard to engage and educate all young people to ensure their future economic well-being as well as meeting the needs of the economy.

The initiatives and the strategic priorities set out in the 14 – 24 Learning, Employment and Skills Strategy represent one of Kent County Council's major goals; to change the life chances and employment prospects of young people and in turn the future prosperity and economic growth of Kent.

The 14 – 24 Strategy is providing a coherent framework for our partnership in ensuring young people and adults become more highly skilled and work ready. This refresh document reviews the positive steps made so far and outlines next steps to achieve our ambition.

Patrick Leeson  
Corporate Director, Education and Young People's Services

## Section 1

### Progress against the 18 Key Performance Indicators 12-24

<p>KPI 1 Key Stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining 5 good GCSE's including English and maths.</p>	<p>The 2014 results for Key Stage 4 achievement of 5 or more GCSE A*-C grades (including English and maths) were 60% (57% first entry) in Kent and the national average was 58%* (2013 results showed 5 or more GCSE A*-C grades including English and maths at 63%, and 61% in 2012).</p>
<p>KPI 2 There will be a significant impact on unemployment among 18 – 24 year olds so that current levels reduce by 4000 to below 2008 levels.</p>	<p>The current trend for youth unemployment is downward and the trajectory has exceeded our target. When the annual target was applied in November there were 6,070 18-24 unemployed young people against a target of 7,200. Since November unemployment has continued to fall. In August 2014 unemployment in Kent was 3.3%, or 4,225 claimants. Significantly, for the first time, this figure is below the 2008 level. The National average for Youth Unemployment is 3.8%.</p>
<p>KPI 4 Each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges, work based learning providers, employers and other agencies</p>	<p>The Skills and Employability Service has published an updated set of the District Data Packs in September 2014 which provided data to inform providers' and local partnerships' planning for the post- 16 curriculum from September 2015. There was a consultation with providers during the autumn to identify local effective partnership working to offer broader curriculum pathways.</p>
<p>KPI 7 The number of 16-19 year olds who follow courses and do not raise their level of qualification will decrease to below 5%.</p>	<p>11.1% of the Year 12 cohort failed to raise their level of attainment by age 19 in 2013**, this is a small improvement over the 2012 figure of 11.8%. In terms of public money and the life chances of these young people, this level of outcome remains a concern. The intention is to lower this to 5% by 2016.</p>
<p>KPI 8 Advanced level performance in Kent will be above the national average on all measures.</p>	<p>Performance at post-16 has shown limited improvement in 2014. The percentage of students achieving two or more A Level passes, A* to E declined from 90.6% in 2013 to 88.6% in 2014. This reflects a three year decline from 92% in 2012, which is disappointing. The percentage of students achieving three or more A* to E passes was 74%, compared to the national average of 77.6%, which is also disappointing.</p> <p>Kent's Average Points Score per entry at A level is in line with the national average. Kent is 212.5 compared to the national result of 212.9.</p> <p>The Average Points Score per student was 798.2 compared to a national average of 777.9 This result is both above the national average and an improvement compared to the previous year.</p> <p>The Average Points Score per entry for vocational achievement was 228.2 which is in line with the national average of 228.9. This is a slight improvement compared to 2013.</p> <p>The Average Points Score per student for vocational achievement was 666.1 compared to the national average of 688.6. This is an improvement compared to the 2013 score of 639.3, however nationally there has been greater improvement.</p>

	<p>There was a small improvement in the number of students gaining three or more A and B grades which improved from 8.5% in 2013, to 8.6% in 2014, compared to the national average of 8.5%.</p>
<p>KPI 10 All young people aged 16-19 will be tracked by the LA working in partnership with schools and colleges so that their participation can be monitored, as required by statutory duty.</p>	<p>The level of young people designated as 'Not Known' was 5.75% at the end of December 2013. This was higher than previous years due to changes to the data collection process. By the end of January the figure was 4.6%. In the normal cycle of tracking this figure has risen, but at a lower rate than in 2013. The latest data will be available January 2015.</p>
<p>KPI 11 Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will reduce unemployment for 16 to 24 to below the national average.</p>	<p>As reported in KPI 2 the current trend for Youth Unemployment in Kent is a downward one. 18-24 Unemployment: Kent 4225(3.3%), National, (3.8%), There have also been significant decreases in youth unemployment in the five priority areas (previous year in brackets): Dover 4.8 (6.2)%, Gravesham 4.3 (5.4)%, Shepway 4.2 (5.1)%, Swale 5.2 (6.8)%, Thanet 7.8 (9.8)%. This decline was in part due to Youth Employment Zone activities.</p>
<p>KPI 12 There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1%.</p>	<p>The rolling average NEET figure for January to March 2014 is 5.9%. It was slightly above the regional average (5.1%), although this latter figure is somewhat unreliable as several authorities have very high 'not known' figures. Currently, November 2014, it is 4.1%. Activities are in place to meet the 4% NEET target for January 2015.</p>
<p>KPI 13 The employability skills of 19 year olds will have improved, especially in English and mathematics, so that level 2 attainment at age 19 is well above the national average.</p>	<p>Level 2 attainment in 2013* was 84.9% which is above the National Average at 83%, the statistical neighbour average at 84.8% and above target of 80%. The 2014 data will be available in January 2015. This is a continuing upward trend. To maintain this on an upward trend will be challenging as those young people who are yet to reach Level 2 might well have more barriers to achievement, so this work will require collaboration across Kent's integrated services. Local and county wide career groups continue to focus on strengthening CEIAG (Careers Education, Information and Guidance) in line with Ofsted's and business associations' recommendations, to deliver work experience in post-16 study programmes. The Skills and Employability Service will continue assessing schools for its Triple A award. This has been extended to Special Schools, training providers and FE colleges.</p>
<p>KPI 14 The outcomes for 19 year olds from disadvantaged backgrounds will be above the national average and the achievement gap between this group and other students will have reduced by 10% from the 2012 baseline by 2017.</p>	<p>The performance in Kent is below that of the National average for A Level achievement. However it would appear from the data that more of the FSM (Free School Meal) students in school 6<sup>th</sup> forms are achieving a mixed programme offer of one A Level and then a substantial Level 3 vocational qualification.* The gap in attainment for disadvantaged 19 year olds is 32% compared to 25% nationally, based on 2013 figures.</p>
<p>KPI 15 We will have established a successful pre-apprenticeship and level 1 programme for 17 year olds who are unable to achieve a level 2 apprenticeship</p>	<p>The data packs have revealed that attainment and progress of Level 1 learners is below expectations. The Skills and Employability Service has improved the Level 1 offer by increasing the pathways open to young people. These pathways will be recruiting through the autumn with the intention to begin delivery in November. There are currently</p>

	187 learners undertaking some form of pre-apprenticeship or work readiness programme.
KPI 16 The uptake of Level 2 and 3 vocational training in skills shortage areas will increase by 10% by 2017.	2013** figures showed an increase in the uptake of Level 2 and 3 courses, but the increase was below that required to meet the 10% target by 2017. There will be a drive through the Guild model to promote recruitment to these sectors and to the appropriate qualifications. **Updated data will be available from January 2015
KPI 17 The KCC apprenticeship scheme will continue with at least 120 apprentices taken on each year, totalling 880 apprenticeships delivered by KCC by 2017	The KCC Apprenticeship Programme has been working with over 70 departments (45 in 2013) and has placed 424 apprentices in KCC to date. An annual target of 120 apprentices has been met with 121 starts. We have more than doubled our Level 3 Advanced Apprenticeship total with 26 starts. We also have 5 Higher Apprentices. We are confident that we will exceed the 2016 target of 400 apprentices and the target of 880 by 2017/18.
KPI 18 At least 50% of schools will have provided one or more apprenticeships which have been taken up successfully by young people.	33% of all schools have recruited an apprentice. Schools are starting to understand the range of apprenticeship frameworks that are available to them and our schools brochure has provided key information. More work is currently being done with primary school networks to increase uptake.*

Overall, progress against the Key Performance Indicators is mostly positive with three KPIs giving cause for concern (not included above). These are:

KPI 5 Attainment in English and mathematics will improve so that at least 50% of 16 year olds that do not attain Level 2 will achieve the qualification by age 17.

KPI 6 The number of young people, especially those from low income backgrounds, aged 16 with skills below Level 2, to achieve a Level 2 qualification and progress to Level 3 by age 18 will increase by 20%.

KPI 9 There will be improved participation, provision and outcomes for young people with learning difficulties and disabilities and all young people with learning difficulties and disabilities aged 16 -19 in Special Schools will have access to appropriate provision.

The key themes of these three KPIs are performance at GCSE English and maths at age 16 and the impact of disadvantaged circumstances on young people.



## **Section 2**

### **Review of our successes 2013-2014**

Since its launch in February 2013, the Strategy has developed effective partnerships and collaboration to enhance 14-24 provision involving KCC, schools, colleges, work-based training providers, employers and other agencies.

There have been challenges in achieving partnership working because of the fragmented nature of the education market. This is a market in which providers are incentivised to compete for learners, where accountability is driven by performance tables and where there is a reduction in funding for provision post-16. All of these factors can provide potential barriers for partnerships, however we are seeing greater impetus to collaborate and share resources in order to ensure all learners are supported into positive destinations.

The Strategy was designed to link the world of learning to the world of work more successfully and to bring about rapid transformation in young people's skills, qualifications and employability. It aimed to set out the overarching ambitions and outcomes that we and our partners intend to achieve over the duration of the strategy to 2017.

This section describes a number of significant programmes and activities that have contributed to the progress achieved to date.

#### **2.1 Employability Skills and the Local Offer**

In the strategy it was clear that pre-apprenticeships and Level 1 programmes, particularly for 17 year olds who are unable to achieve a Level 2 apprenticeship, needed to be further developed. To meet these learners' needs, a new Employability Skills Local Offer has been developed in partnership with a range of post-16 providers.

There is a new range of opportunities hosted on the Kentchoices4U (KC4U) website, in all districts, which emphasises the importance of employability skills post-16.

14-19 providers have also supported, and improved, Level 1 offers for 16 year olds, by increasing the range of post-16 pathways which will generate 500 new opportunities for learners. Providers in 2014 will continue to improve their offer for September 2015 and contribute to NEET reduction.

The gap analysis conducted by the Skills and Employability Service revealed a lack of provision at Level 1 and, in particular, the limited availability of traineeships. At present, there are only 12 providers offering traineeships in Kent. There are only 100 traineeship places (75 completed, 25 registered) with training providers in summer 2014, with another 50 to be recruited by September 2014. These numbers will increase this year. Increasing traineeships is a priority. Traineeships offer good transition programmes from school to the world of work.

The employability offers can be found (on KELSI) here:

[http://www.kelsi.org.uk/curriculum\\_and\\_pupil\\_learning/skills\\_and\\_employability/raising\\_attainment/district\\_employability\\_offer.aspx](http://www.kelsi.org.uk/curriculum_and_pupil_learning/skills_and_employability/raising_attainment/district_employability_offer.aspx)

Each district now has a published offer that includes as a minimum an employability engagement activity. The district offer brings together programmes from EFA funded agencies which operate outside of the mainstream offer. This includes traineeships and courses from training providers. These activities are designed to dovetail into the apprenticeship advertising cycle so that young people have progression.

KentChoices4U has been redesigned to be a 'one-stop-shop' for all activities that lead to education, employment and training.

## **2.2 Raising Attainment Post 16**

There has been significant engagement from schools and colleges to review the learner outcomes within the context of national legislative changes and the Kent District Data Packs. Schools are considering their post 16 offer. There was a reduction in the number of learners entered for A Level qualifications in 2014 and an increase in those entered for vocational qualifications. The percentage of students gaining 3 facilitating subjects is static at 73% and remains slightly below the national figure of 77%. The average academic grade has fallen from C+ to C. Although A Level results have remained static, there have been improvements in vocational qualifications. The vocational Average Point Score (APS) rose to 661 points: an increase of 50 points, compared with last year, which moves the APS much closer to the national APS average score of 688 points.

A key focus of the Strategy is to decrease the number of 16 – 19 year olds who follow courses and do not raise their level of qualifications. The outcome in 2013 was 84.9% which is above the national average at 83%, the statistical neighbour average at 84.8% and the target of 80%. This is a positive continuing upward trend. 2014 data will be available in January 2015. Maintaining this level of progress will be challenging, as those young people who are yet to reach Level 2 often have barriers to achievement. To maintain this upward trend, it is clear that 14-19 providers across a district must collaborate to achieve the best outcomes for all learners, and the task needs to be shared, and owned, by providers on a best-fit model without excluding vulnerable learners. The aim will be to provide personalised progression pathways for all young people. Validated data for Advanced level performance 2012 – 2013\*\* shows APE and APS for Kent on a small upward trend and in line with or above national data. Some aspects of performance are below average. Kent has a higher rate for 3+ AAB in facilitating subjects.

## **2.3 Employer Engagement – The New Guild Model**

Key to the success of the Strategy is engagement with employers. This has been successfully promoted through developing a Guild Model, which is a partnership between employers and education providers. The following sectors have been identified as priority areas for development within Kent as part of 'Innovation for Growth' and 'Unlocking Potential' strategies.

- Life sciences

- Low carbon
- Creative and media
- Land-based
- Engineering and Advanced Manufacturing
- Construction
- Tourism

These sectors are also part of the SELEP skills plan. The Guild Model focuses on developing young people's aspirations, attitude and achievements in preparation for accessing progression pathways in the growth sectors. The Guilds will also provide an ongoing forum to promote positive transition from education to employment.

The Tourism, Hospitality and Transport Guild has led the way. It has 10 employers supporting an Executive group. The Guild has a school, two FE Colleges and a training provider trialling an Employability Passport that aims to develop aspirations, appropriate attitudes, and the correct level of qualifications to support entry into employment in the sector. A further 6 Guilds will be developed over the next year.

## **2.4 Increase Participation in Vocational and Technical Education**

The data shows an increase in the take up of vocational training, post-16, which has resulted from the District Data Packs influencing the planning decisions of partners. Curriculum changes at Key Stage 4, for example the English Baccalaureate and Progress 8, have prompted some schools to reduce the vocational offer in Key Stage 4 and Key Stage 5. However, Progress 8 offers an opportunity for technical education in KS4 programmes by giving over three "buckets" to technical learning and qualifications.

Locally, providers need to work collaboratively on the 14-19 vocational offer to ensure that there are realistic opportunities for young people to progress to Level 3 programmes. Smaller school provisions are likely to offer diminished outcomes.

There were 2581 vocational entries in 2013 – 2014 post-16 with an APE (228.15) and an average of 'Distinction' on a par with national figures.

## **2.5 Kent County Council Apprenticeships and Partnership Working**

Kent County Council aims to be a model employer of young people by developing new employment opportunities. The pathways range from work experience through to graduate entry. The KCC Apprenticeship Scheme continues to develop, with at least 120 apprentices taken on each year, working in partnership with over 70 KCC departments (45 in 2013), and a wide range of training providers and FE Colleges. Through this partnership working, KCC has placed 424 apprentices in KCC to date. The number of Advanced Apprentices has doubled, with 26 starts, and there are 5 Higher Apprentices in accountancy and project management. Higher apprenticeships are a priority within KCC departments.

The annual targets for apprenticeships have been exceeded year-on-year. Having exceeded the target of recruiting 400 apprentices by September 2014, we have set

ourselves an ambitious target of 880 by 2017/18. The KCC Apprenticeship Scheme is becoming a pathway of choice for young people.

## **2.6 Careers Education, Information, Advice and Guidance**

The Skills and Employability Service has established a strong network to support the delivery of Careers Education, Information, Advice and Guidance (CEIAG). There are two County Briefings per year and 4 local District meetings, chaired by the local Lead Careers Coordinator. The network was recently reviewed by the University of Derby and held up as a model of good practice. In his report Tristram Hooley, Professor of Careers Education and Head of iCeGS at the University of Derby, stated that:

“Despite a turbulent national policy environment, the careers system in Kent has proved remarkably resistant. In times when school-based careers provision has seemed fragile across the country a new, sustainable and robust approach to careers has developed in Kent.”

Providers have the benefit of the Kent Careers Framework which supports the CEIAG offer in organisations and an audit tool which measures the development of employability within the institution. The latter has an award attached to it – the Triple A Award (Aspiration, Attitude and Achievement) - which 8 of our schools, of all types, now hold. Feedback from providers suggests that the process for applying the award is achieved through effective professional development and has, for some schools, eased the way forward to Investors in Careers.

### **Kentchoices4u (KC4U)**

The following is a link to the KC4U website, a website which enables young people to search and apply for courses online:

[http://www.kent.gov.uk/education\\_and\\_learning/kentchoices4u\\_home/search\\_and\\_apply\\_for\\_courses.aspx](http://www.kent.gov.uk/education_and_learning/kentchoices4u_home/search_and_apply_for_courses.aspx)

In 2013 – 2014, 11,943 students unlocked their accounts and 9000 students applied for post-16 courses through the medium of kentchoices4u. 2874 of these were for FE places. The percentage of learners who have made an application, when compared with the previous year, has increased from 48% to 52%.

### **KC4U Live**

KC4U Live brings together Careers Information, Advice and Guidance (CEIAG) for students of all ages. At the 2014 KC4U Live event, there were 4,200 visitors. Amongst the VIPs were celebrity chef Rosemary Schrager and Olympic medallist Lizzie Yarnold.

This inspirational 2 day event explored work and career opportunities to help young people, and those who support them, to make decisions about their future. Day 1 of the event was for Kent and Medway students in Years 7 – 11. Day 2 of the event was for students over 16 years old and the general public.

Young people were supported in making their ambitions a reality by:

- meeting employers;

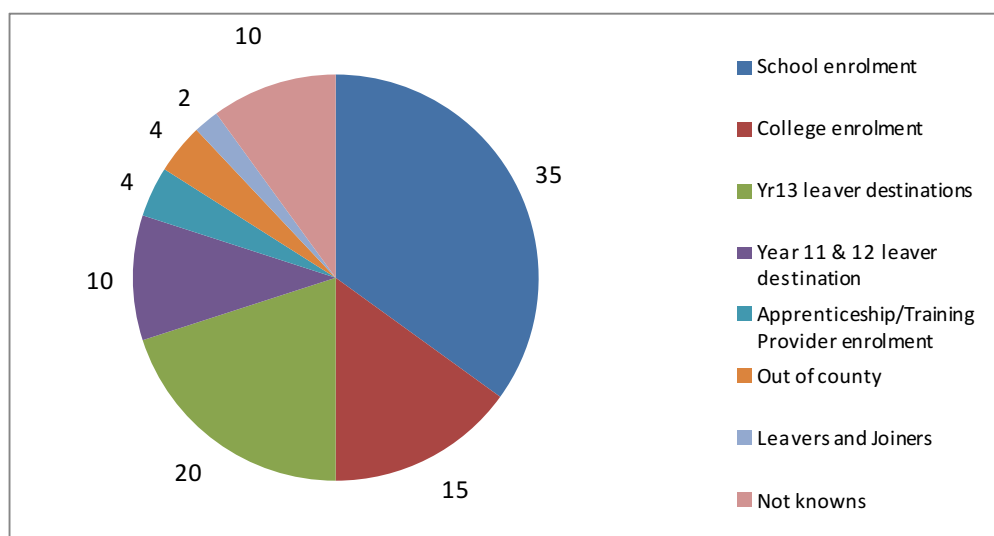
- interactive displays;
- opportunities to talk to Guidance Professionals;
- volunteering opportunities;
- opportunities to talk to Master Craftswomen and Craftsmen; and,
- talking to colleges and universities from across Kent.

## 2.7 Tracking and NEETs

In Kent, the tracking of all young people aged 16-19 (up to the age of 24 years old for SEND) is a new responsibility for Kent County Council. The cohort size is 51000 young people. There are new systems in place and data is now collected from a number of sources that are illustrated in the chart below.

From September 2014, new streamlined automated processes, and tracking systems, have been implemented across KCC and with external partners. Particular focus has been on working directly with schools, colleges and work-based training providers.

**Table 1: Breakdown (%) of the sources of data used to track young people in Kent**



The indications are that these new systems have already had a significant impact. By the end of September 2014, during the period of school enrolment data collection, there was a 19% improvement in the number of young people with a known destination from last year. By the end of October, when the new processes to collect data from colleges were implemented, there was a 2% increase in the number of young people with a known destination, during which over 40,000 records were processed.

Since June 2014, data on participation in apprenticeships has been collected directly from the National Apprenticeship Service, which has had a positive impact on the accuracy of apprenticeship take up in Kent. The focus for the Autumn and Spring is to implement a data collection process with Kent's work-based training providers, which mirrors school and college systems. Overseeing the Kent tracking process is a

Strategic Tracking Board, which has been restructured to develop a strategic approach across a range of providers including JCP and CXK. New monthly NEET reports are published and preventative strategies between partners developed.

## **2.8 Kent Employment Programme – Partnerships with Employers, Apprentices, Training Providers and JCP**

The Kent Employment Programme has entered its last year of funding and so far the programme has helped local employers recruit an additional 767 apprenticeship starts and 30 long term unemployed graduate starts since April 2012. As part of the programme, we have engaged with 1236 businesses across Kent. This has resulted in 823 visits to employers and regular visits to schools by the Employer Engagement Team to talk about the apprenticeships available to them. These apprenticeship opportunities have resulted in 3447 job applications, through strong partnership working with the Local Jobcentres, Work Programme Providers, national and local training providers, and colleges. This work has made a significant contribution to reducing youth unemployment in Kent.

## **2.9 Youth Employment and Learning Zones**

In 2013, the 14-24 Strategy identified a number of youth unemployment 'hotspots' in Kent, where youth unemployment exceeded the national average of 6.4%. The areas of Gravesham, Dover, Swale, Shepway and Thanet were recognised as requiring targeted interventions to reduce the levels of youth unemployment, in line with the national average, and to tackle the social issues associated with youth unemployment.

Pilot interventions designed by the KCC Skills and Employability Service, in conjunction with Jobcentre Plus, were targeted at 18 year old NEETs. The need for activities, specifically for this cohort, was recognised due to a gap in funding provision between the Education Funding Agency and the Skills Funding Agency. Several pilot projects were undertaken with local training providers which focused on providing key employability skills and the development of soft skills (which employers had reported were lacking in young people).

Since last year unemployment for 18 to 24 year olds has continued to fall. In August 2014 unemployment for this age group was 3.35% or 4225 claimants, compared to 5.3% in 2103. Significantly, for the first time this is below the 2008 figure. There has also been significant decrease in the five youth unemployment zones, with Dover at 4.8%, Gravesham at 4.3%, Shepway at 5.1%, Swale at 5.2% and Thanet at 7.8%. The comparable figures for 2013 are Dover (6.8%), Gravesham (6.6%), Shepway (6.3%), Swale (8%) and Thanet at (11.8%). These figures remain above the national average of 3.8%.

The activities developed within the Youth Employment and Learning Action zones have placed 80 young people into fulltime employment. The findings from the first year will be used to develop a Social Impact Bond to reduce youth unemployment below 2%, which would be the lowest in the country. If successful the bond would bring in 10 million pounds of targeted funding to support young people aged 18 to 24 into apprenticeships or full time employment.

Local training providers were commissioned to deliver programmes to young people, the most successful of which were WorkReadyPeople and Kent Fire and Rescue Service. Their first joint programme had a success rate of 70% in supporting their participants into employment or further training. Overall, the pilots had an average of 58% of participants engaging in training or education and whom are no longer claiming JSA. The local interventions were in line with recommendations made by reports such as the Audit Commission's 'Against the Odds' and UKCES's 'Precarious Futures', which outlined the need for interventions to support young people in gaining the skills identified as lacking by employers. An evaluation of these programmes has taken place and the next phase of the Youth Employment and Learning Zones is currently being developed.

## **2.10 Kent and Medway Progression Federation**

In 2010, the Aim Higher programme to promote the pathway into Higher Education for students from disadvantaged backgrounds had its government funding withdrawn. In Kent, a new partnership between the University of Kent, Canterbury Christ Church University, the University of the Creative Arts, Kent County Council and Medway Council, and 44 partner schools was maintained: this is now held up as an example of good practice nationally.

In the academic year 2013/14, the programme organised 532 separate activities involving 24,612 students. Even with reduced funding there have been increased outputs, which is the result of effective partnership working. There is a longitudinal study being conducted, which will monitor the progression and destinations of this cohort to measure the benefits of the programme.

## **2.11 GradsKent**

In Kent, the retention of graduates is key to the future economic growth of the County. Work has been successfully undertaken to promote graduate employment in Kent through partnership working between the Skills and Employability Service, Kent universities and employers. Since April 2014, the programme has added an additional 50 businesses to the network (now totalling 520) and registered an additional 793 graduates to total 7424 registered graduates. Building on this success, the GradsKent scheme is now working collaboratively with KMPF to raise awareness amongst the future graduate talent pool of the opportunities that graduate employment can offer in Kent.

## **2.12 South East Local Economic Partnership (SELEP) and the Kent 14-24 Strategy**

The 14-24 Strategy has influenced the work being carried out by the LEP (the Local Economic Partnership) Skills Group. This has been achieved through partnership working to ensure the LEP focused on 14-24 programmes. There are a range of LEP skills projects to meet the needs of the most vulnerable, through to those who wish to acquire necessary higher level skills (including progressing into higher education). All LEP projects are focused on progressing people into employment, or acquiring

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<sup>1</sup> UKCES, 'Precarious Futures? Youth employment in an international context', June 2014

skills to move on in their careers. A main focus of this work will be supporting young people to make transitions into work and beyond.

The LEP's ESF grant complements the 14-24 priorities by: developing apprenticeships with a focus on higher apprenticeships; developing vocational training for people near the labour market, which will directly progress them into employment; and, by looking to develop higher level training packages to enable people to enter sectors where there is high demand for staff. Moving forward, there will also be a strand of work looking at progressing people into higher education as the average skill level of employees in the LEP is lower than the national average. All of this activity supports the priorities and Key Performance Indicators set out in the Refresh of the 14-24 Learning, Skills and Employment Strategy.

### **2.13 Post-16 Transport**

The Kent Post-16 Travel Card is intended to reduce barriers to learning and to provide support for post-16 learners by:

- meeting bus travel costs to schools, colleges and work-based learning providers (including apprenticeship providers);
- enabling Kent learning providers meet the requirements of Full Participation in learning to 18 years of age, by 2015; and,
- ensuring fair access and maintaining choice for post-16 provision for Kent learners.

By utilising 16-19 Bursary Funding, other learner support funds or contributions from employers, schools, colleges and work-based training providers can reduce the cost of the Card for individual learners.

In 2013 – 2014, around 4,500 young people used this card to move between their places of learning.

### **2.14 Demographic Growth Bids**

There have been 5 successful demographic growth bids over the past 3 years. This funding is intended to extend the range of provision for 16 year olds with a focus on vulnerable groups.

One joint bid between East Kent College and KCC was accepted by the EFA to develop a facility in Shepway for 18+ SEND (Special Educational Needs and Disabilities) young people.

A project, arising from this bid, will support existing growth of those with significant need as well as meet the specialist requirements of students on the autistic spectrum through:

- Furthering the award-winning good practice, identified through 'Bright Futures' (in partnership with the NHS and Local Authority).
- Using Kent's target-setting curriculum, which enables all of our students to progress into work-based programmes, to meet their individual needs.

We would be able to create a unique space. This space will help us to support young people by: increasing access to opportunities; increasing transition into college life;



and, incorporating specialised furniture in an innovative interior/exterior space, all of which will balance the bespoke needs of our cohort but, moreover, integrate them into FE and beyond.

Students will have access to a broad range of vocational subjects such as business, ICT, drama, music, art, carpentry, bricklaying, electrical engineering, plumbing, horticulture, catering, maintenance operations, painting and decorating, hair and beauty, care, and retail. These vocational qualifications will be delivered in conjunction with the development of PSD, as well as functional English and maths and the development of a wider skillset.

### Section 3

#### Consultation on the Refresh of the 14-24 Learning, Skills and Employment Strategy

During the summer of 2014, the Skills and Employability Service consulted with partners regarding the Refresh of the 14-24 Learning, Employment and Skills Strategy. The responses were formulated against the four priorities of the Strategy. Respondents focused on developing collaboration between all partners, developing the 14-24 pathways, developing employer engagement and supporting young people.

The key actions have been aligned to the four priorities of the strategy, which are outlined in the table below:

<p>Raise Attainment and Skills Levels</p>	<p>Sharing good practice – in raising attainment in Maths and English in Key Stage 4 and at post 16, and in delivering Careers Guidance</p> <p>Developing local 14-19 programme planning opportunities</p> <p>Sharing data across all providers to support student transition at 16, 17 and 18 years old</p>
<p>Improve and extend Vocational Education, Training and Apprenticeships</p>	<p>Linking the curriculum to the world of work</p> <p>Developing better progression pathways/ compacts for vocational and technical qualifications including destinations into employment</p>

<p>Increase Participation and Employment</p>	<p>16-19 Study Programme linked to LMI (including the 2-1-2 model)</p> <p>Improve employer representation on the ELS Board – labour market intelligence from the priority sectors and the development of Centres of Excellence</p> <p>Ensure employability skills are better developed in schools, colleges and work-based learning providers</p> <p>Shaping the future direction of the five Learning and Employment Action Zones</p> <p>Improving Careers guidance including employer engagement</p>
<p>Target Support for Vulnerable Young People</p>	<p>Developing and improving job mentoring and coaching.</p> <p>Improving the support for vulnerable young people, by employers, job coaches and mentors</p> <p>Developing further the Assisted Apprenticeships Programme</p> <p>Developing the 14-24 pathways for SEND learners into employment or assisted employment</p>

## Section 4

### Next Steps

This section sets out the new actions and activities required to deliver the key findings from the consultation with partners. The actions are grouped into 4 priorities within the 14-24 Strategy.

#### 4.1 Raising attainment

We aim to ensure an upward trend with Key Stage 4 qualifications, including performance at *5 or more A\* - C grades including English and mathematics*. It is critical that more young people a qualification in English and maths at age 16 that opens up further learning and employment opportunities for them.

It is a key priority also to ensure young people who have not achieved these qualifications by age 16 can do so as part of their post 16 study programmes. Post 16 providers will need to be supported, to offer English and maths programmes, which meet the needs of all learners and which are based on a robust understanding of specifications, assessment and grade changes.

Progression at 16 years old, for some young people, is challenged by a fragmented learning environment, qualification and assessment turbulence, and a period of changes in CEIAG requirements. This changing landscape may leave many young people without appropriate pathways and provision.

We aim to ensure that partnership working between schools, colleges and work-based training providers can develop their post-16 offer, to provide all learners with opportunities to develop their employability skills.

A priority is to develop more flexible curriculum pathways and offer work experience as an integrated element of a learning programme. Offering an appropriate 14-19 (24 for SEN) curriculum with appropriate high quality progression routes, not only benefits learners by improving outcomes but also serves the provider well by positive retention, positive destinations, and positive assessment data.

Partnership priorities are to support providers to facilitate creative approaches to the 14-24 programme design and delivery, by:

- local and county-wide career groups focussing on strengthening CEIAG, in line with Ofsted's recommendations, and on how to deliver work experience in post-16 study programmes;
- encouraging the further use of the District Data Packs to inform the design of the local offer;
- ensuring local/district briefings are focused on the programme offer, use of funding, curricular change and innovation (including English and maths provision);
- sharing good practice in programme design and delivery for example flexible programmes which offer a mix of employability, substantial learning and work placements, effective grammar school offers which include opportunities for work experience, IB diploma and IB Careers related Certificate (IBCC);
- quality assurance of delivery through collaboration of partners by strengthened post 16 profiling;
- data sharing protocols signed by all providers to increase the range of data available through the District Data Packs; and,
- developing centres of excellence in the priority sectors.

Through this strategy, the aim is to ensure no school, college or work-based training provider will be below minimum standards. Our expectation is there will be learner appropriate 14 – 19 (24 for SEN) programmes, driven by quality CEIAG, which will ensure better outcomes for all.

### **Progression of students below Level 2 at age 16**

In Kent, the progression of students below Level 2, at age 16, is lower than we had expected. The aim is to improve the percentage of young people who do progress to a level 2 qualification to 23% by 2017. Currently it is 9%.

As performance increases at Key Stage 4, the numbers post-16 without Level 2 will decrease. The remaining number will often be the learners with greater difficulties and barriers. This requires more personalised progression pathways. There is a need to undertake a deeper review, and evaluation of outcomes, of post-16 provision and delivery for these targeted and vulnerable groups.

*Partnership priorities are to:*

- redesign the post-16 profiling tool to support institutions to reflect on their curriculum offer post-16, and to offer a more learner-focussed post-16 curriculum (to the age of 24 years old for SEND);
- ensure that providers are fully aware of the demands and implications for the effective use of the Pupil Premium;
- work with schools, colleges and work-based training providers to develop and share good practice for the use of the Pupil Premium in KS3, KS4 and KS5 to ensure that funding supports the narrowing of achievement gaps; and,
- support the annual planning process and focus on the use of resources, by working with 20 schools in 2015, to review their post-16 curriculum offer to improve progression and outcomes (including employability skills) at the end of KS5.

### **English and maths post-16**

A key priority is to ensure more young people achieve a Level 2 qualification with English and maths, for those students who did not achieve this at age 16. The conversion rate at post-16 is about 6%, which is lower than the national rate. There is variation across the county in delivery of these subjects at post 16.

*Partnership priorities are to:*

- ensure that all providers meet the requirements regarding provision of English and maths, the funding of this provision post-16 , what the provision could look like and how the funding could be used effectively;
- develop a stronger English and maths strand in the post-16 offer to support development across schools, college and work-based training providers;
- continue work with KAFEC and KATO on developing a strategy across provisions for the delivery of English and maths; and,
- develop innovative online-teaching materials and programmes of study which contextualise English and maths.

### **Narrowing the Gap**

The outcomes for 19 year olds from disadvantaged backgrounds continue to be below the national average. The achievement gap between this group, and other students, needs to improve significantly. KCC Skills and Employability Service are supporting efforts to develop flexible collaborative district pathways targeted to meet the needs of these young people. The provision is based on data highlighted in the District Data Packs, using student profiling, and the needs of the local employment market.

*Partnership priorities are to:*

- enable opportunities for this cohort to build skills pre-19;
- facilitate flexible starts and programmes;
- target this group with enhanced CEIAG;
- share data across provisions to enable programme planning; and,
- work with the FE sector in a joint project to improve outcomes for 19 year olds from disadvantaged backgrounds.

## 4.2 Extend and improve vocational education, training and apprenticeships

The Strategy, moving forward, will have a distinct focus on employer engagement to develop post-16 programmes that promote the development of high-quality vocational and technical education, and employability.

The intention is to develop a vocational and technical pathway to employment through: work experience, internships, traineeships and apprenticeships. The revised strategy will strengthen the link between curriculum design and the world of work.

Each district has a District Data Pack Project Group to look at:

- the total curriculum offer to meet the needs of the labour market;
- gaps in provision;
- provision that lacks progression opportunities for learners;
- over-provision; and,
- provision which meets the needs of **all** districts learners.

*Partnership priorities are to:*

- continue to increase the range of vocational and technical opportunities at Level 3 with appropriate progression at 16;
- continue to assess schools for the Triple A Award, which will extend to Special Schools, work-based training providers and FE colleges;
- continue to develop the Guild model in the 7 Growth Sectors through the Learning and Skills Partnership Board;
- support the Guilds to work with local collaborative partnerships, focusing on developing curricular pathways and study programmes which promote positive destinations into both the local and wider economy;
- include employers in the design and delivery of the local employability offer;
- set out Specialist Sector Zones, in partnership with the Guilds, at Kentchoices4u Live in March 2015, which will focus on raising the profile of apprenticeships and increase levels of understanding on funding issues; and,
- increase the number of businesses pledging apprenticeship opportunities, and the number of young people choosing apprenticeships as a progression opportunity.

### 16-18 Apprenticeship campaign

Promoting and increasing the number of apprenticeships for 16 –18 year olds remains a key priority for all post-16 providers. In July 2014, over 300 apprenticeships for this age group were advertised through the Kent Messenger Group. These apprenticeship vacancies will now be co-ordinated four times a year – in September, January, April and July.

Schools, FE colleges and work-based training providers will work with young people six weeks before a county wide vacancy list becomes available to support and guide young people to make the right decisions.

The 16-18 Apprenticeship Campaign plan developed between KCC, the Kent Association of Training Organisations (KATO), the Kent Association of Further Education Colleges (KAFEC) and the Kent Messenger Group - continues to develop the effective partnerships already in place.

These dates coincide with the Service's participation group meetings.

*Partnership priorities are to:*

- develop an English and maths subgroup with training providers;
- share details of any students on pre-apprenticeship courses with providers;
- develop a traineeship subgroup for providers to discuss and share good practice, and address issues;
- through the formation of a Higher Apprenticeship Group, develop future progression pathways with other providers including universities in Kent;
- develop increased roll-on roll-off provision and flexible starts throughout the year - these programmes will focus on employability skills and support the transition into work and expand the district employability offer;
- ensure the EFA allow funding to move easily between providers to provide continuity if a learner moves from one programme to another;
- work with schools to increase the employment of apprentices – consider developing an ATA model for primary schools and Children's Centres; and,
- develop a programme with grammar schools to offer apprenticeship provision for those who drop out at 17 years old, including Advanced and Higher level apprenticeships.

Progression pathways and compacts for vocational and technical qualifications, including destinations into employment will be a key area of focus moving forward.

### 4.3 Increase Participation and Employment

The table below shows the reduction in participation levels in both Year 12 and Year 13, with the largest reduction in Year 13.

Activities of young people January 2014	Academic age group					
	Year 12		Year 13		Year 12 and 13	
	No.	%	No.	%	No.	%
Cohort total	17826		17112		34938	
School Sixth Form	10071	60.0%	8564	50.0%	19346	55.0%
Further Education	5083	29.0%	4637	27.0%	9720	28.0%
Apprenticeships	397		673		1070	
Employment with training to NVQ 2 or above	22	2.0%	40	4.0%	62	3.0%
Employment without training or insufficient training	205	1.0%	1069	6.0%	1274	4.0%
Training	187	1.0%	191	1.0%	378	1.0%
NEET Group	536	3.0%	952	6.0%	1488	4.0%

Current situation not known	376	2.0%	653	4.0%	1029	3.0%
<b>Total Participation</b>	<b>16476</b>	<b>92.5%</b>	<b>14129</b>	<b>82.6%</b>	<b>30576</b>	<b>87.6%</b>

Student engagement in school sixth forms has increased by 1% reflecting an increased focus on retention in Years 12 and 13. The Skills and Employability Service works closely with schools through its District Data Packs programme to refocus the school offer and careers guidance for Year 13 students. In previous years 'drop out' at age 17 from school sixth forms was a cause for concern, and remains a priority for improvement.

The priority in Kent to promote apprenticeships is continuing to buck national trends and, whilst the number of Year 13 learners on an apprenticeship remains the same as last year, the number of Year 12 learners on apprenticeships has increased by 58.

The number of young people who are in employment with training and in an apprenticeship has increased slightly and the percentage of those in employment without training has dropped by 1%. This suggests that the requirement for young people to engage in education and training post-16, is beginning to show some impact.

The drop in the number (-268) and percentage (-40%) of those young people who are engaged in training is a cause for concern, and the young people who traditionally access this provision are those who face the greatest challenges to engage. The reasons for this decrease are:

- Training providers have removed provision.
- There are funding issues for small providers.

The percentage of learners who are in Further Education has reduced by 2%. The requirement for all young people who have not achieved Level 2 English and maths GCSE to work towards achieving that grade, may well have had a disproportionate impact on FE colleges.

*Partnership priorities are to:*

- further develop the local offer to support young people at risk of disengaging at 17 years old;
- further develop 14 –19 (24 for SEN) vocational and technical progression pathways in priority sectors;
- facilitate flexible starts and easier transfer to other options and pathways;
- facilitate employment with training;
- use the successes from the Youth Employment and Learning Action Zones in reducing youth unemployment;
- submit a bid to create a Social Impact Bond to combat Youth Unemployment in Kent;
- develop sustained opportunities for young people to gain experience of the world of work from an earlier age, which can be work experience, part-time employment or apprenticeships; and,

- focus work on developing 16-19 Study Programmes that include work experience as an embedded part of a curriculum offer that raises aspirations and develops appropriate attitudes.

## **NEETs**

The August 2014 NEET reports marks the end of the academic Year 2013-2014, and the end of the five month transition period, which brought the responsibility for supporting NEETs and the tracking of young people into KCC.

During the transition new streamlined, cross-directorate, automated processes and systems have been developed which have already had a significant impact. Despite being in a period of transition, performance by KCC in the past three months has almost matched that of the previous year. Indeed, the percentage of NEETs in August 2014 (4.1%) is below that in August 2013 (5.7%) and percentage of Not Knowns has stabilised in line with the previous year's performance.

This provides a good platform to considerably reduce NEETs in the 2014/15 academic year and meet the target of 4% by January 2015.

This rapid and successful transition stands in contrast to the transition that our statistical neighbours experienced when they brought their service in house.

*Partnership priorities are to:*

- monitor and interpret the tracking data to improve post-16 participation;
- improve cross directorate working and facilitate integration;
- target early interventions to tackle NEETs and young people at risk of becoming NEET through the Early Help and Preventative Services Directorate; and,
- create and commission pathways that lead to sustained participation.

Targeted support for vulnerable groups (young offenders, SEND, Children In Care, Elective Home Educated) are a priority moving forward.

Monthly NEET reports are reviewed and preventative strategies between partners developed and implemented. This approach targets to focus activity with young people who are at risk to keep the period of NEET to the minimum. Every district has a participation group that meets four times a year. This group consists of providers of NEET engagement activities and the professionals who are working with the at-risk young people.

The aim is to place these at-risk young people into an activity which leads to their personal progression into employment. At the same time as these participation groups meet, the Skills and Employability Service also sign- posts apprenticeship vacancies, traineeship opportunities and employability programmes.



*Partnership priorities are to:*

- commission provision specifically for vulnerable groups;
- develop further joint district based working for participation weeks;
- track NEETs and Unknowns;
- develop specific employability pathways for the engagement of at-risk and NEET young people;
- deliver, with Early Help and Preventative Services, training to any professionals that work with young people so that they are aware of local provision; and
- improve data sharing between providers.

#### **4.4 Targeted Support for Vulnerable Young People**

The tracking, participation and retention of SEND learners will be improved by enhanced reporting and increased data-sharing across providers. The definition of SEND and the LLDD definition were wider than the current SEND definition, which is any young person who had a statement at the end of Year 11.

*Partnership priorities are to:*

- develop tracking processes which provide high quality data to effectively target resources for SEND;
- develop new reports and data-matching across organisations;
- reduce significantly the number of SEND learners who are NEET or Not Known;
- identify at risk learners for whom the progression pathways are limited, which will be a key activity over the next two years; and
- develop a district offer which will be personalised to learners' needs, rather than being provision-based. SEND learners will start to identify progression routes through CEIAG, in discussion with their parents or carers and schools, from Year 9.

#### **Participation, provision and outcomes for young people with learning difficulties and disabilities (SEND)**

Provision has been seen as synonymous with 'placement'. This has led to a culture of starting with what is available locally in institutions and then offering an institution to a young person, rather than determining what the young person needs and then working to make appropriate provision available even if it is not available in a single institution. There needs to be better strategic and individual student planning through local data from Year 9 onwards, and transition planning and joint provision provided through a range of providers.

New projects will be established and we will research and plan better for the intake of Special Schools and colleges.. The aim will be to assess the students' previous school record and assessment of placement suitability, from Year 9 students to ascertain whether appropriate progression pathways are available to them. East Kent College has committed, in principle, to the project. Following this pilot, a new post-16 SEND offer with the FE sector, Special Schools and work-based training

providers will be developed to provide a collaborative district-based personalised pathway

Strategic infrastructure decisions, as well as decisions on individual young people's needs, will be based more accurately on actual information about young people. The information will be shared with partners, and at an early stage, in order to be able to implement new local provision for groups and individual students.

Meeting the individual young person's needs is primarily about **progression**.

*Partnership priorities are to:*

- identify SEND current provision;
- identify information on EHCP (Education Health Care Plan) to inform individual requirements from a district offer;
- apprenticeships and Traineeships to be included in local offer;
- links to the Employability Pathway district offer;
- work with KSE to develop the 'Job Coaching' model and expand the support for young people moving through transitions; and,
- work with parents and young people to receive feedback on the quality of the post-16 offer.

### **Kent Supported Employment**

KSE supports young people and adults into assisted employment opportunities. They are also responsible for the Assisted Apprenticeship scheme, which is being extended, and they work with the Troubled Families programme to provide support to young people to move into apprenticeships.

*Partnership priorities are to:*

- work closely with Special Schools to provide progression routes into assisted employment;
- move referrals into part-time or sustained, paid employment or employment with training; and,
- extend the Assisted Apprenticeship scheme and enable referrals to move to a placement within 12 months.

### **Looking forward to the next three years**

*Collaboration is essential.*

A key focus of the Employment, Learning and Skills Partnership Board will be to promote more collaborative working across the range of Education and Skills training providers, through the revised 14-24 Strategy. The approach is to focus on developing more effective partnerships, to share resources and to improve the outcomes for young people by improving vocational and technical pathways. This commenced in September 2014, with 12 District Data Pack Lite meetings. The purpose is to focus schools, colleges and work based learning providers on ensuring

the 14-19 curriculum offer (in September 2015) will support positive destinations at the ages of 16, 17 and 18.

The ELS Partnership Board will continue to develop stronger links with the Kent and Medway Economic Board to develop the priorities for the South East Local Economic Partnership (SELEP), and then support delivery of the outcomes determined by the SELEP, when the ESF Funding and other funding allocations are agreed. The priorities for the ELS Partnership Board will be driven by continuing to support the ambition of the revised 14-24 Strategy to ensure all young people and adults make a successful transition from education to employment. In addition, the Board will support the implementation of the Adult Skills Strategy., so there is a seamless transfer for all 18 year olds.

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From: Roger Gough, Cabinet Member for Education and Health Reform and Patrick Leeson, Corporate Director, Education and Young People's Services

To: Education and Young People's Services Cabinet Committee: 16 December 2014

Subject: **Early Help and Preventative Services – Performance Review of Commissioned Youth Work Services**

Classification: **Unrestricted**

**Summary:** This report sets out the progress made with commissioned youth services and their contribution to a coordinated youth offer to the young people of Kent.

**Recommendations:** The Education and Young People's Services Cabinet Committee is asked to:

- I.NOTE the progress that has been made by commissioned youth work services across the county
- II.NOTE the plans to review the targets relating to attendance and membership so that they encourage further ambition amongst the commissioned services to reach and engage more young people.
- III.NOTE the intention to define and confirm the role of youth work in the overall strategy of Early Help and Preventative Services and to ensure that service specifications for the next round of commissioning align with the broader outcomes for the new Division, especially in relation to providing more targeted support to vulnerable young people

## 1. Introduction

1.1 The purpose of this report is to:

- outline the level of activity provided since April 2013 by the twenty two organisations commissioned by the County Council to deliver youth work services in each of the twelve Districts
- provide an analysis of the effectiveness of the performance of each organisation against their respective targets for both 2013-14 and 2014-15

1.2 The County Council, under the Education and Inspection Act 2006, has a statutory duty to secure young people's access to sufficient educational and recreational leisure-time activities. The County Council decided in 2012 to meet this duty through a new model; a mix of direct delivery and commissioned youth work services.

1.3 The management responsibility for the new model initially was with the Integrated Youth Services but, since April 2014 it has transferred to the new Early Help and Preventative Services Division within the Education and Young People's Services Directorate.

1.4 The report details:

- the original context of the Commissioned Youth Work Services
- the types of youth work being undertaken by the Commissioned Youth Work Services
- key findings derived from the processes for:
  - performance review – meetings are undertaken quarterly with each of the 22 organisations

- the quality assurance of youth work practice – assessments are completed via observations undertaken by KCC Youth Work managers, members of the Quality Assurance team and Young Inspectors and Mystery Shoppers

1.5 The annexes include:

- a list of the commissioned youth work providers
- attendances at commissioned youth work activities, by provider
- the guidance for staff in Early Help and Preventative Services who are responsible for assessing the quality of youth work practice and for instigating actions where improvement is required.

## 2. Financial Implications

2.1 The budget for commissioned youth work services has been £1.6 million for both 2013-14 and 2014-15:

2.2 The new service delivery model, when established in January 2013, delivered base budget savings for the County Council of £900,000 per annum.

## 3. The Youth Work Model and Commissioned Youth Work Services

3.1 The vision for the youth work model in operation since January 2013 is to support young people as they make the transition from childhood to adulthood. A universal service has been retained but where young people need additional support this is supplemented by targeted family, individual or group work interventions, depending on the presenting need.

3.2 The model has moved from being predominantly in-house provided directly by the County Council to one which combines delivery with the commissioning of 22 external organisations. The model reflects the value placed on the contribution that external service providers make within their local communities. It is geographically based on the twelve Districts of Kent to ensure that young people have the maximum possible local opportunities to access and engage in youth work activities. The commissioned youth work organisations are listed at Annex A.

3.3 The model was shaped by both “Bold Steps for Kent” and the five priorities of “Every Day Matters”, the KCC Children and Young People’s Strategic Plan (2013-16). It was developed in close collaboration with young people, district partners and the Lead Cabinet Member for Youth Services. The key factors were:

- the development of a market within the County for the delivery of youth work (21 of the current 22 providers are Kent based) so that high quality services, in line with the key indicators set out in paragraph 4.2 below, are available to young people in all communities across the county
- the ongoing commitment to the participation and involvement of young people in the design and evaluation of youth work services
- universal access for young people from all communities as a core element of the overall preventative strategy and the promotion and safeguarding of their welfare
- the commissioning of “Young Kent” at a total cost of £200k, of which £60k is used for providing grants to countywide umbrella youth work organisations (e.g. Kent Scouts and Girl Guides). The role of Young Kent is to reflect the commitment of the County Council to the availability of a diverse youth work offer.

3.4 Early Help and Preventative Services (EHPS) provide for commissioned youth work services in each District by ensuring the following:

- training, quality assurance and assistance with curriculum development and delivery (e.g. funding has been provided to enable staff from the services to attend the NVQ Level 2 “Youth Work Practice” training which addresses the core competencies required by youth workers)
- consultation on future developments including the priorities they should be commissioned to deliver
- routine quarterly reviews which enable EHPS to take action with those organisations whose performance is not in line with contractual requirements
- the involvement of the Kent Youth County Council, Young Inspectors and Mystery Shoppers – ensuring the voice of the young person is heard with regard to service development.

#### 4. Performance Measurement of the Youth Work Model and Commissioned Youth Work Services

4.1 Both direct delivery and commissioned services work to the same performance management framework which draws on quantitative data and qualitative assessment processes (guidance relating to the latter is included at Annex C). Each commissioned service has its own targets which were agreed when the contracts were awarded. Quarterly meetings are held with providers to inform the review of their performance. These meetings focus on the:

- number of sessions provided
- attendances by young people at youth work sessions – in centre and street based and school based youth work
- number of individual young people attending and the number of participants; young people who attend a project at least four times a year
- the outcomes being achieved including, for example, those participating in the Duke of Edinburgh’s Award or other accredited programmes

4.2 The findings from the observations of the quality of youth work practice are presented against five distinct dimensions. These are:

- **the context** in which the youth work is being delivered, e.g. the population attending, the state of the building or mobile resource, and the resources available
- **planning** - the extent to which the activities have been planned and young people have been involved in the process
- **the quality of the relationships** between youth workers and young people and how the relationships are used to achieve positive outcomes for the latter
- **session delivery** – the skills demonstrated by the staff, the effectiveness of their use of available resources and the degree to which young people participate and benefit
- **outcomes** – evidencing the progress being made by the young people towards the objectives for the session or for the overall programme. This may include both recorded and accredited outcomes.

4.3 Since January 2013 a formal observation has been undertaken of at least one project being delivered by each of the commissioned services. The possible outcomes (and their related scores) following the observation and assessment are:

#### **Outstanding (Grade 4)**

Work that is consistently delivered well above the minimum requirement is innovative, cost effective and contributes to developing a range of young people's capabilities. The service raises expectations for them and enables the achievement of wider outcomes in their families and communities.

#### **Good (Grade 3)**

Work that delivers above the minimum requirement, has elements of innovative practice, is increasingly cost effective and contributes to the development of young people's capabilities. The service makes some contribution to young people's outcomes in the family and wider community.

#### **Adequate (Grade 2)**

Work that meets the minimum requirements for young people, delivering a basic service but is one which does not demonstrate the ability to improve young people's aspirations and offers little contribution to developing capabilities or outcomes in a wider context

#### **Inadequate (Grade 1)**

Work that fails to deliver the minimum requirements is not cost-effective and does not make a contribution to the development of young people's capabilities nor does it demonstrate an impact upon young people's outcomes.

4.4 Prompt and robust contract management has been undertaken where performance is causing concern in order to address issues and to provide a clear timescale for improvement. With respect to one organisation, this resulted in formal action from commissioners as the level of engagement they were achieving and the quality of their interventions were both viewed as inadequate. The outstanding contracts were re-commissioned and were awarded to another provider.

4.5 An audit review was undertaken as part of the KCC Audit Plan for 2013-14 to examine the process for commissioning youth services and for contract management. The overall objective of the Audit was to provide assurance that the services were commissioned appropriately with adequate monitoring to ensure that outcomes were achieved. The audit concluded positively, commenting that:

*"there was a good process in place for the management of the youth services contracts. Quantitative data on performance is received and analysed on a regular basis with quarterly meetings to discuss performance held with the providers. Observations are also carried out by senior youth workers and mystery-shoppers to provide qualitative information. There is evidence that unsatisfactory performance is identified and measures have been put in place to address this"*

4.6 In August 2014 all of the commissioned services attended three consultation sessions which were led by EHPS. The focus of the meetings was to consider the outcomes that each organisation is working towards and how they support progress towards key indicators, and their targets, included within the performance framework for the Kent Integrated Adolescent Support Service (KIASS). The meetings highlighted a clear alignment between the work being undertaken and the priority service areas for EHPS.



**5. Performance of Commissioned Youth Work Services, 2013-14 & Quarters 1 and 2, in 2014-15**

5.1 The new model was mobilised during the final Quarter of 2012-13, and was fully implemented by April 2013.

5.2 There are targets for each of the commissioned youth work services. The key findings, derived from the performance review meetings, are as follows:

- **Sessions delivered:** during 2013-14 the commissioned services exceeded the number of sessions they were contracted to provide and in the first two Quarters of the current year they are at 85.4% against the target. The lower level of performance to date in 2014-15 can be accounted for by four services having to be re-commissioned and the mobilisation period required for an organisation to move from being awarded a contract to commencing youth work delivery.
- **Attendances, number of individuals and participants:** the points arising with respect to these targets are:
  - the reasons for attendances in 2013-14 being at 92.2% against target were that two significant providers ceased delivering during the year and the need to re-commission/mobilise new provision
  - the level of attendance will strongly influence the number of individual young people involved and the number who attend on four or more occasions.

5.4 It is intended, in the light of these findings, to review whether the targets agreed relating to the number of individuals, and the number of participants, are framed correctly given that the required sessions are being delivered and attendances overall are good. It has been observed through the performance management process that services tend to achieve a core and consistent membership and tend not to have a frequent turnover of members. This can be viewed in a positive light as it reflects the quality of the relationships, a critical aspect of youth work, which are being established between commissioned youth work services and young people. However it may mean that some groups of young people are not engaging as would be expected.

5.5 Details of the performances recorded against each of the above targets are broken down by Provider, and included in annex B.

5.6 A total of 210 observation visits to assess the quality of practice have been made to commissioned youth work projects since April 2013.

5.7 The table below illustrates and compares the findings using the average scores (guidance is at paragraph 4.2), recorded by each dimension for all commissioned and directly delivered services grouped together for both 2013-14 and for the first two Quarters of 2014-15.

Project Type	Context	Planning	Quality of Relationships	Session Delivery	Outcomes
2013-14	2.3	2.1	2.4	2.2	2.0
2014-15 (to date)	3.2	2.4	3.3	2.9	2.7

5.8 The table provides a picture of progress being made by all service providers with regard to the quality of their youth work practice. The grades reflect performance that

is mostly adequate or better. The average scores for each of the dimensions have been higher during the first two Quarters of 2014-15 than they were for the twelve months of 2013.14, with none in either financial year having an overall score of “inadequate”. The quality of relationships is the highest scoring dimension which helps to explain why services retain a core membership and tend not to have the turnover of members required to meet the targets for the number of individuals attending and participants.

## **6. Conclusions**

6.1 The co-produced model for the transformed youth service is now fully operational. The key priorities for Early Help and Preventative Services are to:

- continue to strengthen the market for youth work providers in preparation for the next commissioning cycle (2015-16)
- support continuous improvement in youth work practice through an ongoing commitment to Youth Work Observations, to opening up training opportunities for the staff of commissioned youth work services including the provision of accredited outcome opportunities and to the involvement of young people in the assessment of the quality of youth work practice
- maintaining the quarterly performance reviews so that routine dialogue about progress towards agreed targets is held and where necessary changes in approach can be determined
- Ensure young people identified as needed targeted support can access and engage in youth work activities to their clear benefit
- Ensure outcomes-based commissioning and confirm the required outcomes from commissioned providers in the context of a new Early Help and Preventative Services Division in Kent.

## **7. Recommendations**

7.1 The Education and Young People’s Cabinet Committee is asked to:

- (i) NOTE the progress that has been made by the commissioned youth work providers
- (ii) NOTE the plans to review the targets relating to attendance and membership so that they encourage ambition while remaining attainable
- (iii) NOTE the intention to define and confirm the role of youth work in the overall strategy of Early Help and Preventative Services and to ensure that service specifications for the next round of commissioning align with the broader outcomes for the new Division, especially in relation to providing more targeted support to vulnerable young people

## **8. Background Documents**

8.1 The documents supporting the preparation of this report were:

- Bold Steps for Kent 2012.14
- “Every Day Matters”, the KCC Children and Young People’s Strategic Plan (April 2013).

## **9. Contact details**

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Relevant Director:

Florence Kroll, Director for Early Help and Preventative Services

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## Commissioned Youth Work Organisations

ORGANISATION	OPERATING IN:
Avante	Maidstone, Shepway, Thanet
Sk8side CIC	Ashford
Connexions Partnership	Ashford, Dover, Sevenoaks, Swale, Tonbridge & Malling, Tunbridge Wells
Canterbury Academy	Canterbury
Walk Tall	Dartford
YMCA Thames Gateway	Dartford
Project Salus	Maidstone, Shepway
Dartford Borough Council	Dartford
The Gr@nd	Gravesham
Switch Youth Café	Maidstone
Charles Harrison Associates	Maidstone
West Kent Extra	Sevenoaks
Sevenoaks Town Council	Sevenoaks
Folkestone Youth Project	Shepway
West Faversham Community Assoc	Swale
Restoration Youth	Swale
Pie Factory Music Group	Thanet
The Zone, Broadstairs	Thanet
Voluntary Action Within Kent	Thanet, Tunbridge Wells
Westgate Youth Project	Thanet
The Beat Project	Tonbridge & Malling
West Kent YMCA	Tonbridge & Malling, Tunbridge Wells

# Key Performance Indicators by Provider

# Annex B

Green >= 90%    Amber >= 60%    Red < 60%

Combined figures for periods: 2013/14 and 2014/15 Qtrs 1 and 2 (18 month duration)

Service Provider	Sessions			No of Attendances at sessions			No of Young People			Comments
	Target	Actual	%	Target	Actual	%	Target	Actual	%	
Avante	114	55	48%	1018.8	450	44%	278.5	100	36%	New provider since May 2014 (replaces CXK in three lots in Thanet, Maidstone and Shepway)
Charles Harrison Associates	202	186	92%	2962.5	5710	193%	592.5	1281	216%	
CXK	5751	5323	93%	61940	51857	84%	16216	4203	26%	Provider being challenged over number of individual young people being reached
Folkestone Youth Project	546	538	99%	8250	10393	126%	450	761	169%	
Gravesham Network	1125	1048	93%	7500	12133	162%	2947.5	1872	64%	
Pie Factory Music	375	420	112%	6375	7250	114%	600	596	99%	
Platform 51	162	162	100%	1150	453	39%	130	66	51%	Project closed in January following withdrawal of provider; CXK contracted from April 2014
Project Salus	2023	1137	56%	16200	14862	92%	1184.4	1068	90%	
Restoration Youth Ltd	240	286	119%	3750	1429	38%	450	249	55%	Currently subject to intensive management action
Sevenoaks Town Council	468	1292	276%	11700	7837	67%	450	390	87%	
Sk8side	750	1265	169%	10500	15405	147%	750	1152	154%	
South and West Kent College	58	95	164%	830	833	100%	500	316	63%	Project in Dover closed in April 2014; work will continue with local provider
Switch Youth Cafe	114	111	97%	1275	1557	122%	75	136	181%	
The Beat Project	132	134	102%	946.5	902	95%	210	169	80%	
The Canterbury Academy	1560	1790	115%	40800	34205	84%	2625	2828	108%	
The Zone	75	110	147%	1350	1748	129%	105	130	124%	
VAWK	135	120	89%	2700	1185	44%	270	167	62%	Management intervention has taken place to address under-performance
Walk Tall	150	222	148%	1755	2117	121%	75	77	103%	
West Faversham Community Assoc	315	363	115%	5880	5241	89%	300	328	109%	
West Kent Extra	522	549	105%	5971.5	6028	101%	615	673	109%	
West Kent YMCA	300	338	113%	4125	3692	90%	360	268	74%	
Westgate Youth Project	408	437	107%	3840	4041	105%	120	488	407%	
YMCA Thames Gateway	450	885	197%	13521	8917	66%	757.5	527	70%	
<b>TOTAL</b>	<b>15975</b>	<b>16866</b>	106%	<b>214340</b>	<b>198245</b>	92%	<b>30061</b>	<b>17845</b>	59%	

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## Youth Work Observations – Guidance for Assessors

Grading	
Grade 4 – Outstanding	Work that is consistently delivered well above minimum requirement is innovative, cost effective and contributes to developing a range of young people’s capabilities. A service that raises expectations for the young people and the achievement of wider outcomes in their families and communities.
Grade 3 – Good	Work that delivers above the minimum requirements, has elements of innovative practice, is increasingly cost effective and contributes to the development of young people’s capabilities. The service makes some contribution to young people’s outcomes in the family and wider community.
Grade 2 – Adequate	Work that meets the minimum requirements for young people, delivering a basic service but which does not demonstrate the ability to improve young people’s aspirations and offers little contribution to developing capabilities or outcomes in a wider context.
Grade 1 – Inadequate	Work that fails to deliver minimum requirements is not cost-effective and does not make a contribution to the development of young people’s capabilities nor does it demonstrate an impact upon young people’s outcomes.

Grade 4	Grade3	Grade 2	Grade 1
<b>Grade Descriptors: Context</b>			
<ul style="list-style-type: none"> <li>The environment is clear, welcoming and young people regularly have direct input into the use and design of space and resource.</li> </ul>	<ul style="list-style-type: none"> <li>The environment is clear and welcoming, has been designed for use by young people with a range of information well displayed.</li> </ul>	<ul style="list-style-type: none"> <li>The environment displays information and resources for young people.</li> </ul>	<ul style="list-style-type: none"> <li>The environment is uninviting with little resource or information displayed.</li> </ul>
<ul style="list-style-type: none"> <li>Access and inclusivity are integral to the use of space and information, signage and displays support the creation of a positive, safe space for young people.</li> </ul>	<ul style="list-style-type: none"> <li>Access and inclusivity are considered and signage, displays and information reflect the range of needs of young people.</li> </ul>	<ul style="list-style-type: none"> <li>Access and inclusivity are being considered at a basic level in signage, displays and information provided.</li> </ul>	<ul style="list-style-type: none"> <li>Access is poor, signage; displays and information fail to create an inclusive atmosphere.</li> </ul>
<ul style="list-style-type: none"> <li>Buildings, vehicles are very well cared for and a positive safety of H&amp;S is clear for adults and young people alike.</li> </ul>	<ul style="list-style-type: none"> <li>Buildings and vehicles are clean, well-cared for and H&amp;S is effectively managed at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Buildings &amp; vehicles are clean and effective and H&amp;S requirements are met.</li> </ul>	<ul style="list-style-type: none"> <li>Buildings or vehicles are in a poor state of repair – H&amp;S issues have not been addressed.</li> </ul>
<ul style="list-style-type: none"> <li>Resources being used are ideally suited to the groups and have been designed/created with the active participation of young people.</li> </ul>	<ul style="list-style-type: none"> <li>Resources are suited to the groups needs with the input of young people having been considered.</li> </ul>	<ul style="list-style-type: none"> <li>Resources are appropriate to the group and are adequate for the session.</li> </ul>	<ul style="list-style-type: none"> <li>Resources are not suited to the group or are generally poor</li> </ul>

<b>Grade Descriptors: Planning</b>			
<ul style="list-style-type: none"> <li>• Session planning is proactively inclusive and anti-oppressive and the needs of specific young people and communities are recognised through participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Aims of the session consider equality issues fully and the specific needs of young people are anticipated and planned for.</li> </ul>	<ul style="list-style-type: none"> <li>• Aims of the session consider equality issues and are recognise the general needs of young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Aims of the session fail to recognise or meet equality issues and needs of the young people.</li> </ul>
<ul style="list-style-type: none"> <li>• A clear and effective youth work curriculum has been developed with clear links to local need and is regularly reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear and effective youth work curriculum is in place which addresses young people's issues and is reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• A youth work curriculum which addresses young people's issues is in place.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of an effective youth work curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>• Session plans are co-produced with young people leading elements of planning. Plans are challenging and clearly develop young people's capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning is carried out with young people which allows for a range of challenging activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic planning takes place with some challenging activities considered.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning is rudimentary and lacks sufficient challenge. Young people have not been involved in the planning of sessions.</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluation, monitoring and feedback from staff &amp; young people is integral to the working of the project and evidence of change as a result is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and evaluation are regularly carried out with young to a good standard and used to inform future planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and recording is carried out to a basic level with basic evidence of evaluation and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and recording is basic or non-existent.</li> </ul>
<b>Grade Descriptors: Quality of relationships</b>			
<ul style="list-style-type: none"> <li>• Young people take a lead on welcoming new people to the session and clearly demonstrate a depth of relationship which facilitates learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people demonstrate a depth of relationship with peers and staff which allows development to take place.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people attend regularly and demonstrate a working relationship with peers and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people lack self-awareness and relate poorly to peers, youth workers and observers.</li> </ul>
<ul style="list-style-type: none"> <li>• Youth workers individually and as a team are able to effectively carry out a range of roles to support young people in interpersonal development.</li> </ul>	<ul style="list-style-type: none"> <li>• Youth workers recognise the range of roles situations may demand and are able to respond appropriately as a team to support young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Youth workers maintain clear boundaries and utilise relationship skills to support young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Youth workers do not demonstrate an understanding of befriending and educational roles.</li> </ul>
<ul style="list-style-type: none"> <li>• A clear culture, supported by clear, co-produced boundaries encourages the joint ownership of both behaviour and challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour &amp; language are proactively challenged and supported by clear boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour and language are positively challenged.</li> </ul>	<ul style="list-style-type: none"> <li>• Management of behaviour, language and positive challenge is not evident.</li> </ul>
<ul style="list-style-type: none"> <li>• Young people are able to demonstrate a high level of personal confidence and self-esteem when working with peers, staff and are able to function</li> </ul>	<ul style="list-style-type: none"> <li>• Young people have good communication and engagement skills and demonstrated good levels of self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people communicate to a reasonable level and engage but with limited skill and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people communicate poorly and are disruptive due to a lack of challenging activity and superficial relationships with peers</li> </ul>

as autonomous members of the group.			and staff.
<b>Grade Descriptors: Session delivery</b>			
<ul style="list-style-type: none"> <li>• Staff and young people co-deliver the session effectively with flexibility and adaptability to ensure the engagement of all members of the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff able to recognise the need to adapt and change plans to meet the need young people and carry this out effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Session delivered as planned to a basic standard.</li> </ul>	<ul style="list-style-type: none"> <li>• Session plan not delivered effectively or rigidly applied inappropriately.</li> </ul>
<ul style="list-style-type: none"> <li>• Young people participate and begin to take ownership of their own, and others learning and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people are motivated by what is on offer and participate well.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people engage in the activities delivered but are recipients more than participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people lack engagement, enjoyment and a sense of purpose.</li> </ul>
<ul style="list-style-type: none"> <li>• Youth workers demonstrate the ability to progress smoothly from adult led activities to young people led during sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Youth workers actively participate in activities alongside young people learning together.</li> </ul>	<ul style="list-style-type: none"> <li>• Youth workers supervise and deliver activities safely and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Youth workers are little more than supervisors of recreational activities.</li> </ul>
<ul style="list-style-type: none"> <li>• A culture of safeguarding and anti-oppressive practice is clear amongst staff and young people which tackles oppressive behaviour &amp; bullying robustly.</li> </ul>	<ul style="list-style-type: none"> <li>• Oppressive behaviour &amp; bullying are proactively challenged through clear boundaries and effective curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Oppressive behaviour &amp; bullying are challenged actively.</li> </ul>	<ul style="list-style-type: none"> <li>• Oppressive behaviour &amp; bullying are not challenged appropriately.</li> </ul>
<ul style="list-style-type: none"> <li>• Some young people are playing a clear leadership role in the session.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people are clearly involved in the delivery of the session and well engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people show some sign of progress and take a limited ownership of the session.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people take no sense of ownership of the session or organising activities &amp; young people's levels of participation are generally low.</li> </ul>
<b>Grade Descriptors: Outcomes</b>			
<ul style="list-style-type: none"> <li>• Learning and development and routes to accreditation are an integral part of all planning.</li> </ul>	<ul style="list-style-type: none"> <li>• A good range of opportunities for development is available for young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to develop and accredit young people are planned for but may be limited.</li> </ul>	<ul style="list-style-type: none"> <li>• No opportunities to develop and accredit capabilities are planned for - or taken when the opportunity arises.</li> </ul>
<ul style="list-style-type: none"> <li>• All activities offer an element of learning and the potential to lead to more challenging activities including pathways to other settings.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear programme of learning, tailored to need, is in place which allows the young person to develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Youth work links to a curriculum which allows young people to learn and develop their capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Little if any learning takes place and little development of young people's capabilities is evident.</li> </ul>
<ul style="list-style-type: none"> <li>• Young people are able to narrate a story of engagement and development through which they can identify key stages of engagement in youth work which has enabled</li> </ul>	<ul style="list-style-type: none"> <li>• Young people clearly display a range of skills learnt through an ongoing programme of challenge and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people are able to progress through stages of learning and recognise this taking place.</li> </ul>	<ul style="list-style-type: none"> <li>• Little evidence exists of a process of youth work development with young people.</li> </ul>



them to develop skills.			
<ul style="list-style-type: none"> <li>• Young people accept responsibility for their actions and are able to partake in restorative approaches to situations, are able to be self-critical and show ambition and aspiration to improve. They understand the impact actions in a wider social context.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people demonstrate a responsible attitude, are aware of the impact of some actions in a wider social context and demonstrate and understanding of restorative approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people have a responsible attitude towards themselves and their wider social context and demonstrate a good understanding of their community.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people are unaware of wider social context and consequence of actions.</li> </ul>
<ul style="list-style-type: none"> <li>• Outcomes are regularly celebrated as a normal process in such a way that promotes the positive image of young people within the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes are clearly celebrated in the centre and wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes are celebrated to a basic level within the session and project</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes of young people are not celebrated.</li> </ul>

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From: Peter Sass, Head of Democratic Services

To: Education and Young People's Services Cabinet Committee – 16 December 2014

Subject: **Work Programme 2014/15**

Classification: Unrestricted

**Past Pathway of Paper:** Report to Education and Young People's Services Cabinet Committee - 24 September 2014

**Future Pathway of Paper:** Standard item to Cabinet Committee

**Summary:** This report gives details of the proposed work programme for the Education and Young People's Services Cabinet Committee.

**Recommendation:** The Education and Young People's Services Cabinet Committee is asked to consider and agree its work programme for 2014/15.

## 1. Introduction

- 1.1 The proposed Work Programme has been compiled from items on the Forthcoming Executive Decision List; from actions arising from previous meetings, and from topics identified at agenda setting meetings, held 6 weeks before each Cabinet Committee meeting in accordance with the Constitution and attended by, the Chairman, Mr Ridings, Vice Chairman, Mrs Cole and 3 Group Spokesmen, Mr Burgess, Mr Cowan and Mr Vye.
- 1.2 Whilst the Chairman, in consultation with the Cabinet Member for Education and Health Reform, is responsible for the final selection of items for the agenda, this item gives all Members of the Cabinet Committee the opportunity to suggest amendments and additional agenda items where appropriate.

## 2. Terms of Reference

- 2.1 At its meeting held on 27 March 2014, the County Council agreed the following terms of reference for the Education and Young People's Services Cabinet Committee '*To be responsible for those functions that fall within the responsibilities of the Corporate Director of Education and Young People's Services as well as some functions transferred from the former Communities Directorate and now located within the Education and Young People's Services*'. The functions within the remit of this Cabinet Committee are:

### Preventative Services

- Integrated Youth Services includes Youth Justice, Youth Work (including Youth Centres and outdoor activity centres)
- Children's Centres
- Early Intervention and Prevention for children, young people and their families including Family CAF co-ordination
- Adolescent Services Social Work Assistants
- Inclusion and Attendance includes Education Youth Offending, Educational

Welfare, Inclusion Officers, Child Employment and Young Carers Co-ordination, Early Years Treasure Chest, Commissioned Services for early intervention and prevention

- Troubled Families

### **Education Planning and Access**

- Provision Planning and Operations (includes school place planning and provision, client services, outdoor education and the work of the AEOs)
- Fair access Admissions and Home to School Transport (includes Elective Home Education, Home Tuition and Children Missing Education)
- Special Educational Needs Assessment and Placement Educational assessment processes for pupils with Special Educational Needs and Disabilities (includes Portage and Partnership with Parents,
- Educational Psychology Service)

### **Education Quality and Standards**

- Early Years and Childcare Safeguarding and Education
- School Standards and Improvement including Governor services,
- School Workforce Development and Performance and Information,
- Skills and Employability for 14-24 year olds includes Kent Supported
- Community Learning & Skills

### **School Resources**

- Finance Business Partners
- Development of delivery model for support services to schools
- Academy Conversion

2.2 Further terms of reference can be found in the Constitution at Appendix 2 Part 4 paragraph 21 and these should also inform the suggestions made by Members for appropriate matters for consideration.

## **3. Work Programme 2014/15**

3.1 An agenda setting meeting was held on 14 October, at which items for this meeting's agenda and future agenda items were agreed. The Cabinet Committee is requested to consider and note the items within the proposed Work Programme, set out in appendix A to this report, and to suggest any additional topics that they wish to be considered for inclusion to the agenda of future meetings.

3.3 When selecting future items the Cabinet Committee should give consideration to the contents of performance monitoring reports. Any 'for information' or briefing items will be sent to Members of the Cabinet Committee separately to the agenda or separate Member briefings will be arranged where appropriate.

## **4. Conclusion**

4.1 It is vital for the Cabinet Committee process that the Cabinet Committee takes ownership of its work programme to help the Cabinet Member to deliver informed and considered decisions. A regular report will be submitted to each meeting of the Cabinet Committee to give updates of requested topics and to

seek suggestions for future items to be considered. This does not preclude Members making requests to the Chairman or the Democratic Services Officer between meetings for consideration.

**5. Recommendation:** The Education and Young People's Services Cabinet Committee is asked to consider and agree its work programme for 2014/15.

**6. Background Documents**

None.

**7. Contact details**

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**EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE  
WORK PROGRAMME 2014/2015**

<b>FORTHCOMING EXECUTIVE DECISIONS</b>		
<b>Decisions to be taken under the remit of this Cabinet Committee as of 20 October 2014- 30 April 2015</b>	<b>Lead officer/s</b>	<b>Decision Taker</b>
Elective Home Education - Adoption of Policy	Louise Simpson, Acting Head of inclusion and Kevin Shovelton, Director of Planning and Access	Cabinet
Birchington Primary school, Expansion from 2FE to 3 FE	Marisa White Area Education Officer (East Kent) and Kevin Shovelton Director of Education Planning and Access	Cabinet Member for Education and Health Reform
Halfway Houses Primary school, Expansion from 2FE to 3 FE	Marisa White Area Education Officer (East Kent) and Kevin Shovelton Director of Education Planning and Access	Cabinet Member for Education and Health Reform

<b>STANDARD ITEMS</b>	
<b>Item</b>	<b>When does the Cabinet Committee receive item?</b>
Final Draft Budget Reports	Annually (January)
Commissioning Plan	Bi-annually (September and December)
School Performance – Exam Results	Annually (November/ December)
Performance Scorecard	At each meeting
Strategic Priority Statement	(December?)
Post 16 Transport Policy Statement (to be published by 1 June each year)	Annually (May)
Recruitment of Teachers – Annual figures	Annually (September)
Annual Equality and Diversity Report	Annually (September)
Work Programme	At each meeting
Proposed Co-Ordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Primary and Secondary Community and Voluntary Controlled Schools	Annual – March

<b>ITEMS REQUESTED BY MEMBERS</b>		
<b>Item</b>	<b>Date requested</b>	<b>Cabinet Committee Meeting</b>
The co-option of Teacher Advisers/Union reps.	25/7/2013	tba
Children's Centres	20 November	7 April 2015

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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 – 16 December 2013

**Subject:** School Performance 2014 - National Curriculum Test and Public Examination Results

**Classification:** Unrestricted  
**Electoral Division:** County Wide

**Summary:** This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, KS1 and KS2 Standard Assessment Test results (SATs), and GCSE and A Level results for 2014. The report includes comparison to National Data where available. It also reports on the performance of vulnerable groups in each Key Stage. The data in this report is not final validated data so needs to be considered as provisional until final national data is published in the new year. Some national comparative data is still unavailable for some indicators.

**Recommendations:**

The members of the Committee are asked to note:

- (i) the significant improvement in many areas of school performance in 2014
- (ii) to note the areas that still require improvement and the priorities for action to ensure that improvement is achieved in 2015.

**1. Introduction**

- 1.1 The full report contains a review of all available data to cover all the key stages above. The following commentary reflects a summary of the key points for each key stage and the priorities for action in 2014-2015.

**2. Early Years Foundation Stage**

- 2.1. The main overall indicator for children at the end of the Early Years Foundation Stage (EYFS) changed in 2013 and is now the percentage of children achieving a Good Level of Development (GLD) for which they need to achieve Expected or Exceeding in all Prime Learning Goals (including Literacy and Mathematics). In Kent overall in 2014, 69% of children achieved a GLD, a 5% increase on 64% achieved in 2013. There is a range of performance across districts of 60% to 74%. The national average for GLD is 60%, with Kent being 27<sup>th</sup> nationally and top amongst its statistical neighbours. This is once again a very strong performance.
- 2.2. Girls continue to out-perform boys with 76% of girls and 61% of boys achieving a GLD, and narrowing this gender gap of 15%, which is a small narrowing of 1% from 2013, continues to be a priority.

- 2.3. The achievement gap based on FSM data is 12%, a significant narrowing from the figure of 18.7% in 2013. The achievement gap for children achieving a GLD between the lowest attaining 20% of children and the mean is 27%. Whilst this shows a marginal widening of this gap from 25.2% in 2013, Kent's position is still strong in comparison to the national figure of 34%, in addition to which Kent is again top amongst its statistical neighbours.
- 2.4. The DfE is introducing Baseline Assessment with effect from September 2015, which will replace the measure of GLD at the end of the EYFS. Notwithstanding this, by 2018 we expect a minimum of 85% of children at the end of EYFS to have achieved a GLD, which means they are ready for school. We have also set a new target for reducing the gap between all children achieving a GLD and those in receipt of free school meals to 8% by 2018.
- 2.5. **Priorities for Improvement**
- Continue to support the improvement of the quality of provision in all settings, including providing targeted and bespoke interventions to support further gap narrowing.
  - Continue to support the EYFS in schools, particularly where expected levels of achievement were not reached and extending this support to Key Stage One to ensure pupils catch up quickly.
  - Continue to implement a universal programme of professional development support for all EYFS classes, with a bespoke support model for those schools requiring support to improve the quality of teaching within EYFS.
  - Work with schools to ensure they track those children entering Year 1 from Reception who are likely to require additional support to make better progress.

### 3. Key Stage 1

- 3.1. At **Key Stage 1** our targets for Level 2B+ and above in Reading and Mathematics in 2014 were achieved. In Writing the target was not achieved though we remain in line with the national average. In reading, writing and mathematics, results are in line or above the national average. The FSM gaps continue to narrow in all areas at Key Stage 1. The SEN achievement gap narrowed slightly for writing but widened marginally in Reading and Mathematics.
- 3.2. Attainment in **Reading** at Key Stage 1 Level 2b and above improved by 3% compared to 2013 and this continues a five year upward trend. 82% of seven year olds achieved level 2b or above in Reading in 2014. This is above the National Average of 81%.
- 3.3. At Level 3 and above in Reading there was also further improvement on last year and a continuing upward trend. 32% of seven year olds achieved a Level 3 or above compared with 30% in 2013. Kent is 1% ahead of the national average of 31%.
- 3.4. **Writing** attainment at Key Stage 1, at Level 2b and above, improved by 3% in 2014 and continues a five year upward trend. Attainment in writing at this Level is now at 70% compared to 67% in 2013. Kent is now in line with the national average. However, the difference between 82% of seven year olds

achieving the national average for reading and only 70% achieving the writing benchmark remains a concern and this will be a focus of support to schools in 2015. This gap has to close to ensure good overall levels of attainment in Key Stage 2.

- 3.5. At Level 3 and above in Writing we have also seen continuous improvement with 16% of pupils achieving this level compared to 15% in 2013. The national average is 16%. Standards at Level 3 are therefore in line with the national average.
- 3.6. Attainment in **Mathematics** at Key Stage 1 at Level 2b and above improved with 82% of pupils achieving this level compared to 79% in 2013. At Level 3 and above there was further improvement from 23% to 25% in 2014. Kent is above the national averages at both Level 2b+ (80%) and Level 3, (24%) in 2014 and this reflects a continuing upward trend.

#### **4 Gender Gaps at Key Stage 1**

- 4.1. At **Key Stage 1**, the gender gap at Level 2b + continues to show girls doing better than boys in all three areas. At Level 3+ girls still perform better than boys in reading but girls and boys are performing equally well in writing. In Maths boys still perform better than girls.
- 4.2. In **Reading** attainment at Level 2b and above for girls shows continuing improvement. 86% of girls achieved this level compared to 85% in 2013, which is 1% above the national average. Level 2b+ attainment for boys increased by 4% in 2014 from 74% in 2013 to 78% in 2014. Nationally boys achieved 77% which is a 3% rise on 2013.
- 4.3. The attainment of higher achieving girls improved in 2014 with 37% achieving Level 3 compared to 35% in 2013. This is 2% above the national average for 2014. The attainment of higher achieving boys increased this year by 2% from 26% in 2013 to 28% in 2014. Nationally the rise was only 1% from 25% in 2013 to 26% in 2014.
- 4.4. In **Writing**, girls' attainment at Level 2b and above improved to 78% in 2014 (compared to 75% in 2013). Boys' attainment at Level 2b and above increased by 3% this year. Whilst this is encouraging there remains a real need to focus on the gender gap at Key Stage 1 in writing. The national gap is 15% and the Kent gap is 16%.
- 4.5. Higher achieving girls' performance at Level 3 improved by 1% this year. This is now in line with the national average of 21%. Boys' performance at Level 3 in writing is now also in line with the national average. This is a strong performance in 2014. Both girls' and boys' performance in writing at Key Stage 1 is in line with the national average.
- 4.6. In **Mathematics**, girls' attainment at Level 2b improved by 2% in 2014, with 83% of pupils achieving this standard compared to 81% in 2013. Boys' performance improved by 2% in 2014, with 80% of pupils attaining this level compared to 78% in 2013. Attainment for both boys and girls is showing a good four year upward trend in mathematics at Level 2b.

4.7. Attainment for higher achieving girls improved in 2014 by 2%. The attainment of higher achieving boys is now 27% compared with 26% in 2013. This is in line with the national increase. The attainment of higher achieving girls is now 23% compared to 21% in 2013. In 2014 Kent is 1% higher than the national average for both boys and girls.

#### 4.8. **Priorities for Key Stage 1**

- Overall to ensure that the continuous improvement is maintained and Kent schools achieve well above the national average and we are at the top of our statistical neighbours.
- To succeed in narrowing the gaps for all vulnerable groups.
- To continue to improve the outcomes for boys in all three areas.

### 5 **Key Stage 2**

5.1. At **Key Stage 2** we continue to see improvement on the new measure of Level 4+ and above in Reading, Writing and Mathematics combined. Kent achieved a 5% improvement in results in 2014. For the first time Kent is in line with the national average. We are above our statistical neighbour average of 77.2% and are now 4<sup>th</sup> out of the 11 Local Authorities within this group. Previous highest position was 7<sup>th</sup>. This is a significant improvement by Kent schools.

5.2. This is the second year of the new performance measure for attainment at Key Stage 2, the combined Reading, Writing and Mathematics Level 4 and above. 79% of pupils achieved this level of attainment compared to 74% in 2013. The national average is 79%. This is a 5% increase compared to 2013.

5.3. At Level 5+ attainment in Reading, Writing and Mathematics combined improved to 25%, compared to 22% in 2013, which is a 3% increase. The national improvement was also 3%.

5.4. In 2014, 243 schools performed at or above the national average in Level 4+ Reading, Writing and Mathematics. 283 schools improved compared to their 2013 results and 35 schools achieved 95-100%. This is a significant increase on 18 schools who achieved the 95-100% in 2013.

5.5. Attainment in **Reading** at Level 4 and above increased by 3% in 2014, following a 1% decline in 2013. At Level 5 and above it increased by 5% in 2014, following a decline of 3% in 2013. National performance also increased in 2014, by 3% at Level 4 and by 5% at Level 5. In Reading, 91% of pupils achieved the expected 2 Levels of progress between key stages 1 and 2. This is in line with the national figure also of 91%.

5.6. Attainment in **Writing** at Levels 4 and 5 shows a significant increase in 2014 by 3% at Level 4 and 5% at level 5. National performance improved by 2% at level 4 and by 3% at level 5. In Writing, 93% of pupils achieved the two levels of expected progress, which is a 2% improvement on 2013 and is exactly in line with the national average.

5.7. In **Mathematics**, there was a 2% improvement in 2014, at Level 4 and at Level 5. Nationally there was a 1% improvement at both Level 4 and Level 5.

In Maths, 89% of pupils achieved the expected two levels of progress, a rise of 3% on 2013, which is now in line with the national average of 89%.

## **6 The Floor Standard at Key Stage 2**

- 6.1. In 2014 schools performed below the floor standards and are therefore underperforming if:
- fewer than 65% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in Reading, Writing and Maths and
  - below the average percentage of pupils at the end of KS2 made expected progress in Reading (compared with the 2014 national median) and
  - below the average percentage of pupils at the end of KS2 made expected progress in Writing (compared with the 2014 national median) and
  - below the average percentage of pupils at the end of KS2 made expected progress in Maths (compared with the 2014 national median)
- 6.2. In 2013, 44 schools performed below the floor standard. In 2014 only 22 schools are below the floor standard. This represents significant improvement.

## **7. Statistical Neighbours (SN)**

- 7.1. Kent's top statistical neighbours (Warwickshire and Lancashire jointly) achieved 80% Level 4 combined in 2014 compared to 79% in Kent. The difference between Kent and the highest performing LA is now 1%, thereby closing the gap and accelerating progress whilst other similar local authorities' performance has declined against the new Key Stage 2 measure. Compared to our 11 statistical neighbours we are 4<sup>th</sup> for Level 4+ performance and 2<sup>nd</sup> for Level 5 performance. This is the best performance Kent has achieved since comparisons began.

## **8. Key Stage 2 Gender Differences**

- 8.1. At **Key Stage 2**, the attainment of girls at Level 4 and above in Reading, Writing and Mathematics combined continues to outperform that of boys. 82% of girls achieved the expected level compared to 75% of boys. Girls are performing in line with the national average whilst boys are 1% below the national average.
- 8.2. Attainment for girls improved by 5% which reflects a five year upward trend. Boys also improved their performance by 4% compared to 2013. The national gender gap for 2014 is 6%, which is a 1% reduction on 2013.
- 8.3. Attainment at Level 5 in Reading, Writing and Mathematics combined improved for both boys and girls in 2014. 28% of girls and 22% of boys achieved Level 5 or above. Boys' results are 2% higher than the national average and the girls' outcomes are 1% above it. Attainment for girls improved compared to improvement nationally and boys' attainment improved by 2%, which is the same as the national improvement rate.

#### 8.4. **Key Stage 2 Reading for Boys and Girls**

Attainment in Reading, at Level 4 and above, increased by 4% for boys and 2% for girls in 2014. This reflects a similar national increase for boys and compares to a national increase of 3% for girls. Attainment at Level 5 and above increased by 7% for boys, compared to a national increase of 5%. The percentage for girls increased by 4% compared to 5% nationally.

#### 8.5. **Key Stage 2 Writing for Boys and Girls**

Attainment at both levels 4 and 5 for boys and girls improved in 2014. At Level 4 and above, attainment for girls improved by 1%, compared to 2% nationally and attainment for boys improved by 3%, reflecting a similar national increase. Attainment at Level 5 improved by 5% for girls, compared to 3% nationally and for boys it improved by 4% compared to 3% nationally.

#### 8.6. **Key Stage 2 Mathematics for Boys and Girls**

Standards of attainment at Level 4 increased by 3% for girls and 2% for boys in 2014, compared to 1% improvement nationally for both boys and girls. Attainment at Level 5, for girls, improved by 1% in 2014, which is the same as the national increase. The percentage for boys increased by 3% compared to a national increase of 1%.

### 9. **Outcomes for Vulnerable Groups at Key Stage 2**

9.1. At **Key Stage 2** whilst there is still too large an attainment gap between FSM pupils and their peers this has narrowed significantly in 2014. The gap in Reading, Writing and Mathematics combined at Level 4+ and above, is now 17.8% compared with 25% in 2013. At the same time, between 2011 and 2014, outcomes for pupils on free school meals improved by 7.4% in Reading, Writing and Mathematics combined.

9.2. In Reading the FSM attainment gap has now reduced to 11% from 19% in 2013. In writing it is 14.3% compared with 20% in 2013 and in mathematics it is 12.6% compared with 19% in 2013. This is very welcome. Gaps in rates of progress have continued to narrow between FSM and non FSM pupils, and in 2014 these were 4.9% compared with 7.2% in reading in 2013, 4% compared with 6.5% in writing in 2013 and 6.3% compared with 8.6% in mathematics in 2013. This is a significant improvement. 210 Primary schools improved the FSM gap in 2014.

9.3. The SEN gap continues to be significant and there was only marginal improvement in 2014.

9.4. The gap for children with SEN in Reading, Writing and Maths (L4+) was 47%, compared to 50% in 2013. For children with a statement the gap in Reading, Writing and Maths (L4+) was 77%, the same as in 2013. These remain unacceptably wide achievement gaps for pupils with special educational needs.

## 10. Key Stage 2 - Priorities for Improvement

- To continue to support and challenge all schools to secure further improvement in 2015. To continue to challenge all schools to set and achieve aspirational targets for all pupils.
- To work with schools to ensure that all vulnerable groups are making accelerated progress with a particular focus on LAC and SEND.
- To develop the school to school support network to ensure the sharing of best practice.

## 11. Key Stage 4

11.1. At **Key Stage 4**, for the first time for some years, there was a decline in the percentage of students achieving 5 or more A\*-C GCSE grades including English and mathematics. It is important to note that there are two indicators that need to be considered.

### 11.2. Indicator 1: First Results

- This reflects the first time a student may have taken an exam in a subject, usually either English or mathematics or both. For example they may have taken English or mathematics or both in Year 10 and may have retaken their exams in Year 11. The first result counts in the first result indicator. Kent's First Result is: 57.5%. The national First Result is: 52.6%
- On this new indicator for 2014 we remain above the National Average by 4.9%.

### 11.3. Indicator 2: Best Results

- The second indicator reflects the best result a student achieved irrespective of when they took the exam. Their best grade will count in this indicator. Kent's Best Result is: 60.3%. The national Best Result is: 58.2%.
- This is a drop of 2.8% on the best result from 2013 but we remain above the National Average by 1.9%.

11.4. Provisional results at Key Stage 4 show Kent's performance against the new indicator of First results at 5 or more GCSE A\*-C grades including English and Mathematics to be 57.5%. We cannot make a comparative judgement as the data from 2013 is not available in this format. The national average for First results is 52.6%. Kent is therefore ahead of the national average by 4.9%. The second important figure is the best result that students have achieved in their GCSEs. Kent's best result is 60.3% of students achieving 5 A\* to C grades including English and Mathematics. The national average is 58.2%. Kent is therefore ahead of the national performance by 1.9%. Kent is ranked third within our statistical neighbours group.

11.5. Expected rates of progress at Key Stage 4 (three levels of progress between key stages 2 and 4) improved this year in English to 74% from 73% in 2013. There has been a decline in Mathematics progress to 66.8% from 71.7% in

2013. Both these figures are above the national averages of 70.9% in English and 65.3% in Mathematics.

11.6. Kent's 5+ A\*-G results were almost 4% above the national average, at 93.3% compared to the national average of 89.4%. This is a good indication of the success of Kent schools' inclusive approach to securing educational success for the vast majority of pupils. Performance in English A\* to C grades is 6.8% above the national average, Kent 71.4% against the national of 64.6% and in Maths performance is also above the national average, Kent 67.6% against the national of 64.7%.

11.7. 29 secondary schools performed below the floor standard of 40% of pupils achieving five good GCSE grades with English and mathematics compared to 9 schools in 2013. This is the direct effect of the new First Entry Indicator. Overall 30% of secondary schools improved or maintained their GCSE performance in 2014, including a small number of schools that declined by no more than 1%. Please note this figure is based on First Entry in 2014 compared to Best Result in 2013.

#### 11.8. **Gender Differences at GCSE**

- At **Key Stage 4**, the gender gap in attainment of five good GCSE grades including English and Maths remains at 9% the same as in 2013. 53% of boys and 62% of girls attained this level of achievement in 2014 compared to 47.3% boys and 58.2% girls nationally.
- 31 schools narrowed the gender attainment gap compared to 2013. This is from the total of 67 mixed gender secondary mainstream schools.

#### 11.9. **Outcomes for Vulnerable Groups at GCSE**

- The **GCSE** attainment gap between pupils eligible for FSM and their peers for 5+ A\*-C including English and Maths in 2014 is 33.4%. This is disappointing and represents a reduction of only 1.1% compared to 2013. This has not improved significantly in the last few years. It is a slightly better improvement rate than the national gap figure reduction of 0.6%.
- In 2014, 26.5% of FSM pupils achieved 5 or more good GCSEs with English and mathematics. This is a decline on the previous year's figures and reflects the change to the First entry indicator.
- There remains a significant gap between FSM students and non FSM students in both three levels of progress in English of 22.4% and Maths at 29.8%. This gap has widened in English by 2.3% and 0.7% in Maths. This is very disappointing and will be a significant focus in 2015.
- Once again pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other similar pupils nationally. However, although very wide, in 2013 the SEN achievement gap narrowed at Key Stage 4 by nearly 4% to 44.2% and has continued to narrow in 2014 to 39.8%. This will continue to be a priority for further improvement in 2015.

#### 11.10 **Priorities for Improvement**

- Further develop and disseminate the successful strategies to support schools in their progress towards the 2015 floor standards.
- Narrow the performance gaps for vulnerable groups, particularly for FSM/non-FSM students, LAC and SEND pupils.



- Provide specific challenge and support to accelerate progress in those schools which are below the floor standard, and are causing concern.
- Identify good practice in securing progress for lower attaining students and disseminate it so as to narrow performance gaps for these and other vulnerable groups.

## **12. A Level and Vocational Performance Post 16**

- 12.1 Performance at post-16 has shown limited improvement this year. The percentage of students achieving two or more A Level passes, A\* to E fell from 90.6 in 2013 to 89.6% in 2014.
- 12.2 Kent's Average Points Score per entry is in line with the national average. Kent is 212.9 compared to the national result of 212.8.
- 12.3 The Average Points Score per student was 831.2 against a national average of 782.0. Whilst we remain ahead of the National picture this is a drop from 2013 of approximately 20 points.
- 12.4 The Average Points Score per entry for vocational achievement was 228.2 and is in line with the national average of 228.9. This is a slight improvement on 2013.
- 12.5 The Average Points Score per student for vocational achievement was 666.1 against the national picture of 688.6. Kent has improved on the 2013 score of 639.3 but nationally there has been greater improvement.
- 12.6 The greatest improvement has been in the number of students gaining three or more A and B grades which improved from 8.7% in 2013 to 9.3% in 2014. Nationally the average is 8.4% so Kent is above the national average on this measure.
- 12.7 **Priorities for Action**
- Promote the raising of standards in sixth forms through the development and extension of successful KS4 strategies, and improved GCSE results with English and maths,
  - Improve teaching and learning, student progress tracking and intervention and strengthen sixth form leadership.
  - Support improvement in the quality and range of post 16 provision offered by different school sixth forms in order to support their work in ensuring a suitable range of post 16 options are made available to young people in Kent.

## **13. Children in Care**

- 13.1 In 2014, outcomes for children in care (CiC) at Key Stage 2 remain a concern. 42.4% of CiC who were looked after for more than 12 months achieved Level 4+ or above in Reading, Writing and Mathematics at Key Stage 2 in 2014 compared to 42% in 2013. This is the same as in 2013.
- 13.2 78.6% of CiC pupils achieved 2 Levels of Progress in Key Stage 2 Reading compared to 91% for all pupils. 85.7% achieved 2 Levels of Progress in Writing compared to 93.0% for all pupils and 80.4% achieved 2 Levels of

Progress in Maths compared to 89% for all pupils. There has been significant improvement in progress compared to 2013.

- 13.3 At GCSE 8.2% of CIC achieved 5 or more A\* to C grades including English and Maths compared to 15.2% in 2013. This is a cause for concern.
- 13.4 The CiC gap at Key Stage 2 has widened in 2014 from 31.9% in 2013 to 35.6% in 2014. This is very disappointing and will be a significant focus for improvement in 2014 – 2015.
- 13.5 The Key Stage 4 attainment gap is 49.3%. This gap widened from 47% in 2013.
- 13.6 However these are the widest achievement gaps of any pupil group, and are an important focus for improvement in 2015.

#### **14. Conclusion**

- 14.1 While there has been improvement in the Early Years Foundation Stage (EYFS) and at all Key Stages in 2014, with the exception of Key Stage 4 with the new indicators, there is still wide variability in performance.
- 14.2 The improvements in the EYFS, Key Stage 1 and Key Stage 2 this year have been significant and represent good progress. Key Stage 4, whilst above the national average, reflected a drop against the new indicators. At Key Stage 5 there was a very small incremental improvement on one of the three main indicators, AAB grades, at A level. On the other indicators at A level there was a decline and this is a cause for concern.
- 14.3 Standards at all Key stages, with the exception of some A level indicators, show Kent to be in line with or above the national average.
- 14.4 Gender differences continue to be significant, opening up markedly in the EYFS and continuing to be a key issue at all key stages so that by GCSE just over half of boys achieve a good outcome. Boys are over-represented in figures for SEN, exclusion from school, children in care and the NEET data and improving their progress and attainment is a key element in raising standards overall in Kent and in achieving full participation for all young people until age 18.
- 14.5 Slow progress is being made in improving progress and narrowing the gaps in attainment for pupils with special educational needs and Children in Care. Whilst there have been small incremental improvements the achievement gaps for our most vulnerable children remain a concern. Closing these gaps continue to be a significant priority for improvement in 2014-2015.
- 14.6 It is encouraging to see the impact of the additional focus and resource through the pupil premium (£40 million in Kent in 2013-14) on the attainment gaps for pupils on free school meals particularly at Key Stage 2. The gaps have narrowed and this must continue in the next academic year. We now need to apply this focus to the SEN and CiC pupils in Kent schools, and to the stubbornly high pupil premium gaps in Secondary schools.

**15. Recommendation**

The members of the Committee are asked to note:

- (i) the significant improvement in many areas of school performance in 2014
- (ii) to note the areas that still require significant improvement and the priorities for action to ensure that improvement is achieved in 2015.

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**From:** Roger Gough, Cabinet Member for Education and Health Reform  
Patrick Leeson, Corporate Director for Education and Young People's Services

**To:** Education and Young People's Services Cabinet Committee – 16 December 2014

**Subject:** **Education and Young People's Services Strategic Vision and Priorities for Improvement 2015-2018**

Classification: **Unrestricted**

**Electoral Division: All**

**Summary:** The purpose of this report is twofold:

- (i) Provide an updated Education and Young People's Services (EYPS) Strategic Vision and Priorities for Improvement (formerly Education Bold Steps) 2015-2018 document, which details the headline priorities and targets for the EYPS Directorate for 2014-2015 onwards;
- (ii) Provide Members with an assessment of progress and achievements against key targets in 2013-2014, supported by key service developments and improvements.

**Recommendations:** The Education and Young People's Cabinet Committee is invited to:

- (i) Note the refreshed EYPS Strategic Vision and Priorities for Improvement 2015-2018 document attached as an Appendix to this report; and
- (ii) Note the progress made in delivering EYPS priorities for 2013-2014 and consider whether the proposed priorities and targets for 2014-2015 and beyond, provide the right focus and challenge to secure improvements in outcomes.

## **1. Background**

- 1.1 The EYPS Vision and Priorities for Improvement 2015-2018 (formerly Education Bold Steps) is the key strategic document for the Directorate. Significant progress has been made since the document was originally published in 2012. It is refreshed annually and sets out the focus for the Directorate services for the forthcoming year, informed by new developments. The document evaluates the previous year's performance against targets and sets new priorities and challenging targets to ensure appropriate future improvement, informed by progress against current performance and new local and national developments.
- 1.2 The refreshed set of priorities and targets in the Appendix are underpinned by a clear ambition to see all children and young people do well in education, find

employment, lead and happy and fulfilled lives, ensuring that Kent becomes one of the best places in the country to live and grow up and be educated.

1.3 Our strategic plans and targets are set out in more detail in the following key documents:

- The Early Years and Childcare Strategy
- The School Improvement Strategy
- The SEND Strategy
- The Education Commissioning Plan
- The 14-24 Learning, Skills and Employment Strategy
- The Early Help Prospectus and One Year Plan

## **2. Financial Implications**

2.1 The key priorities and actions that each Service within the Directorate undertakes in order to deliver improvements in performance against identified targets, will be achieved within the agreed levels of resource detailed in the Council's Medium Term Financial Plan 2014-2017. These priorities will be reflected in the Service and Directorate Business Plans for 2015-16.

## **3. Progress in 2013-2014 including key Service Developments and Improvements and review of performance against targets**

- Improved standards at all key stages in 2014 apart from a small decline at GCSE
- Narrowed achievement gaps for pupil premium pupils at EYFS and Key Stage 2
- Improved Ofsted outcomes so that 77% of schools are now good or outstanding and 91% of early years settings are good or outstanding
- Increased the percentage of children and young people attending a good or better school to 77% compared to 62% in 2013
- Improved Ofsted outcomes for Children's Centres so that 72% are good or better
- Introduced and delivered free nursery places for over 3800 two year olds from less advantaged backgrounds
- Developed a system of school collaborations and partnerships which now provides school to school support for over 450 schools
- Reduced permanent exclusions to 88 from 144 the previous year
- Reduced persistent absence from 4.9% to 4.4%
- Delivered a re-organised network of Pupil Referral Units with an improved curriculum offer and better outcomes and destinations for pupils, including 83% of PRUs now judged good or better by Ofsted

- Reviewed and re-structured the Health Needs PRUs and developed a new Health Needs Service for Kent to support pupils with mental health needs
- Implemented changes required for SEND by the Children and Families Act, including a new Health, Education and Care Plan process, a local offer, and reformed funding arrangements for high needs pupils
- Further developed the Local Inclusion Forum Team arrangements in each district, which integrate support from Special Schools and the Specialist Teaching and Learning Service to provide early intervention support for pupils with SEND in mainstream schools
- Developed and rolled out a new Early Help and Preventative Service to ensure vulnerable children and families receive the support they need and there will be less demand for statutory social care
- Delivered the 14-24 Employment and Skills Strategy so that there has been an increase in apprenticeships, a reduction in youth unemployment and a decrease in NEET numbers
- Delivered for September 2014, 15.3 new forms of entry in Primary schools and 3 new forms of entry in Secondary schools, together with 250 temporary Reception class school places
- Continued to reduce re-offending among young people
- Turned around 65% of Troubled Families receiving support, in line with our targets

#### **4. Priorities for the Year Ahead (2014-2015)**

- Improve good outcomes in the Early years Foundation Stage to 73%
- Increase by a further 3% the standards achieved at Key Stage 1
- Increase Key Stage 2 attainment to 83% of pupils attaining level 4 or above combined in reading, writing and mathematics
- Increase five good GCSEs with English and maths to 62%
- Reduce the pupil premium gap at Key Stage 2 to 14% and the GCSE gap to 29%
- Increase the percentage of good and better schools to 80%
- Reduce the number of schools in an Ofsted category to 12
- Increase the percentage of good and better early years settings to 93%
- Increase the percentage of good and better Children's Centres to 75%
- Reduce NEETS to 4% or below
- Reduce permanent exclusions to no more than 50
- Embed and integrate Early Help and Prevention services so that there is at least a 10% reduction in the numbers of children in need and those with a child protection plan, and at least 80% supported through an early help programme achieve a good outcome
- Continue to deliver the targets in the 14-24 Skills and Employment Strategy, including priorities to develop the vocational offer so that there is further improvement in the number of young people taking up and completing apprenticeships and a further reduction in youth unemployment

- Deliver the SEND changes required by the Children and Families Act and the priorities in the SEND Strategy to increase provision and pupil outcomes in Kent, so that there is reduction in out of county places and cost and a reduction in SEN transport costs
- Strengthen our work with Health Partners through collaborative activity undertaken via the Public Health and Early Help and Preventative Services Task and Finish group, the Headstart pilot and the integration of CAMHS into the work of the EHPS 0-25 Service
- Make a significant improvement to outcomes for Children in Care and markedly reduce the number who are NEET and in the youth justice system
- Deliver 7 new Primary schools, 29 new forms of entry in Primary and Secondary schools, 195 temporary Reception class places, 90 temporary Primary school places in years 1-5 and 60 temporary Secondary school places in Year 7
- Ensure schools are well supported to deliver the new National Curriculum and assessment arrangements, including new GCSE and vocational qualifications, and new school performance measures from 2015-16
- Deliver the new Health Needs Service and improve outcomes for pupils with mental health needs
- Continue to support and develop effective school to school support through the Kent Association of Headteachers and a refreshed leadership strategy, so that there are fewer schools requiring improvement
- Develop phase 2 of the Troubled families programme and ensure it is well integrated into the models of family support provided through Early Help
- Ensure the Community Learning and Skills service becomes a successful local authority trading company, delivering improved outcomes for adults and young people, especially the more vulnerable
- Continue to develop and expand Edukent as a successful trading organisation delivering good value support services to schools at competitive cost

## **5. Next Steps**

- 5.1 Good progress is being made by the Directorate in reviewing and redesigning services, whilst maintaining and driving improvements in standards and outcomes for children and young people. Similarly, we are strengthening our relationship with all partners who provide support for children and young people within Kent, particularly Schools (including academies and free schools), early years providers, FE and HE, employers, work-based training providers and other key stakeholders.
- 5.2 We shall continue to build upon the priority actions detailed in the document appended to this report, reflecting upon what we learn through implementing changes and use this learning to inform the future configuration and practice of the Directorate in order to better support Kent's children and young people in the achievement of their ambitions.



- 5.3 The growth of school autonomy is one of the defining features of the recent history of the education system. A range of reforms have been introduced that have dramatically increased the autonomy schools can exercise over aspects of the education system, and have aimed to create a self-improving school to school support system led by networks of schools. These reforms have transformed the role of schools and the local authority, and stimulated debate about the conditions necessary to encourage and sustain a self-improving school system. Kent County Council (KCC) is committed to supporting school collaborations and school to school support. This has developed significantly in the past two years in close partnership with the local authority, involving academies, academy chains and KCC maintained schools.
- 5.4 Our ambition is to provide a sustainable model of school support for the future that enables schools to maintain their trajectory of improving school standards in all phases, ensures the maintenance of a strong relationship between KCC and schools and increases the pace of improvements to transform services and improve outcomes for children and young people.
- 5.5 We recognise also that children, young people and schools need the support of effective early help services to ensure more vulnerable children succeed in life and at school. Our ambition is therefore to ensure that in every part of Kent there are well integrated services involving schools, early years settings, PRUs, KCC services and partner agencies such as health and the police.
- 5.6 Achieving this will require a continued level of strong strategic leadership by KCC, implementing change and further improvement within education and young people's services. This is underpinned by a continued commitment to collaborative working with and amongst Kent's school leaders, and with partner agencies.

## **6. Recommendations:**

### **The Education and Young People's Cabinet Committee is invited to:**

- (i) Note the refreshed EYPS Strategic Vision and Priorities for Improvement 2015-2018 document attached as an Appendix to this report; and
- (ii) Note the progress made in delivering EYPS priorities for 2013-2014 and consider whether the proposed priorities and targets for 2014-2015 and beyond, provide sufficient and appropriate focus and challenge to secure improvements in outcomes.

## **7. Background Document**

- 7.1 Education, Learning and Skills Bold Steps, Vision and Priorities for Improvement 2013-2017.

## **8. Contact details**

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# Delivering for Kent

## Education and Young People's Services Vision and Priorities for Improvement

Draft November 2014

2015 - 2018



DRAFT

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# Education and Young People's Services

## Vision and Priorities for Improvement

### **Vision:**

***Our vision is for Kent to be the most forward looking area in England for education and learning so that we are the best place for children and young people to grow up, learn, develop and achieve.***

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

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

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

***Our Vision is that every child and young person, from pre-birth to age 19, and their family, who needs early help services will receive them in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and outcomes are good, and they are able to contribute positively to their communities and those around them now and in the future, including their active engagement in learning and employment.***

Our strategic priorities for Education and Young People's Services are to ensure all children get the best start in the early years and all pupils can go to a good school and achieve their full potential; to shape education and skills provision around the needs of the Kent economy and ensure all young people move on to positive destinations, training and employment; and to improve services and outcomes for the most vulnerable children, young people and families in Kent. We aim to target early help services for the most vulnerable children, young people and families who require additional support, with an absolute focus on delivering better outcomes. Children, young people and families should be able to access the right services at the right time in the right place. We aim to place them at the heart of everything we do, working in a more integrated way and avoiding, where possible, single service interventions which may lack coordination or result in wasteful duplication.

Our strategic plans and targets are set out in more detail in the following key documents:

- The Early Years and Childcare Strategy
- The School Improvement Strategy
- The SEND Strategy
- The Education Commissioning Plan
- The 14-24 Learning, Skills and Employment Strategy
- The Early Help Prospectus and One Year Plan

## **Our Ambition**

Central to our ambition is the desire to create the conditions in which pupils experience the best learning and teaching, and where pupils' social, moral and intellectual development and confidence can flourish. We want every child in Kent to achieve well above expectations and not to be held back by their social background. We want every young person to benefit from a broad range of pathways to further learning and employment, for their own achievement and for the success of the Kent economy. We want to ensure that vulnerable children and families have their needs met early so that they do not experience the level of challenge and difficulty in their lives that requires statutory interventions. They should have the same opportunities as all other children and families to flourish, to stay safe and well and succeed in the education system.

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

Ensuring the most vulnerable learners experience success is one of our top priorities. Children in care, young offenders, excluded pupils, learners with special educational needs and disabilities, and children from families on low incomes all experience significant barriers to their achievement and attain less well than their peers. We want to close the attainment gaps that exist as a barrier to their future success.



We want to ensure that our available resources for early help and prevention do more and achieve more than we do now, to make a significant difference to the lives of children and families, to prevent the escalation of needs where we can and identify the likelihood of problems emerging in the first place. We want to reduce demand for statutory children's social care and to help 'step down' social care cases from Children in Need, Children with Protection Plans and Children in Care, where it is safe to do so.

We will achieve our ambitions by learning from and spreading the influence of the best, whether locally, nationally or internationally and through working in partnership across agencies, all types of school and phases of education and learning and with partners across the business sectors, local government, health, social care, the voluntary and community sectors, and especially with parents, carers, local communities and the children and young people themselves.

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

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

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

## **The Challenges for the Future**

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

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

**In particular our priorities are to:**

- Raise attainment, close achievement gaps, reduce exclusion, have more good and outstanding early years settings and schools, and ensure all young people are engaged in learning or training until age 18, with a good outcomes that leads to employment
- Further embed our new partnership relationships with all early years and childcare settings, schools and other providers, based on collaboration and shared effort, to build a more effective system of school to school support
- Continue to raise educational performance in line with agreed targets and support and challenge lower performing early years and childcare settings, schools and other providers to improve to good quality provision quickly
- Continue to support greater choice for parents and families in every area by commissioning a sufficient and diverse supply of places in strong schools and quality early years settings
- Deliver improved multi-agency support for children and families who have additional needs by developing our early help and preventative services and working in a more integrated way to achieve better outcomes.
- Increase our focus on and support for vulnerable pupils, so that achievement gaps close for pupils on free school meals, children in care and pupils with special educational needs and disabilities
- Work with schools to ensure every child has fair access to all schools and other provision, and are included and helped to participate in education which is appropriate for their needs
- Promote and support smooth and effective transition for every child and young person from any one educational stage and provision to another;
- Continue to develop the opportunities and pathways for all 14-19 year olds to participate and succeed so that they can access higher Levels of learning or employment with training to age 24
- Champion 21<sup>st</sup> century learning so that schools and other settings innovate more and achieve more by delivering a curriculum that develops pupils' skills and knowledge for the future
- Ensure all our Children's Centres make good provision for children and families and effectively reach and support the most needy families to achieve good outcomes
- Use the Troubled Families programme to develop a more sustainable model of family support that turns around the lives of more families experiencing challenging circumstances
- Deliver a youth offer and programmes of support for vulnerable adolescents that increase participation in positive activities and reduce offending, anti-social behaviour, teenage pregnancy, drug and alcohol mis-use and youth unemployment

New ways of working are critical for success in a more diverse educational and community landscape, with many different providers across the early years, schools and post 16 skills and employment sectors, together with partners in the health service and the police. This

landscape requires us to drive change through strategic influence, highly effective partnership arrangements and collaborative networks in which pooled effort and shared priorities can achieve better outcomes, increase capacity in the system and create more innovative solutions at a time of reducing levels of resource. More successful delivery in Kent depends on the emergence of more integrated approaches, new vehicles for joint working and partnership. It continues to be a priority to ensure success by supporting:

- School leaders to lead the system through stronger school partnerships, the Kent Association of Headteachers, working at a local level through District forums and the Area Boards that have strong and purposeful working relationships in order to deliver the best opportunities and outcomes for their children and young people
- Schools to procure support services well, have real choice and be able to procure high quality services through EduKent
- Increased collaborative working in the early years and childcare sectors
- Locality based working and commissioning to pool and target resources to local needs in Districts
- Local 14-19 strategic partnerships to maximise effort and increase capacity to transform post 16 learning pathways and training opportunities so that they are truly excellent.
- The district based Local Inclusion Forum Teams and outreach work from Special schools to have more effective support for all schools in meeting the needs of pupils with special educational needs and disabilities
- District based integrated teams and multi-agency working in Early Help and Prevention

## **Key Strategic Developments in 2013-14**

In quickening the pace of improvement we have focused attention on transforming the way we work and the delivery of services. During 2013-14 we have:

- Introduced a refreshed Early Years and Childcare Strategy for 2014-2017
- As part of the Government's policy for free early education places for disadvantaged two year olds, expanded the 'Free for Two' scheme in Kent with more than 3,800 two year olds having accessed a free early education place.
- From September 2014, 5,491 places are available across the county, with an additional 605 expected to become available by late autumn, giving a potential total of 6,096. This is 93% of the target. Over the past year average take up of available places across the county was 79%. Work will continue to ensure the development of more places with existing and new providers and also to further promote and support take up by eligible children and families.
- Introduced a framework for early years and childcare providers to work in collaborations to drive a faster rate of improvement and narrowing of achievement gaps

- Further developed the devolved model for the Specialist Teaching and Learning Service working out of 12 lead Special Schools in each District to improve support to mainstream schools for special educational needs through the Local Inclusion Forum Team (LIFTs). This work is focused on increasing capacity to support learners with SEN and achieving better progress and outcomes for them. The partnership model is helping us to support mainstream schools in implementing the SEN changes required by the Children and Families Act.
- Further developed the work of the Kent Association of Headteachers and its organisation into four new area boards, together with the system of school to school support and collaboration. The majority of Kent schools are now working in a partnership with other schools where there are 70 improvement hubs involving nearly 500 schools with clear partnership agreements sharply focused on improving school performance, leadership, the quality of teaching and standards of attainment. This work aligns the school improvement work by KCC, the work of teaching alliances and the support provided by KAH, and is supported by funding from the School Funding Forum.
- Developed planning and guidance materials for delivering the new National Curriculum programmes of study for English, maths and science, together with a county model for assessing pupils' progress and attainment.
- Implemented the re-organised Pupil Referral Unit and Alternative Curriculum arrangements in Kent, in partnership with schools, which have significantly improved outcomes for learners and reduced exclusions across the county.
- Reviewed the Health Needs PRUs and developed a clear plan for re-organised PRU provision, together with a new policy and service delivery structure to support young people with medical needs including mental health needs. The establishment of this new provision includes an outreach service for learners with physical health needs and six new satellite PRU learning bases across the county to support schools working with learners with mental health needs.
- Integrated services to develop a new Early Help and Preventative Service to provide more coordinated and effective support for vulnerable children and families, working closely with children's centres, early years settings, schools, youth hubs and other agencies including health and the police. The service is organised on a district basis to ensure there is good local access and speedy responses to identified needs.
- Developed and extended the reach of the new Kent Integrated Adolescent Support Service aimed at delivering more coordinated and targeted support and better outcomes for vulnerable adolescents, across the whole of Kent. This is part of Early Help and incorporates youth work, youth offending, work to support and reduce NEETS, and a range of services to support teenage parents and young people involved in drug and alcohol misuse.
- Refreshed the 14 to 24 Learning, Employment and Skills Strategy to ensure a clearer focus on employer engagement linking the curriculum to the world of work, collaborating

on the delivery of English and Maths post 16 and more effective partnership work in providing improved 14 to 19 curriculum pathways. 12 new District data packs have been produced with detailed information on labour market intelligence and student performance to inform curriculum planning.

- Further developed Kent's apprenticeship and youth employment programme so that youth unemployment has reduced and 750 apprentices are now on the Kent Employment Programme, 200 schools have appointed 245 apprentices and KCC employed 121 apprenticeships in the past year.
- Established a successful Kent Employer Partnership through a new Guild model which brings together the key employers from the Hospitality and Tourism sector, training providers and KCC to address the skills shortages in this industry. Guilds for Construction, Creative, Land Based, Engineering and Science and Logistics industries are currently in development.
- Launched the SEND Strategy in January 2014, to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND). This is designed to deliver the requirements of the Children and Families Act, including the new arrangements for education, health and care plans, the development of the local offer, more SEN provision in Kent Special and mainstream schools, with less reliance on out of county placements and better outcomes and progress for pupils. It is supported by a workforce development plan to ensure teachers have the skills to support children, particularly those with autism, speech and language difficulties and behavioural needs. Kent's role as a SEND Pathfinder helped us to establish new ways of working in partnership with parents. We have also developed a new approach to allocating high needs funding to schools.
- Developed an increasing range of innovative and evidence based interventions by the Educational Psychology Service to support school staff to deliver better outcomes for children with special educational needs. In response to the Children and Families Act 2014 Educational Psychologists are now delivering their statutory advice in a new more inclusive way, following consultation with parent groups and other stakeholders. The service plays a key role in embedding the work of the Local Inclusion Forum teams, supporting the shift towards school to school support, creative problem solving and enabling local decision making for children and young people with special educational needs.
- Developed a more integrated approach to manage demand for home to school transport and reduce the financial pressure arising from SEN transport and out of county placements. This has begun to reduce travel costs. We introduced Personal Transport Budgets for families as an alternative to the existing service and over 100 families are participating in the scheme.
- Further developed our approach to District based working, restructuring our services and allocating resources and staff more clearly to district teams, so that service delivery can be more coordinated and early help and prevention for vulnerable children and young

people can be more accessible for schools and families. This work is on-going to ensure we have the right structures and district leadership for integrated working and more efficient service delivery.

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

## **Progress in 2013-14 and where are we now?**

We set very challenging and ambitious improvement targets and in 2013 -14 there were positive indications that we are achieving good progress.

- Results improved at almost every key stage of education from pre-school age to 19 years. The exception is the Key Stage 4 results following a change of indicators in 2014.
- In the **Early Years Foundation Stage**, 69% of children achieved a Good Level of Development (GLD). This is 5% increase compared to 2013 and is well ahead of the 60% national average.
- At **Key Stage 1** standards at Level 2B and Level 3 improved by an average of 3% compared with 2013 and are in line with or above the national averages for Reading, Writing and Mathematics. The FSM gaps continue to narrow in all areas at Key Stage 1.
- At **Key Stage 2** we continue to see improvement for pupils attainment at Level 4 and above in Reading, Writing and Mathematics combined. Kent achieved 79%, which is a 4% improvement compared to 2013, and this is in line with the national average. 283 Primary schools improved their results, compared to 200 in 2013. The free school meal achievement gap narrowed significantly to 17.8% from 25% in 2013.
- At **Key Stage 4**, for the first time for some years, there was a decline in the percentage of students achieving 5 or more A\*-C GCSE grades including English and mathematics. There are now two indicators that need to be considered.

### **Indicator 1: First Results**

This reflects the first time a student may have taken an exam in a subject, usually either English or mathematics or both. For example they may have taken English or mathematics or both in Year 10 and may have retaken their exams in Year 11. The first result counts in the first result indicator. Kent's first result is: 57.5% compared to the national average of 52.6%. On this new indicator for 2014 we remain above the national average by 4.9%.

### **Indicator 2: Best Results**

The second indicator reflects the best result a student achieved irrespective of when they took the exam. Kent's best result is 60.3% compared to the national average of 58.2%, and 63% achieved in Kent in 2013. We remain above the national average by 1.9%.

- **Performance at post-16** improved on only one of three key indicators this year. The percentage of students achieving two or more A Level passes was 89.6%, compared to 90.6% in 2013, and the national average of 91.6%. The percentage of students achieving a pass, merit, or distinction in vocational qualifications fell slightly from 68.2% in 2013 to 67% in 2014. There was a slight improvement in the percentage of students achieving AAB grades at A' level from 8.7% in 2013 to 9.3% in 2014.
- We continue to make progress in increasing the number of good and outstanding schools in Kent. At the end of the last school year, July 2014, 75.5% of schools were good and outstanding compared to 70% at the same time in 2013 and 59% in the previous year. In 2010-2011 only 55% of schools were judged good or better. The national average is now 80%.
- This latest figure for Kent includes 72% of Primary schools, 82% of Secondary schools, 83% of Special schools and 91% of Pupil Referral Units. 91% of early years settings are good or outstanding. This compares with 70% of Primary schools, 79% of Secondary schools and 74% of Special Schools in July 2013. Nationally 71% of Secondary schools and 81% of Primary schools are now good or outstanding.
- Currently, 77% of pupils attend a good or outstanding school. This includes 71% of Primary pupils, 83% of Secondary pupils, 88% of pupils attending Special schools and 89% of pupils attending a PRU. This equates to 14,000 more children and young people receiving a better education compared with last year. In 2012, 62% of pupils in Kent attended a good or outstanding school and this increased to 70% in 2013.
- There has been a further reduction in **the number of permanent exclusions**, down to 88 in 2013-14 from 144 the previous year.
- **Persistent absence** rates have reduced from last year, to 4.4% from 4.9% for the same period in 2012-13.
- The number of **apprenticeships** has continued to increase, and Kent is outperforming the South East for the number of people starting apprenticeships by 3% overall. The number of young people taking up an apprenticeship in the 19 to 25 age range increased on last year by 11%.
- The Kent Employment Programme has created an additional 381 **apprenticeships** starts during 2014 to date bringing the total to 765.
- The number of **apprenticeship** starts in schools has increased to 33% of schools, which means the schools have recruited at least one apprentice during the last year, which is an increase of 9% on last year.

- The **NEET figure for January 2014** was 5.9% which was slightly lower than January 2013 (6.1%).
- The current trend for **youth unemployment** is downward and the trajectory is below target. When the annual target was applied in November 2013 there were 6,070 18-24 year olds unemployed against a target of 7,200. Since then unemployment has continued to fall. In August 2014 youth unemployment in Kent was 3.3%, or 4,225 claimants. Significantly, for the first time, this figure is below the 2008 level. The National average for Youth Unemployment is 3.8%.
- The **employability skills** of 19 year olds have improved, especially in English and mathematics, so that level 2 attainment at age 19 is above the national average. The outcome in 2013 was 84.9% which is above the National Average at 83%, the statistical neighbour average at 84.8% and above target of 80%. This is a continuing upward trend and we await the latest data which will be published in January 2015.
- There has been a small improvement over the previous year from 11.8% to 11.1% of the Year 12 cohort failed to **raise their level of attainment** by age 19.
- Performance at **post-16** has improved for the APE score. Kent's Average Points Score per entry is up 3.9 to 214.6 compared to last year.
- The number of **assisted employment opportunities** for learners with learning difficulties and disabilities exceeded its target of 110 to 117.
- Good progress was made in improving performance in completing SEN statutory assessments. Nationally the number of Statements produced in 26 weeks during the past year was 82% compared to 92% in Kent.
- The completion of psychological statutory advice within the required time frames has improved to 99%.
- Delivered all the school expansions required for the school year beginning September 2014, thus achieving important steps in our aim to provide a good local school for every Kent pupil. We provided an additional 550 places, equivalent to 15.3 forms of entry in Primary schools and 3 forms of entry in Secondary schools, and 250 temporary Reception class places.
- We commissioned 288 additional places in maintained Special schools during the course of the year and 96 places have been commissioned in Specialist Resource Base Provisions in mainstream schools, which will come on line from 2015.
- We have continued to develop the traded offer of the Kent Educational Psychology Service through EduKent, with 46% of schools taking up the offer and with many schools deciding to enhance their previous year's package. This is in addition to the



core service provided to all schools which includes the positive contribution of Educational Psychologists at Local Inclusion Forum Team meetings.

## The Early Years Foundation Stage

In 2014, performance improved by 6% compared to the previous year. 69% of children achieved a good level of development in the Early Years Foundation Stage, with a range across districts of between 60% and 74%. Performance in Kent is 9% above the national average of 60%. This is a very strong performance which prepares children well for starting school and making good progress in Key Stage 1.

76% of girls and 61% of boys achieved a good level of development, compared to 72% and 55% last year, which means increased achievement for both and that the gender achievement gap has narrowed from 17% to 15%.

The achievement gap based on FSM data is 12%, a significant narrowing from the figure of 18% in 2013. The achievement gap for children achieving a GLD between the lowest attaining 20% of children and the mean is 27%. Whilst this shows a marginal widening of this gap from 25.2% in 2013, Kent's position is still strong in comparison to the national figure of 34%, in addition to which Kent is again top amongst its statistical neighbours.

The DfE is introducing Baseline Assessment with effect from September 2015, which will replace the measure of GLD at the end of the EYFS. Notwithstanding this, by 2018 we expect a minimum of 85% of children at the end of the EYFS to have achieved an equivalent GLD, which means they are ready for school. We have also set a new target for reducing the gap between all children achieving a GLD and those in receipt of free school meals to 8% by 2018.

## Key Stage 1

In 2014, standards of attainment at Key Stage 1 improved by an average of 3% in all subjects. Performance is in line with or above the national averages. Approximately 250 schools improved their results compared to 2013.

Attainment in **Reading** at Key Stage 1 Level 2b and above improved compared to 2013 and this continues a five year upward trend. 82% of seven year olds achieved Level 2b or above in Reading in 2014. This is above the national average of 81% and is a 3% improvement compared to 2013.

At Level 3 and above in Reading there was also further improvement and a continuing upward trend. 32% of seven year olds achieved Level 3 or above compared with 30% in 2013. Kent is 1% above the national average of 31%.

Attainment in **Writing** at Key Stage 1, at Level 2b and above, improved by 3% and continues a five year upward trend. Attainment in writing at this Level is now at 70% compared to 67% in

2013. The difference between 82% of seven year olds achieving the national average for reading and only 70% achieving the writing benchmark remains a concern.

At Level 3 and above in Writing there has also been continuous improvement with 16% of pupils achieving this level compared to 15% in 2013., The national figure is 16%. Standards at Level 3 are in line with the national average.

Attainment in **Mathematics** at Level 2b and above, improved with 82% of pupils achieving this level compared to 79% in 2013. At Level 3 and above there was further improvement from 23% to 25%. Kent is above the national averages at both Level 2b ( 80%) and Level 3, (24%) in 2014 and this reflects a continuing upward trend.

## Key Stage 2

There was good improvement in standards achieved at Key Stage 2. This is the second year of the new measure for attainment at Key Stage 2 in 2014, the combined Reading, Writing and mathematics at Level 4 and above score. 79% of pupils achieved this level of attainment compared to 74% in 2013, which is in line with the national average. At Level 5, attainment in Reading, Writing and mathematics combined improved to 25%, compared to 22% in 2013, which is a 3% increase. The national improvement was also 3%.

In 2014, 243 schools performed at or above the national average at Key Stage 2 and 283 schools improved their results compared to 2013. 35 schools achieved 95-100% for pupils attaining Level 4 and above, compared to 18 schools who achieved this in 2013.

Attainment in **Reading** at Level 4 and above increased by 3% in 2014, following a 1% decline in 2013. Attainment at Level 5 and above improved by 5%, following a decline of 3% in 2013. The national average also increased in 2014, by 3% at Level 4 and by 5% at Level 5. Rates of progress also improved, with 91% of pupils achieving the expected 2 Levels of progress in Reading between key stages 1 and 2, which is in with the national average.

Attainment in **Writing** at Levels 4 and 5 increased in 2014 by 3% at Level 4 and by 5% at Level 5. The national average improved by 2% at level 4 and by 3% at level 5. Rates of progress improved, with 93% of pupils achieving the two levels of expected progress in Writing. This is a 2% improvement on 2013 and is in line with the national average.

In **Mathematics**, there was a 2% improvement in 2014, at Level 4 and at Level 5. Nationally there was a 1% improvement at both Levels 4 and 5. Rates of progress improved, with 89% of pupils achieving the expected two levels of progress, an increase of 3% compared to 2013. This is in line with the national average.

## The Floor Standard at Key Stage 2

In 2014 Primary schools are performing below the floor standards and therefore are underperforming if:

- fewer than 65% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in Reading, Writing and Maths combined and
- below the average percentage of pupils at the end of KS2 made expected progress in Reading (compared with the 2014 national median) and
- below the average percentage of pupils at the end of KS2 made expected progress in Writing (compared with the 2014 national median) and
- below the average percentage of pupils at the end of KS2 made expected progress in Maths (compared with the 2014 national median)

In 2013, there were 44 schools below the floor standard. In 2014 this number has reduced to only 22 schools, which represents good progress.

### **Statistical Neighbours (SN)**

Kent's top statistical neighbours (Warwickshire and Lancashire jointly) achieved 80% Level 4 combined in 2014 compared to 79% in Kent. The difference between Kent and the highest performing statistical neighbour is now only 1%, thereby closing the gap and accelerating progress whilst other similar local authorities' performance has declined against the new Key Stage 2 measure. Compared to our 11 statistical neighbours we are 4<sup>th</sup> for performance at Level 4 and above, and 2<sup>nd</sup> for Level 5 performance. This is the best performance Kent has achieved since comparisons began.

### **Key Stage 4**

At Key Stage 4 Kent's GCSE performance against the new indicator of First results at 5 or more A\*-C grades including English and Mathematics is 57.5%. The national average for First results is 52.6%. Kent is therefore 4.9% above the national average. The second important figure is the best result that students achieved in their GCSE examinations. Kent's best result is 60.3% of students achieving 5 A\* to C grades including English and Mathematics. The national average is 58.2%. Kent is therefore 1.9% above the national average. Kent is ranked third within our statistical neighbours group.

12 non selective school and 8 selective schools improved their GCSE performance in 2014, compared to 44 non selective schools and 14 selective schools in 2013. There were 40 schools where performance was in line with or above the national average, compared to 45 schools in 2013.

Expected rates of progress at Key Stage 4 (three levels of progress between key stages 2 and 4) improved this year in English to 74% from 73% in 2013. There has been a decline in Mathematics progress rates to 66.8% from 71.7% in 2013. Both these figures are above the national averages of 70.9% in English and 65.3% in Mathematics.

Performance in English at A\* to C grades is 71.4%, which is 6.8% above the national average of 64.6%. In Maths performance at A\*-C is 67.6%, which is also above the national average of 64.7%.

Kent's performance for 5 or more A\*-G grades was almost 4% above the national average, at 93.3% compared to the national average of 89.4%. This is a good indication of the success of Kent schools' inclusive approach to securing educational success for the vast majority of pupils.

The floor standard for Secondary schools is 40% of pupils achieving five good GCSE grades with English and mathematics. In 2014, 24 Secondary schools performed below the floor compared to 9 schools in 2013. This is based on the First Entry results. Overall 20% of secondary schools improved their results and a further 16 schools maintained their GCSE performance in 2014 or declined by no more than 1%, based on First Entry results in 2014 compared to Best Results in 2013.

## **A Level and Post 16 Results**

Performance at post-16 has shown limited improvement in 2014. The percentage of students achieving two or more A Level passes, A\* to E declined from 90.6% in 2013 to 89.6% in 2014. This reflects a three year decline from 92% in 2012, which is disappointing. The percentage of students achieving three or more A\* to E passes was 76%, compared to the national average of 77.8%, which is also disappointing.

Kent's Average Points Score per entry at A level is in line with the national average. Kent is 212.9 compared to the national result of 212.8.

The Average Points Score per student was 831 compared to a national average of 782 This result is both above the national average and an improvement compared to the previous year.

The Average Points Score per entry for vocational achievement was 228.2 which is in line with the national average of 228.9. This is a slight improvement compared to 2013.

The Average Points Score per student for vocational achievement was 666.1 compared to the national average of 688.6. This is an improvement compared to the 2013 score of 639.3, however nationally there has been greater improvement.

There was a small improvement in the number of students gaining three or more A and B grades which improved from 8.7% in 2013, to 9.3% in 2014, compared to the national average of 8.4%.

## Gender Differences

In the Early Years Foundation Stage, girls continue to out-perform boys with 76% of girls and 61% of boys achieving a good level of development. This gap is wide and persists through each succeeding stage of education.

At **Key Stage 1**, the gender gap at Level 2b continues to show girls doing better than boys in all three areas. At Level 3+ girls still perform better than boys in reading and writing. In Maths boys still perform better than girls.

In **Reading** attainment at Level 2b and above for girls shows continuing improvement. 86% of girls achieved this level compared to 85% in 2013, which is 1% above the national average. Level 2b+ attainment for boys increased by 4% in 2014 to 78% from 74% in 2013. Nationally boys achieved 77% which is a 3% increase compared to 2013.

The performance of higher achieving girls improved in 2014 with 37% achieving Level 3 compared to 35% in 2013. This is 2% above the national average for 2014. The performance of higher achieving boys increased this year by 2% from 26% in 2013 to 28% in 2014. Nationally the increase was only 1% from 25% in 2013 to 26% in 2014.

In **Writing**, girls' attainment at Level 2b and above improved to 78% in 2014 (compared to 75% in 2013). Boys' attainment at Level 2b and above increased by 3% this year. Whilst this is encouraging there remains a need to focus on the gender gap at Key Stage 1 in writing. The national gap is 15% and the Kent gap is 16%.

Higher achieving girls' performance at Level 3 improved by 1% this year. This is now in line with the national average of 21%. Boys' performance at Level 3 in writing is now also in line with the national average. This is a strong performance in 2014. Both girls' and boys' performance in writing at Key Stage 1 is in line with the national average.

In **Mathematics**, girls' attainment at Level 2b improved by 2% in 2014, with 83% of pupils achieving this standard compared to 81% in 2013. Boys' performance improved by 2% in 2014, with 80% of boys attaining this level compared to 78% in 2013. Attainment for both boys and girls is showing a good four year upward trend in mathematics at Level 2b.

Performance for higher achieving girls improved in 2014 by 2%. The attainment of higher achieving boys is now 27% compared with 26% in 2013. This is in line with the national increase. The performance of higher achieving girls is now 23% compared to 21% in 2013. In 2014 Kent is 1% higher than the national average for both boys and girls.

At **Key Stage 2**, the attainment of girls at Level 4 and above in Reading, Writing and Mathematics combined continues to outperform that of boys. 82% of girls achieved the expected level compared to 75% of boys. Girls are performing in line with the national average whilst boys are 1% below the national average.

For girls attainment at Level 4 improved by 5%, which reflects a five year upward trend. Boys also improved their performance by 4% compared to 2013. The national gender gap for 2014 is 6%, which is a 1% reduction on 2013, compared to a 7% gender gap in Kent, which has not changed since 2013.

Attainment at Level 5 in Reading, Writing and Mathematics combined improved for both boys and girls in 2014. 28% of girls and 22% of boys achieved Level 5 or above, compared to 26% and 18% respectively in 2013. Boys' results are 2% higher than the national average and the girls' outcomes are 1% above average.

### **Key Stage 2 Reading for Boys and Girls**

Attainment in Reading, at Level 4 and above, increased by 4% for boys and by 2% for girls. This reflects a similar national increase for boys and compares to a national increase of 3% for girls. Attainment at Level 5 and above increased by 7% for boys, compared to a national increase of 5%. The percentage for girls increased by 4% compared to 5% nationally.

### **Key Stage 2 Writing for Boys and Girls**

Attainment at both levels 4 and 5 for boys and girls improved in 2014. At Level 4 and above, attainment for girls improved by 1%, compared to 2% nationally and attainment for boys improved by 3%, reflecting a similar national increase. Attainment at Level 5 improved by 5% for girls, compared to 3% nationally and for boys it improved by 4% compared to 3% nationally.

### **Key Stage 2 Mathematics for Boys and Girls**

Standards of attainment at Level 4 increased by 3% for girls and 2% for boys in 2014, compared to 1% improvement nationally for both boys and girls. Level 5 attainment for girls improved by 1%, which is in line with the national increase. The percentage for boys increased by 3% compared to a national increase of 1%.

At **Key Stage 4**, the gender gap in attainment of five good GCSE grades including English and Maths remains at 9% the same as in 2013. 52% of boys and 61% of girls attained this level of achievement in 2014 compared to 50% of boys and 61% of girls nationally. 31 schools narrowed the gender attainment gap compared to 2013. This is from the total of 67 mixed gender secondary mainstream schools.

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

## Outcomes for Vulnerable Groups

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

As we accelerate the rate of progress overall, we need to work even harder to embed and continue to increase the success we have seen in closing the FSM gap in 2014. We need a similar additional focus on Children in Care (CIC), and pupils with Special Educational Needs (SEN) or with Statements of Special Educational Need (SSEN). These gaps continue to be mostly wider in Kent compared to national gaps and are not narrowing or are narrowing far too slowly.

In the **Early Years Foundation Stage**, there is good progress in narrowing the achievement gap to 12%, based on FSM data, compared to 18% in 2013. The achievement gap for children achieving a good level of development between the lowest attaining 20% of children and the mean is 27.1%, which is a slight increase in last year's figure of 25.2%. However, compared to the England gap figure of 33.9% this is very encouraging.

At **Key Stage 1** whilst there is still a significant gap between FSM pupils and their peers, the gaps in all three areas have narrowed in 2014. The gap in reading at Level 2b is 18.3% compared with 20.7% in 2013. In writing it is 22% compared with 24.3% in 2013 and in mathematics it is 16.9% compared with 18.8% in 2013. Since 2012 the gap in Reading has narrowed by almost 7%, in Writing by almost 6% and in Maths by 4.4%. While this is encouraging more progress is needed to narrow the achievement gaps at this critical stage in the early lives of less advantaged children.

The SEN gap has widened slightly in reading from 47.1% in 2013 to 48.1% in 2014. In writing the gap has narrowed slightly from 55.3% in 2013 to 54.5%. In Maths the gap remains largely the same with 44.3% in 2013 and 44.7% in 2014. These gaps remain largely the same as in 2013 and this is disappointing.

At **Key Stage 2** the attainment gap between FSM pupils and their peers has narrowed significantly in 2014. The gap in reading, writing and mathematics combined at Level 4 and above, is now 17.8% compared with 25% in 2013. At the same time, between 2012 and 2014, outcomes for pupils on free school meals improved by 7.4% in reading, writing and maths combined. In 2013 the national achievement gap was 19%. The figure for 2014 is not yet available. Overall 210 schools improved the FSM gap in 2014.

In reading the Level 4 attainment gap has now reduced to 11% from 19% in 2013. In writing it is 14.3% compared with 20% in 2013 and in mathematics it is 12.6% compared with 19% in 2013. This improvement is very welcome.

Gaps in rates of progress have continued to narrow between FSM and non FSM pupils. In 2014 these were 4.9% in reading compared to 7.2% in 2013, 4% in writing compared to 6.5%

in 2013 and 3.7% in mathematics compared to 8.6% in 2013. This is a significant improvement. In 2014, 210 Primary schools improved the FSM gap at Key Stage 2.

The SEN gap at Key Stage 2 continues to be significant and there was only marginal improvement in 2014. The gap for children with SEN in Reading, Writing and Maths at Level 4 was 47%, which is a small improvement on 50% in 2013. For pupils with a statement the gap in Reading, Writing and Maths was 77%, the same as in 2013. These remain unacceptably large gaps in attainment.

The **GCSE** attainment gap between pupils eligible for FSM and their peers for 5+ A\*-C including English and Maths in 2014 is 33.3%. This represents a very small reduction of 1.2% compared to 2013. This has not improved significantly in the last few years and compares poorly with the national gap of 27%. The national gap reduced by only 0.4% in 2014. At the same time 58 schools improved the FSM gap compared to 38 schools in 2013.

In 2014, 26.5% of FSM pupils achieved 5 or more good GCSEs with English and mathematics, compared to 33% in 2013. This decline from the previous year reflects the change to the First entry indicator, but it is still very disappointing.

There remains a significant gap between FSM students and non FSM students in achieving three levels of progress by the end of Key Stage 4. In English 22.4% of FSM students achieved this rate of progress compared to 74% of all students. In Maths 29.8% of FSM students achieved this rate of progress compared to 66.8% of all students. This gap has widened slightly in English and improved by 3% in Maths compared to 2013. This is very disappointing and will continue to be a significant focus for improvement in 2015.

Once again pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other similar pupils nationally. However, in 2013 the SEN achievement gap narrowed at Key Stage 4 by nearly 4% to 44.2% and has continued to narrow in 2014 to 39.8%. This will continue to be a priority for further improvement in 2015.

## **Children in Care**

The 2014 Early Years Foundation Stage achievement gap for Kent Children in Care (CiC) is 46%, which has widened by 15% from 31% in 2013. This is very concerning. The 2014 gap for other local authority CiC is 35%, which has narrowed by 5% from 40% in 2013, which is encouraging. These gaps in achievement are, however, not acceptable.

In 2014, outcomes for children in care (CIC) at Key Stage 2 remain a concern. 42.4% of CIC who were looked after for more than 12 months achieved Level 4 or above in reading, writing and mathematics compared to 42% in 2013.

In Reading 66.7% of CiC achieved two levels of progress compared to 91% of all pupils and in Writing 72.7% achieved two levels of progress compared to 93.0% of all pupils. In Maths 68.4% achieved two levels of progress compared to 89% of all pupils. These outcomes are an improvement compared to 2013.



The CiC gap at Key Stage 2 has narrowed in 2014 from 37.2% in 2013 to 35.6% in 2014. This will continue to be a significant focus for improvement in 2014 – 2015.

At GCSE 8.2% of CIC achieved 5 or more A\* to C grades including English and Maths compared to 15.2% in 2013. This is a cause for concern. The Key Stage 4 attainment gap is 49.3%. This gap widened from 47% in 2013. These are the widest achievement gaps of any pupil group, and are an important focus for improvement in 2015.

## Summary of Progress

Overall, while standards continue to improve at each key stage, the exception being Key Stage 4 in 2014, and it is positive to see the FSM gap significantly narrowing at the Early Years Foundation Stage and Key Stage 2, slow progress is being made in improving progress and narrowing the gaps in attainment for pupils with special educational needs and Children in Care. For these two most vulnerable groups their achievement gaps continue to be the widest of any pupil group and continue to be a key priority for improvement in 2015.

Educational attainment gaps result in low social mobility. Children's life chances should not be determined so young and with so little chance of catching up for those who are less advantaged. Recent national and international reports have highlighted this key issue for the economy and for individual life chances. The OECD Skills Outlook Report 2013 highlighted the low literacy and numeracy skills of 16-24 year olds in the UK compared to other countries. The Social Mobility and Child Poverty Commission Annual Report, focuses on what more should be done to improve social mobility through the education system and other government policy areas. And a recent report from Save the Children, 'Too Young to Fail' provides a powerful analysis of achievement gaps and what we can do to improve. This is one of our top priorities in Kent and we are pursuing a number of projects to continue to address it during this school year.

Overall, there are positive trends in the right direction on raising standards of attainment. However, we need to continue to be very ambitious because there is much to do to bring about the necessary improvement. Kent has a mixed economy of provision in the early years, schools and the skills and training sector, serving diverse communities with many challenges. This ranges from outstanding and good provision to a significant amount of provision (24% of schools) that is not yet good, which is letting down children and communities some of whom are the most disadvantaged in Kent. On many indicators we perform better against national and against our statistical neighbours but there is more to do and we need a continued sense of urgency to build on the improved performance in 2014 and more intensive work on those areas where performance is below average. .

We perform in line with or above the national average in the EYFS and for standards at Key Stage 1 and at GCSE. The Key Stage 2 results are now in line with the national average and the achievement gaps for pupils eligible for the pupil premium at Key Stages 2 have narrowed significantly.

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

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

## **Pupil Premium**

In Kent there has been a significant increase in the amount of funding in schools budgets for pupil premium from £26 million in 2012-13 to £40 million in 2013-14. This is a significant resource to make more of a difference to closing achievement gaps for less advantaged pupils. In 2014 we have seen a significant impact on FSM performance at Key Stage 2 and this is encouraging. The schools where there is greatest impact in narrowing achievement gaps use the additional funding provided by the pupil premium, and other school resources, to ensure that all groups of pupils are taught to a good standard and the lowest attaining groups of pupils, especially those on free school meals, receive the best teaching in small groups to accelerate their progress.

Priority is given to regular monitoring of every pupil's progress and other effective strategies including targeted small group and individual tuition to improve progress in literacy and mathematics, with a strong emphasis on the systematic development of phonics as part of a well developed approach to teaching reading and writing.

More generally schools are accelerating progress by investing more time in the range and quality of assessment and feedback to pupils on their performance, provided routinely by teachers, and supporting this by teaching pupils the learning skills they need to monitor, evaluate and assess their progress against improvement goals which they understand and sometimes set for themselves. In addition schools are investing in more use of peer mentoring and tutoring, enabling pupils to teach their peers in well coordinated and structured ways using high quality resources, including digital packages which motivate and structure the learning pathway.

The fundamental issue in any school is to ensure all groups of pupils receive consistently good teaching and where pupils are taught by teaching assistants to ensure that provision is also high quality, helps pupils to catch up and is monitored carefully by teachers and senior leaders. There is abundant evidence nationally, and in local schools, to show that significant narrowing of the achievement gaps is possible and we aim to achieve greater impact on this key priority in the near future. A key expectation is that schools plan for and achieve three levels of progress for pupil premium pupils during Key Stage 2, and four level of progress between Key Stages 2 and 4.

In April 2015 an Early Years Pupil Premium is being introduced. Further to the outcomes of a Government consultation, we will ensure that support is available for Kent's 700 early years providers to support effective implementation and maximise the impact of this additional resource.

## **Provision and Outcomes for 14 - 24 Year Olds**

The 14 to 24 Strategy for Learning, Employment and Skills is designed to achieve a fundamental shift in the education system in Kent towards a more comprehensive vocational and technical offer for young people aged 14 to 24. The development of the Adult Skills strategy also builds on the four priorities for the 14 to 24 age range, with a clear focus on meeting the skills needs of the local economy and support for vulnerable adults. The review of the 14 to 24 strategy and the development of the Adult Skills Strategy will ensure there is a coordinated approach to enable young people and adults to access employment or higher levels of learning.

There is a need for more rapid developments in Kent whereby the work of schools, colleges, training providers and employers become better integrated and respond to the needs of young people, adults and the economy. Facilitating and supporting these developments is a key focus for the Skills and Employability Service.

To support this move towards more collaborative working between schools and colleges twelve new and updated district data packs have been published. They contain a wide range of performance data and now more information on labour market intelligence to support providers to develop post 16 programmes that meet the needs of the local economy. Schools and colleges continue to realign their curriculum offer in line with the recommendations set out in the data packs. The Kent FE Colleges are also working towards signing a data sharing protocol so the district data packs for 2015-16 will contain all the local learning institutions' data. Further work on the district data packs is underway to adapt the content to help parents make informed choices about the range of post 16 opportunities and how these pathways link to employment.

Progress has been made in expanding the local learning and skills opportunities available on Kentchoices4u for young people looking to re-engage in learning, who are NEET, and looking for apprenticeships or employment with training.

### **Apprenticeships and Improving Vocational and Technical Education**

There is still a lack of clear progression pathways 14 to 19 for technical and vocational qualifications, especially at 17 for our most vulnerable learners. The mismatch between some of the courses available and the needs of local business, and the limited attention to English and Maths qualifications in some programmes; are still priorities for the 14 to 24 strategy.

A number of schools and colleges have embraced the freedoms and flexibilities with the post 16 programmes of study and new qualification reforms, which includes 6 new training providers offering flexible post 16 programmes from September 2014. Case studies have been shared on innovative and collaborative approaches to 14 to 19 provision and work continues with individual schools and colleges to develop robust 14 to 19 pathways, which lead to sustainable employment.

Kent continues to perform well in increasing apprenticeships, although numbers are currently down on last year for 16 to 18 year olds. Performance is better than our statistical neighbours.

The removal of some apprenticeship frameworks and a clamp down on poorly performing providers by the Skills Funding Agency has contributed to this shortfall in numbers. There has been a significant campaign by all Kent apprenticeship providers to increase the number of 16 to 18 year old apprentices and the latest trend in the data suggests that the final out turn will be above last year's figures.

The KCC Apprenticeship Programme has exceeded the target set for 2014 by appointing 121 apprentices against a target of 120. The cumulative target of 400 for 2014 has been met with a total of 424. Work continues to engage all KCC departments to develop apprenticeship opportunities and the programme has been widened to include work experience and traineeships. Three higher (level 4) apprenticeships were appointed this year for the first time.

Currently, 200 schools are employing apprentices with 252 starts this year. This work continues to engage more schools with a target to increase the number of higher and advanced apprenticeships.

### **The NEET Figures and Youth Unemployment**

The NEET figure for January 2014 was 5.9%, which is slightly lower than last year's at 6.1%. These figures are higher than the national and south east and national averages. The NEET figure should always be used in conjunction with the Not Known figures. From 2013 to 2014 the Not Known figure increased from 2.5% to 5.0%, which is still well below the south east and national averages. During this time there has been a significant improvement of the tracking functions within KCC with better data collection, which involved working more closely with schools and colleges to help them understand their role in ensuring that young people have positive and appropriate destinations at ages 16, 17 and 18.

The profile of the NEET cohort in January 2014 shows that 1,641 young people were identified within a vulnerable group. Joint working between the Skills and Employability Service and KIASS (Kent Integrated Adolescent Support Service) has reduced the number of NEETs in some of these vulnerable groups. This was possible due to the increased use of reliable data sets to provide more targeted interventions. This work will continue to reduce NEETs to at least 4% by January 2015.

The Kent Employment Programme is well on course to meet the target of 1000 apprenticeships by March 2015. This programme works directly with 17 to 24 year olds who have been NEET or unemployed for three months or more. The current number of young people placed on the programme is 769 and 98% of those who completed their apprenticeship have maintained full time employment.

Since last year unemployment for 18 to 24 year olds has continued to fall. In August 2014 unemployment for this age group was 3.35% or 4225 claimants, compared to 5.3% in 2013. Significantly, for the first time this is below the 2008 figure. There has also been significant decrease in the five youth unemployment zones, with Dover at 4.8%, Gravesham at 4.3%, Shepway at 5.1%, Swale at 5.2% and Thanet at 7.8%. The comparable figures for 2013 are Dover (6.8%), Gravesham (6.6%), Shepway (6.3%), Swale (8%) and Thanet at (11.8%). These figures remain above the national average of 3.8%.

The activities developed within the Youth Employment and Learning Action zones have placed 80 young people into fulltime employment. The findings from the first year will be used to develop a Social Impact Bond to reduce youth unemployment below 2%, which would be the lowest in the country. If successful the bond would bring in 10 million pounds of targeted funding to support young people aged 18 to 24 into apprenticeships or full time employment.

### **Targeted Support for Vulnerable Learners**

The Skills and Employability Service has been working with 52 vulnerable young people supporting them into education, training and apprenticeships. This number exceeds the target of 30 for this year. To date seven of these young people are now employed in apprenticeship placements. The post 16 programme for BESD (behavioural, emotional and social difficulties) learners has been successful in reducing NEETs for this vulnerable group. The service has supported 173 young people from BESD Special Schools over the past years with 70% of these learners remaining in education or taking up apprenticeships.

New supported employment pathways are being developed by the Kent Supported Employment Team, This new programme has begun at Grange Park and Ifield Special Schools and is working with 10 learners to support them into employment.

Kent Supported Employment programme has been working with 409 young people over the last year with an increasing number of these referrals being in the 16 to 18 age range. This younger age group now exceeds that of the over 25s which is in line with priorities to support employment pathways at the point of transition from school to work. New targets which reflect this change in age profile will be set for this programme.

### **Ofsted Inspection Outcomes**

Kent schools made good progress in the last school year in improving inspection outcomes and in increasing the number of good and outstanding schools. At the end of the 2013-14 school year, 75% of schools were good or outstanding. This includes 16% of schools judged to be outstanding and 59% judged to be good, compared to 20% outstanding and 60% good schools nationally. In 2013, 68% of Kent schools were good or outstanding, compared to 59% in 2012 and 55% in 2011.

However, despite the increase in the percentage of good and outstanding schools to 75% by July 2014, Kent continues to perform below the national average (80%) for the number of good or outstanding schools. Our priority for 2015 onwards is to close the gap with the national picture, and exceed it so that by 2018 at least 90% of schools in Kent will be good and outstanding.

In July 2014, 82% of Secondary schools, 72% of Primary schools, 83% of Special schools and 91% of PRUs in Kent were judged to be good or outstanding.

During the last school year, of the 165 Kent schools inspected only 61%, (99 schools), were judged to be good or outstanding, compared to 69% nationally for the same period. There is clearly still some way to go to achieve the improvement rate that we need to see in Kent.

Of the 128 Primary schools inspected over the year only 54% (66) achieved a good or outstanding outcome. Only 28 schools moved from 'requires improvement' to good, compared to 63 schools in 2013. This needs to improve. 26 Secondary schools were inspected last year and 81% (21 schools) were judged good or better. Likewise, of the 12 Special schools inspected last year 75% (9 schools) got a good or outstanding judgement. This is very positive.

In 2013, 70% of pupils in Kent attended a good or outstanding school. This figure has now increased to 77%, which equates to approximately 14,000 more children and young people receiving a better education.

In 2013, 66% of Primary school pupils (70,291) attended a good or outstanding school. This figure in 2014 has now increased to 71%, (75,617 pupils) which equates to 5326 more pupils receiving a better Primary education.

In 2013, 74% of Secondary school pupils (70,627) attended a good or outstanding school. This figure has now increased to 82%, (78,262 pupils) which equates to 7635 more pupils receiving a better Secondary education.

In 2013, 77.6% of Special School pupils attended a good or outstanding school, this figure has now increased to 88% in 2014 which equates 504 more pupils receiving a better Special school education.

There has been a dramatic improvement in the numbers attending a good or outstanding Pupil Referral Unit from 30% of pupils in 2012, to 76% in 2013 to 89% in 2014. The quality of PRUs has improved from 75% good or outstanding to 91% in 2014.

At the end of the last school year there were 108 (19.8%) mainstream schools requiring improvement, excluding Pupil Referral Units. This represents a significant improvement compared to September 2012 when there were 211 (37%) Primary and Secondary schools requiring improvement.

At the end of the last school year there were 26 schools judged to be inadequate by Ofsted. In the past year 5 schools successfully came out of category and 15 schools were newly judged to be in an Ofsted category of concern. Our aim is to ensure no Kent school goes into an Ofsted category of concern by 2015 and this figure reduces to no more than 12 schools.

Early years private, voluntary and independent sector Ofsted outcomes have improved exceptionally this year, with 91% of providers in Kent now judged good or outstanding, an improvement of 4% compared to 2013.

Many 'satisfactory' or 'requires improvement' schools are well led and making good progress, and a good number of these schools significantly improved their performance in 2014, so that we can be more confident of a future good inspection outcome. We expect this positive trend

to continue and to gather pace towards our ambitious target of at least 90% of Primary and Secondary schools and 100% of Special schools to be judged good or outstanding by Ofsted by 2018. By 2015 we expect at least 82% of schools to be good or outstanding. Over time, this is deliberately ambitious in order to challenge ourselves to do much better very soon.

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

The local authority takes its school improvement responsibilities very seriously and we use all the available powers of intervention and support to accelerate improvement, address decline and prevent school failure. We are determined to do everything we can, within the framework of government policy and through our own local initiative, to bring about dramatic improvement in the quality of schools in Kent to ensure every school requiring improvement becomes a good school within the next two years, and that we continue to work together in partnership to ensure no good and outstanding schools decline.

### **Inspection Outcomes for Kent Children's Centres**

72% of Children Centres in Kent are judged as good or outstanding compared to a national average of 69%. This includes 11% which are outstanding, 61% good, 24% requiring improvement and 4% inadequate. The target set within the Early Help and Preventative Services One Year Plan is to improve the KCC performance to at least 75% by 2015.

### **Exclusions**

We continue to see a significant reduction in permanent exclusions, which is very positive. The total number of permanently excluded pupils in Kent has reduced again in the past year from 144 in 2012-13 to 88 in 2013-14.

There has been a year on year decrease in permanent exclusions in both Primary and Secondary schools since 2011 when there were 252 permanent exclusions. The 2014 target figure for secondary permanent exclusions was exceeded but the primary permanent exclusion figure was 26 falling short of the target of 24.

Primary permanent exclusions have reduced by 30.6% while the reduction at Secondary has been 42.5%. This means that Primary permanent exclusions accounted for almost 30% of all Kent's permanent exclusions in 2013-14.

Thanet has the highest Primary school permanent exclusions accounting for 46% of all exclusions for primary age pupils. Six districts have zero Primary school exclusions. Maidstone has the highest number of Secondary permanent exclusions with zero exclusions in Tunbridge Wells and Ashford. 52% of all permanent exclusions were for persistent disruptive behaviour.

There has also been a welcome reduction of fixed term exclusions in Secondary schools. The figures have reduced from 8939 in 2012-13 to 8912 in 2013-14. However, Primary school fixed

term exclusions have increased from 1429 in 2012-13 to 1604 in the past year. The number of days lost to education makes a significant difference to pupils' progress and attainment so any reduction is encouraging and helpful.

The re-organised PRU arrangements have made a clear contribution to the reduction in Secondary permanent exclusions. This has been achieved through a review of the local offer, an improved curriculum and a commitment on the part of schools to find positive alternatives to exclusion and clearer pathways to post 16 training and learning. This is a very significant achievement for Kent.

## **Attendance**

The latest data on attendance is not for a whole school year. It shows that persistent absence in reduced to 4.4% compared to 4.9% in 2012-13. This equates to 727 fewer pupils in Kent being persistently absent, which is encouraging. Persistent absence is a key indicator with a high correlation to permanent exclusion, low attainment, elective home education and the risk of becoming NEET and unemployed in the longer term.

In this period the percentage of persistent absence in Primary schools was 2.9%, which is in line with the national average and an improvement on 3.1% the previous year. In effect this reduced the number of persistently absent pupils by 491 pupils.

In the same period, the percentage of persistent absence in Secondary schools was 6.4%, which is above the national average of 5.8%, and an improvement on 6.7% the previous year. In effect this reduced the number of persistently absent pupils by 236 pupils. Canterbury, Swale and Thanet continue to have the highest numbers of pupils who are persistently absent.

We continue to develop the offer to schools to improve attendance, which is now provided through the Early Help and Preventative Service. Kent continues to reduce persistent absence year on year broadly in line with national trends but this reduction needs to accelerate to narrow the gap with national figures in Secondary schools.

The DfE is currently consulting with schools and local authorities to change the definition of persistent absence to 10% from the current 15%. It is suggested this could be implemented as early as January 2015 to allow schools to embed good practice ahead of the academic year commencing September 2015.

Overall absence from school decreased marginally in the past year to 4.6% from 5.2% in the previous year. Absence in Primary schools increased from 4.3% to 4.6%, while absence in Secondary schools reduced by 0.2% to 6.0%. Figures released by the DfE which combine Autumn 2013 and Spring 2014 data suggest a reduction in Kent's persistent absence to 4.4%. Currently, primary school overall absence is recorded at 3.9% and persistent absence 2.9% with secondary schools recording 5.4% overall absence and 6.4% persistent absence.



## Commissioning Education Provision

The Education Commissioning Plan 2014-19, published in November 2014, sets out our plans for increasing education provision in Kent. We aim to secure good quality school places in every community so that every young person can have the best chance in life. Commissioning and implementing the planned number of new school places overall for September 2014 has been successful. Delivery of a small number of projects has been adjusted in response to changing contexts during the year including new provision in light of increased inward migration, additional works to mitigate the impact upon the highways to enable planning consent to be obtained and adjustments to allow for improvements in school standards.

Looking to the future we continue to see a significant increase in pupil numbers requiring substantial expansion of school places in the next several years. In Kent the annual birth rate increased by 25% between 2002 and 2012. In 2013 this trend appears to have changed with a 6.6% fall in the number of births. However, we will continue to see a significant increase in pupil numbers in our schools, and consequently a need for new provision as the larger cohorts work through the system.

The number of Reception age pupils in Kent schools has increased from 14,812 in 2007-08 to 17,273 in 2013-14. This is an increase of 16.6%. The number of Reception age pupils is forecast to increase to around 18,300 over the next five years, although in 2016-17 this is expected to peak at about 18,800 pupils.

The number of Primary pupils in Kent schools is forecast to rise from 109,219 in 2009-10 to around 129,000 in 2018-19. This is an expected increase of 22% from 2009-10 and 13% on current roll numbers.

The number of Year 7 pupils in Kent Secondary schools has fallen for four consecutive years from 16,605 in 2008-09 to a low point of 15,244 in 2012-13. There has been an increase to 15,405 pupils for 2013-14. Year 7 pupil numbers are forecast to rise to almost 20,000 through the period to 2023-24, an increase of 28% on current roll numbers.

The number of Secondary age pupils (Year 7-11) in Kent schools has been declining over the previous six years from 82,736 in 2007-08 to 78,222 in 2013-14 and is expected to continue to fall slightly to just below 78,000 in 2014-15. Thereafter it is forecast to rise to over 94,000 through the period to 2023-24, an increase of 21% on current roll numbers.

The accuracy of our forecasting methodology has remained close to within 1% of accuracy, although the increase in inward migration into Kent during 2013-14 was greater than in previous years and higher than forecast. This has created greater pressure on spare capacity in some areas.

We aim to maintain at least 5% to 7% surplus capacity in school places and ensure we deliver additional school places in line with demand and parental preferences. The current surplus capacity for Reception year groups across Kent is 5.3% but varies from 1.4% in Thanet to 11.7% in Tunbridge Wells. The current surplus capacity for all Primary year groups (Reception to Year 6) is 5.2% and varies across the County from 2.3% in Gravesham to 9.8% in Dover.

The current surplus capacity for Year 7 is 13.2% across Kent but by 2023 there will be 13.7% deficit capacity if we do not expand provision. The current surplus capacity for all Secondary year groups (Years 7-11) is 9.9% across Kent, but by 2023 there will be a deficit of 8.6% in Secondary schools across the County if no new provision is made.

### **Progress in 2013-14**

In 2013-14 the local authority delivered all the school expansions required for the school year beginning September 2014, thus achieving important steps in our aim to provide a good local school for every Kent pupil. We provided an additional 550 Reception class places, equivalent to 15.3 forms of entry in Primary schools and 3 forms of entry in Year 7 Secondary schools, and 250 temporary Reception class places. This involved 36 school expansion projects to ensure there was additional accommodation to receive the additional numbers of pupils starting school in September 2014.

In order to meet future demand and strive to maintain at least 5% surplus school places, we propose to add 6,438 Primary school places in 2015-16, and another 4,624 places in 2017-18, together with 60 Secondary school places in 2015-16, 1,950 places in 2016-17 and 1,050 places in 2017-18.

### **Commissioning SEN Provision**

During 2013-14, in line with the SEND Strategy, 288 additional places were provided in Kent's Special schools. There are plans to further increase the number of places available for autism (ASD), behavioural, emotional and social needs (BESN) and speech, language and communication needs (SLCN) by 99 places.

In line with the SEND Strategy good progress was made in the past year to identify schools where we will also expand the range of specialist resource base provisions in mainstream schools, for additional ASD and BESN places, together with new specialist places in each of the five new Primary Academies planned to open in September 2015.

### **Early Help and Prevention**

Since April 2014 all Early Help and Preventative Services have been brought together through the establishment of a new Division within the Education and Young People's Directorate.

An Early Help and Preventative Services Prospectus was published in May 2014, setting out the strategy for Early Help. The Prospectus provides the rationale for change in order to achieve better outcomes, shares a vision for the future and details where we are in terms of refocusing and integrating services and provision into District based teams, informed by a better assessment of needs.

The Early Help One Year Plan 2014-2015 sets out the key service changes, identifying the development of new processes and systems. It also identifies service priorities and targets, together with the key outcomes to be achieved.

## **Vision and Approach to Early Help**

The task of Early Help and Preventative Services is to deliver effective early help and prevention and achieve better outcomes for vulnerable children and families, together with reduced demand for social care services. The benefits are improved life chances for children and young people and lower costs to the public purse by reducing the demand for high cost specialist social care.

Children, young people and families will be able to access the right services at the right time in the right place. We will place them at the heart of everything we do, working in a more integrated way and avoiding, where possible, single service interventions which may lack coordination or result in wasteful duplication.

Our vision is that every child and young person, from pre-birth to age 19, and their family, who needs early help services will receive them in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and outcomes are good, and they are able to contribute positively to their communities and those around them now and in the future, including their active engagement in learning and employment.

The intention is to make a significant difference through early help, to prevent the escalation of needs where we can, and identify the likelihood of problems emerging in the first place. The Early Help Service must make a significant difference by helping to 'step down' social care cases from Children in Need, Children with Protection Plans and Children in Care, in a way in which it is safe to do so.

## **Range of Preventative Services**

From April 2014, the Early Help and Preventative Services have been organised to provide targeted support to vulnerable children, young people and families through two service delivery vehicles, Kent Integrated Family Support Service (KIFSS) and Kent Integrated Adolescent Support Service (KIASS). These services incorporate:

- Children's Centres
- Troubled Families Programme
- Early Intervention and Family Support Workers
- CAF Co-ordinators
- Attendance and Inclusion
- Support for Gypsy, Roma and Traveller children
- Youth Work
- Youth Offending
- Connexions Targeted Support for NEET young people
- Services for Young People's Substance Misuse

- Teenage pregnancy and sexual health

There is also more joined up work with CAMHS, School Nursing and Health Visiting, together with a more co-ordinated approach to commissioning children's health provision.

**Our approach is based on the following key elements:**

- Provide a single service response so that families, children and young people do not need to move around the system and in and out of different services.
- Strengthen earlier intervention through universal settings and to deliver our early help services in families and in and around schools and other universal settings.
- Co-ordinate our services with NHS services, so that we get a more integrated approach with health visitors, school nurses, CAMHS and substance misuse and sexual health workers who all have a role in providing early help.
- Use the strengths of families to help themselves and ensure continuity of support for them until they feel things have improved.

**Key Outcomes We Are Looking For**

Having clear outcomes in mind helps us to do the right things and enables us to measure the impact of our preventative interventions over time. They also provide us with performance data to drive improvements.

**Early Help and Preventative Services focus on the following key outcomes:**

- Reduced need for statutory social care and more effective support for children and young people on the edge of care so that there are reduced numbers of children in care, child protection cases and children in need
- Increased numbers of children and young people who are stepped down safely from social care and who are not re-referred
- Increased use of the Kent Family Support Framework (KFSF is a new process introduced in September 2014, replacing the CAF, for assessing and providing early help support for vulnerable children, young people and their families) and more successful outcomes as a result of KFSF interventions
- Reductions in days lost to education through exclusion and absence, and in the number of permanent exclusions and rates of persistent absence from school
- Reduction in youth crime, re-offending and anti-social behaviour
- Reduced NEETs and improved participation in learning and training to age 18
- Improved readiness for school by vulnerable children at age 5
- Improved participation in 14-19 vocational pathways including increased take up of employment with training, apprenticeships and traineeships by vulnerable groups
- Reductions in substance misuse and teenage pregnancy
- Increased breast feeding and reductions in smoking by pregnant women and mothers

- Improved resilience and well-being for children and young people with reduced mental and behavioural problems and less demand for CAMHS services.

To assure ourselves of progress in achieving improvement in relation to the priorities we have developed a set of targets and outcome measures to show the impact the new preventative services are having. These are set out in full in the Early Help One Year Plan. A range of the headline targets also appear in the Performance and Targets appendix to this document.

Key to achieving the targets will be the development of a strong working relationship with schools and Specialist Children's Care (SCS), to ensure earlier and more appropriate help is provided to reduce the need for statutory children's social care interventions. Step-up, step-down procedures are now in place to reduce demand upon SCS, and provide earlier help for children, young people and their families which delivers better outcomes at lower cost.

### **Kent Integrated Adolescent Support Service**

In 2013-14 the Kent Integrated Adolescent Support Service was rolled out the county following a pilot in four districts. It has worked closely with schools to provide better support to vulnerable young people so that they can access the right service in the right place at the right time. It is an integrated multi-agency service which brings together practitioners from health, social care, youth work, youth offending and education, who provide a more coordinated and joined up response to the needs of vulnerable adolescents who are at greatest risk of harm and exclusion, disengagement from education and physical and mental difficulties. Managers at district and county level work to develop new ways to support these young people and improve their outcomes.

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

### **Children's Centres**

From 1st April 2014 there are 78 designated Children's Centres in Kent and of these, 61 centres operate full time (at least 37 hours a week) and 17 Centres operate part time (18 hours a week). In addition there are 7 Children's Centre buildings (called Outreach Centres) which are linked to a designated Children's Centre and continue to deliver some services on a part time basis.

Kent's Children's Centres are managed as 17 groups across the 12 districts. One Centre in each group is classified as the hub. The Centres are now an integral part of the newly integrated 0-11 early help teams which include practitioners in Children's Centres as well as staff previously based in Early Intervention teams and in the Attendance and Inclusion service, together with Troubled Families workers.

The age range for support has been extended to 11 in recognition of the need to reflect the breadth of ages within a family and to ensure greater consistency with one worker becoming the key support to a family.

Currently 72% of Children Centres in Kent are judged as good or outstanding by Ofsted compared to a national rate of 67%. The target set within the Early Help and Preventative services One Year Plan is to raise the KCC performance to at least 75% by 2015 and 80% by 2016.

Children's Centres have a significant role to play in helping to ensure a range of improved health outcomes for children and their families. Targets have been agreed that aim to increase the percentage of children being breastfed at six to eight weeks and sustained over time as well as reducing the number of babies born to mothers who still smoke at the latter stages of pregnancy. It is also critical that Children's Centres promote healthy living and lifestyles in order to address the concerning rise in the number of children who are obese or overweight.

Weight issues amongst Reception age children have been consistently less prevalent than the national average and improved at a faster rate in the last few years which indicates the success of current strategies and interventions. However weight issues for 11 year olds remain a concern.

With regards to breastfeeding data, the rates between Children's Centres within hubs and between hubs and districts, varies widely, with only a few above the national average. Thus improvement to Kent's breastfeeding rates remains a high priority at all levels. Actions to improve the rates are featured in KCC's and NHS strategies, as well as CCG and Children's Centres action plans and service delivery plans.

There has been significant improvement in reducing teenage conceptions over 3 years. Children Centres offer a variety of services that support this area of work using well evidenced and successful prevention programmes well as offering support to teenage parents.

There has also been steady improvement in the take up of child immunisations. The national target is 95% and Kent reached and out-performs this overall this year with the majority of children's centre hubs exceeding the expected rates.

## **Youth Offending**

The ambition of Kent's Youth Justice Plan is to reduce re-offending and help young offenders focus on achieving positive outcomes. The key indicators by which we measure our performance are:

- First time entrants to the criminal justice system
- Reducing custodial sentences
- Reducing re-offending
- Reducing the number of remands to youth detention

- Increasing the number of young offenders accessing full time education

In 2013-14 performance was strong in four areas – particularly in continuing the downward trend of first time entrants – 709 compared with 1121 in 2011-12. The number of remands to youth detention accommodation was 40 compared to 68 in 2011-12. The engagement of statutory school age young offenders in full time education also significantly improved to 82.8% compared to 72.4% in 2012-13. In 2013-14 100% of all young people aged 16 and 17 years leaving custody moved into suitable accommodation for their needs, which compares very favourably with 86.8% in 2011-12.

In the remaining areas the performance for the number of custodial sentences in 2013-14 was the same as in 2012-13 at 4.3% of all court disposals, against a target of 3.5%. The target of 90% for suitable accommodation of 16 and 17 year olds on community based interventions was narrowly missed in 2013-14 achieving 88.8%. However this represents a significant improvement when compared with 2011-12 at 81.4%.

Kent's Youth Justice Plan for 2014-2015 sets out the Youth Offending Service's priorities and key service developments to further improve outcomes for this vulnerable young cohort, with the intention of reducing the number who enter the youth justice system. Priorities include:

- working with criminal justice partners to continue the downward trend in reducing first time entrants by the use of restorative interventions
- determining with colleagues, as an integral part of Early Help and Preventative Services, how the risk factors most commonly associated with the offending behaviour of children and young people can be most effectively addressed by preventative
- working with a “live cohort” of young offenders to understand the characteristics of their re-offending. The findings will determine future interventions, increasing their effectiveness and reducing re-offending
- Increasing the engagement of young offenders in education, training and employment by working in a more joined-up way with schools, Pupil Referral Units, alternative curriculum providers, training providers and Further Education Colleges
- implementing robust procedures in relation to children missing from home, care and education, using the Kent Family Support Framework, working closely with the Kent Safeguarding Children's Board

## **Prevent**

The Education and Young People's Directorate will respond to the growing threat of radicalisation and violent extremism by being fully engaged with the Prevent programme, ensuring schools are aware of their safeguarding responsibilities and the use of the Channel referral process for assessing and managing risk. We also have an important part to play in

raising awareness and in working with vulnerable groups who may be at risk of radicalisation and or violent extremism.

### **Troubled Families Programme**

The Kent Troubled Families Programme has been successful in enabling families with multiple problems in turning their lives around. In the last year 1,707 families (66.7%) in the target group have been 'turned around' out of a total cohort of 2560 families. This means adults have been helped to access work or training, and offending and anti-social behaviour has reduced and children's attendance at school has improved, with fewer exclusions. For example, offending amongst 10-17 year olds in troubled families has decreased by 26% and levels of anti-social behaviour amongst troubled families has reduced by 32%.

Positive engagement with education has improved. 78.5% of school age children in troubled families are now regularly attending school and are not being excluded. This is an increase of 2% from 2013.

In enabling families into employment, 209 families have now had at least one member return to work. Kent is the 3<sup>rd</sup> best performing local authority for these improved outcomes for families. Due to its successful outcomes the Kent Troubled Families Programme has been selected as an early starter for the expanded Troubled Families Programme from January 2015.



## **Our Future Targets and Priorities:**

As there is much to do, our planned outcomes are ambitious and challenging. We are determined to pursue them relentlessly and we believe we have the ways to achieve them. As part of our ongoing discussions and partnership with Headteachers, governors and other stakeholders there is a good level of shared ambition to achieve the following improvements in the period leading up to 2018.

### **In 2014 - 15 we will:**

- Improve good outcomes in the Early years Foundation Stage to 73%
- Increase by a further 3% the standards achieved at Key Stage 1
- Increase Key Stage 2 attainment to 83% of pupils attaining level 4 or above combined in reading, writing and mathematics
- Increase five good GCSEs with English and maths to 62%
- Reduce the pupil premium gap at Key Stage 2 to 14% and the GCSE gap to 29%
- Increase the percentage of good and better schools to at least 80%
- Reduce the number of schools in an Ofsted category to no more than 12
- Increase the percentage of good and better early years settings to 93%
- Increase the percentage of good and better Children's Centres to 75%
- Reduce NEETS to 4% or below
- Reduce permanent exclusions to no more than 50
- Embed and integrate Early Help and Prevention services so that there is at least a 10% reduction in the numbers of children in need and those with a child protection plan, and at least 80% supported through an early help programme achieve a good outcome.
- Continue to deliver the targets in the 14-24 Skills and Employment Strategy, including priorities to develop the vocational offer so that there is further improvement in the number of young people taking up and successfully completing apprenticeships and a further reduction in youth unemployment.
- Deliver the SEND changes required by the Children and Families Act and the priorities in the SEND Strategy to increase provision and pupil outcomes in Kent, so that there is reduction in out of county places and their cost, and a reduction in SEN transport costs

- Make a significant improvement to outcomes for Children in Care and markedly reduce the number of CiC who are NEET and in the youth justice system.
- Deliver 7 new Primary schools, 29 new forms of entry in Primary and Secondary schools, 195 temporary Reception class places, 90 temporary Primary school places in years 1-5 and 60 temporary Secondary school places in Year 7.
- Ensure schools are well supported to deliver the new National Curriculum and assessment arrangements, as well as new GCSE and vocational qualifications, and new school performance measures from 2015-16.
- Deliver the new Health Needs Service and improve outcomes for pupils with mental health needs.
- Continue to support and develop more effective school to school support through the Kent Association of Headteachers, and a refreshed leadership strategy, so that there are fewer schools requiring improvement.
- Develop phase 2 of the Troubled families programme and ensure it is well integrated into the models of family support provided through Early Help.
- Ensure the Community Learning and Skills service becomes a successful local authority trading company, delivering improved outcomes for adults and young people, especially the more vulnerable.
- Continue to develop and expand Edukent as a successful trading organisation delivering good value support services to schools at competitive cost.
- Promote more innovative and creative ways to deliver learning for the 21<sup>st</sup> century, including support for the delivery of the new National Curriculum and new vocational, GCSE and A Level curriculum pathways.
- Champion school leadership which is most effective in improving teaching and learning and accelerating pupil progress, and provide leadership development opportunities which increase capacity in Kent to improve and transform the education system through programmes such as the Future Leaders programme.
- Deliver the School Improvement Strategy to ensure all schools requiring improvement become good and outstanding schools within the next 18 months and there are no Kent schools providing an inadequate quality of education.
- Work with schools and early years settings to deliver a more focused approach to narrowing achievement gaps and achieve better outcomes for all vulnerable groups with a specific focus on the pupil premium, SEN and Children in Care.

- Work with outstanding and good schools to increase their capacity to sponsor and improve schools requiring improvement, through academy, federation, trust, executive headship or other structural arrangements.
- Continue to implement the Early Years and Childcare Strategy to ensure there are sufficient high quality free places for two year olds, yet more good early years settings achieving positives outcomes, more children are well developed to start school and there is better integration of the work of children's centres, early years settings and schools.
- Continue to improve District based working so that more decision making and coordination of services for children and young people happens locally through school collaborations and better integrated working between education, health and social care.
- Deliver the Education Commissioning Plan so that the needed growth in good quality school places is delivered on time for September 2015, there is improved parental choice and planned improvements for September 2016 are on target.
- Reduce the rising cost of SEN Transport and make more efficient use of DSG funding by reducing the increasing costs of SEN pupils placed out of county, as well as working with schools at risk of deficit budgets to ensure there are clear improvements by 2016.
- Successfully implement a new system of high needs funding for pupils with special educational needs, which proves to be more effective at earlier intervention to improve pupil outcomes.

**To ensure all pupils meet their full potential, working in close partnership with schools and settings, we aim to achieve the following by 2018:**

- Foundation Stage outcomes for 5 year olds will continue to improve so that the percentage of children achieving a Good Level of Development will improve from 69% in 2014 to 73% in 2015 and 85% in 2018.
- The FSM achievement gap in the EYFS will close from 12% in 2014 to 11% in 2015 and 8% by 2018.
- We aim to ensure 83% of eligible two year olds will be taking up a free nursery place by 2015 and this should rise to 96% by 2018.
- Key Stage 1 attainment will be amongst the best for our statistical neighbours and improve in Reading to 85% in 2015 and 92% by 2018; in Writing to 77% in 2015 and 87% by 2018; and in Maths to 85% in 2015 to 92% by 2018.

- Key Stage 2 attainment at Level 4 will be amongst the best for our statistical neighbours, above the national average and improve from to 83% in 2015 and to 92% by 2018.
- At Key Stage 2, pupils making 2 levels of progress in Reading will improve to 93% in 2015 and to 99% by 2018. Progress rates in writing will improve to 95% in 2015 and to 99% by 2018. Progress rates in mathematics will improve to 91% in 2015 and to 96% by 2018.
- Key Stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 62% in 2015 and to 72% by 2018 for pupils attaining 5 good GCSEs including English and mathematics.
- The FSM achievement gaps at Key Stages 2 and 4 will continue to reduce from the 2014 baseline, and be less than the national gap figures for pupils from low income backgrounds. In Key Stage 2 the gap for FSM will reduce to 14% by 2015 and to 8% by 2018. In Key Stage 4 the FSM gap will reduce to 29% in 2015 and 23% by 2018.
- The achievement gaps for Children in Care at Key Stage 2 and Key Stage 4 will reduce to 32% and 42.5% respectively in 2015 and by 2018 we expect these to be 25% and 37% respectively. This would represent good progress.
- The achievement gaps for SEN at Key Stage 2 and GCSE will improve to 45% and 41% respectively by 2015 and by 2018 these will reduce to 37% and 35% respectively.
- We will reduce the number of KCC schools in an Ofsted category of concern year by year, so that by 2018 no schools will be in this category. At the start of September 2014 there were 26 schools judged inadequate. In 2015 we aim to ensure there will be no more than 12 schools in this category.
- There will be an increase in the number of good schools, with at least 90% of all schools judged as good or outstanding by 2018. In September 2014 we have 75% of schools deemed good or outstanding. In 2015 we expect to see this increase to at least 80%.
- By 2018, at least 95% of Secondary schools will be performing above the floor standard and all Primary schools will be above the floor standard. There are currently 95% of Primary schools and 75.5% of Secondary schools above the floor standard. In 2015 we expect this to be 96% and 80% respectively.
- By 2018, teaching will be consistently good in 90% of schools. Currently teaching is good or better in 76% of schools. We expect this to be at least 80% in 2015.
- By 2018, 95% of Education, Health and Care plan (EHC) assessments will be completed within a reduced timescale of 20 weeks (from 26 weeks) and pupils with plans will be making good progress and achieve above average outcomes when compared with national benchmarks. This figure will be at least 95% by 2015.

- By 2015, we will reduce the number of Kent's children who are placed in independent and non maintained Special school placements to 460, from 599 in 2014. We set out our intention to provide more specialist provision in local schools to reduce the number of children who require placement out county to 395 by September 2016, 272 by 2017 and to 260 by 2018.
- We will provide least 275 additional places for pupils with autism (ASD) or behavioural, emotional and social needs (BESN) by 2015 and increase Special school places from 3491 to over 3700 by 2016.
- By 2014, every child and young person will be on the roll of a school, academy or pupil referral unit.
- We will continue to help more parents access a preferred school place for their child by increasing the number of online admission applications to 95% by 2015 and increase the number of parents who get their first preference Secondary school to above 84% and first preference Primary school to above 85%. First and second preferences combined for primary and secondary sectors will improve to 94%.
- We will aim to increase our surplus capacity in school places to at least 5% and ensure we deliver additional school places in line with demand and parental preferences, each year, as set out in the Education Commissioning Plan to 2019.
- As part of the Commissioning Plan, by September 2015, we will expand school places by 29.3 permanent forms of entry; 195 temporary Reception places and 90 temporary places in Year 1-5 in Primary Schools and 60 temporary Year 7 places in Secondary Schools. We will also deliver 7 new Primary schools.
- By 2018 the Kent Educational Psychology Service will have service level agreements with 60% of Kent schools, in addition to the delivery of its core services.

**To improve outcomes for 16-19 year olds and shape education and skills around the needs of the Kent economy we will work with our partners to achieve the following by 2018:**

- By 2015, we aim to ensure there will be no more than 4% of young people aged 16-18 who are NEET and there will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1% by 2018.
- The employability skills of 19 year olds will have improved, especially in English and mathematics, so that Level 2 attainment at age 19 is well above the national average.

By 2015 we expect this to be 86% and 92% of the cohort will achieve a Level 2 qualification by 2018.

- By 2018, we expect there will be fewer young people who achieve no improvement in qualifications between the ages of 16 and 19, so that this number reduces to less than 3%. By 2015 we aim to reduce this to no more than 7% of the cohort.
- We aim to improve the outcomes at Level 3 for 19 year olds to 58% by 2015 and to at least 70% by 2018.
- The Level 3 achievement gap for young people from disadvantaged backgrounds is a priority for improvement. We aim to ensure this will be above the national average and the gap between this group and other students will have reduced to 23% by 2015 and to 16% by 2018.
- The uptake of Level 2 and 3 vocational training in skills shortage areas will increase to 25,100 young people by 2015 and 26,175 by 2018.
- The KCC Apprenticeship scheme will continue to recruit at least 100 apprentices each year, totalling 800 successful apprenticeships delivered by KCC by 2018. By 2015 the numbers will increase to 500.
- By 2015 we aim to ensure the number of apprenticeships for 16-18 year olds increases to 3224, and for success rates for completion to be at least 76%. By 2018 we expect the number to increase to around 4000 and success rates to be in excess of 80%.
- By 2018 we aim to ensure at least 70% of schools will have provided one or more apprenticeships which have been taken up successfully by young people. By 2015, we expect at least 45% of schools will have taken on apprentices.
- There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce. By 2018 youth unemployment will be no more than 2%, from 4.6% in August 2014. By 2015 we expect this to be no more than 3.0%.
- By 2018, the number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase to 150 and by 2015 at least 120 young people will be supported in this way.
- Post 16 attainment in English and mathematics will improve so that by 2018 we aim to ensure at least 60% of 16 year olds that do not attain Level 2 in Year 11 will achieve the qualification by age 17. By 2015 we expect this will be 42%.
- By 2018, we aim to ensure the number of young people to achieve a Level 2 qualification in English by age 19 will improve to 40%. We expect this to be at least 25% by 2015.

- By 2018, we aim to ensure the number of young people to achieve a Level 2 qualification in maths by age 19 will improve to 40%. We expect this to be at least 20% by 2015.
- We expect to see steady improvement in A Level performance in Kent above the national average on all measures by 2016. We aim to ensure performance at 2 and 3 passes will be above the national average by 2015.
- Performance in vocational qualifications post 16 should also improve more rapidly and the gap between Kent's results and the national average should narrow progressively each year between now and 2018. In 2015 we expect the average point score per student to be at least 670. This is still some way off the national average of 688.
- All young people aged 16 to 19 will be tracked by the LA working in partnership with schools and colleges so that their participation can be monitored, as required by statutory duty and participation rates improve year on year.
- By 2015, each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges, work based learning providers, employers and other agencies, with a local district employability and skills offer on Kent Choices 4U.

**Through Early Help and Preventative Services we aim to ensure we achieve the following by 2015 and beyond:**

- We will reduce re-offending by young people to below 30% by summer 2015 and ensure at least 82% engage in full time education. We will also ensure at least 80% of young offenders aged 16 and 17 engage in learning or employment with training.
- We will reduce referrals to children's social care by 15% to no more than 16,779 by summer 2015
- We will increase the number of cases stepped down from social care to early help by 30% from 1145 in 2014 to at least 1490 by summer 2015
- We will increase the number of early help assessed and supported cases to achieve a positive outcome from 66% in 2014 to 83% by summer 2015
- We will reduce the percentage of NEETs for vulnerable groups to 2.5% by 2015
- We will improve the attendance of children and young people by supporting the reduction of persistent absence to 1.5% in Primary and 5.0% in Secondary schools by 2015 and to 1.2% in Primary and 4.3% in Secondary schools by 2018.

- By 2015, no children and young people in care will be excluded from school, fewer than 10% will be persistently absent and their attainment will improve year on year from the 2014 baseline and be above the national average. The achievement gaps at key stages 2 and 4 will be less than the national gaps.
- With the implementation of new models for PRUs and Alternative Curriculum provision there will be fewer than 20 pupils permanently excluded from school by 2018. By 2015 permanent exclusions will have reduced to no more than 50.
- By 2015, all young people attending a PRU will have achieved qualifications at age 16 including English and mathematics, and will have a positive learning or training destination at ages 16 and 17.
- By 2015, all Children Missing Education will be identified, tracked and monitored, and at least 70% of all new children referred who are found will be offered suitable education provision within 30 days.
- We will increase the percentage of parents from target groups completing a parenting programme to 60% by 2015
- We will increase the number of families in phase one of the Troubled Families Programme to have positive outcomes to 75% by 2015.

## Getting There

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

- Being a better commissioner of services, especially in relation to services that support vulnerable children and young people and in relation to expanding educational provision in early years, schools, 14-19 and for SEND pupils, so that we meet demand with good and more cost effective provision.
- Developing District based working so that there is more coordinated and integrated work between schools, early years settings, education services, health, social care and other partners.
- Providing high quality performance data at school, district and county levels, and more insightful analysis and intelligence gathering to sharply focus improvement and identify and learn from rapidly improving trends.
- Focusing on improvement and innovation in teaching and learning and expanding the use of the 'Every Lesson Counts' programme so that satisfactory teaching improves to good very quickly.



- Recognising the best early years providers, schools, teachers and school leaders and using them effectively across the system to develop and disseminate best practice.
- Supporting early years collaborations to deliver a faster rate of improvement
- Supporting families' enhanced involvement in their children's learning, especially in the earliest years
- Encouraging and promoting more effective school partnerships and collaboration, and partnership working with academy sponsors, employers, health commissioners and providers and other key stakeholders, to build capacity for system wide improvements in Kent.
- Working in close cooperation with the Kent Association of Headteachers, teaching school alliances, teacher training institutions and Kent KLEs, NLEs and LLEs to support school improvement in a coordinated way across the county.
- Supporting governors to carry out their role effectively, be more informed about best practice, use data constructively to plan for improvements in their schools and keep the performance of the school under review, taking prompt action where necessary
- Ensuring that education, health and social care work closely with parents and carers and together with the voluntary sector to bring about the necessary improvements in the quality of provision for vulnerable children and young people, from the early years of childhood to early adulthood.
- Developing ways to give children and young people a greater say in the services that affect them and making better use of their views in designing and implementing new ways of working.
- Providing a range of quality information and advice for pupils and their parents so that they can make more informed choices. Our services will continue to improve the way we listen and engage with children, young people and their families so that they are influencing and shaping services and provision. We shall ensure the Local Offer on Kent.gov fully complies with statutory duty.
- Integrating and targeting our services for vulnerable children, young people and families more effectively, through Early Help and Prevention, to ensure we improve resilience, reduce levels of need and achieve better outcomes

A key means of getting there is to promote a more self improving school to school support system and system leadership and maximise the use of existing good capacity in Kent. System leaders build partnerships of support that focus effort and energy in the same direction to ensure improvement is sustained and the pace of change increases. In world class systems 'poor to fair' schools become good schools quickly and performance gains are significant in a

short time because the influence of the best performing schools is effectively spread around the system.

A more effective and longer term sustainable strategy for school improvement and developments in teaching quality and leadership capacity requires these kinds of collaboration within and between schools, and it is a key role for the local authority to support and facilitate this way of working.

These ambitious improvements in children and young people's educational outcomes and employability, in the quality of Kent schools, early years providers and post 16 learning and skills providers, and in our early help services are supported by detailed service plans with year on year milestones and performance measures. A detailed performance framework is attached as an appendix to this document.

More detailed delivery plans have been set out in the School Improvement Strategy, the 14-24 Strategy, the Early Years and Childcare Strategy, the SEND Strategy, the Education Commissioning Plan, the Prospectus and One Year Plan for Early Help and the business plan for EduKent. To achieve our goals and the better outcomes set out in this document we rely on developing and working in more successful partnership with schools and settings, colleges and training providers, employers, social care, health and the police.

**Patrick Leeson**  
**Corporate Director**  
**Education and Young People's Services**

From: **Roger Gough, Cabinet Member for Education and Health Reform, Mr M Hill, Cabinet Member for Community Services and Patrick Leeson, Corporate Director for Education & Young People's Services**

To: **Education Cabinet Committee – 16 December 2014**

Subject: **Education & Young People's Services Directorate Scorecard**

**Summary:** The Education and Young People's Services performance management framework is the monitoring tool for the targets and the milestones for each year up to 2018, set out in the Strategic Priority Statement, Bold Steps for Education and Young People's Services, and service business plans.

**Recommendations:** The Education and Young People's Services Cabinet Committee is asked to review and comment on the new Education and Young People's Services performance scorecard which has been designed to reflect the expanded scope of the work of the Directorate.

## **1. Introduction**

- 1.1 Each Cabinet Committee receives a performance management scorecard which is intended to support Committee Members in reviewing performance against the targets set out in the Strategic Priority Statement, Bold Steps for Education and Young People's Services, and service business plans.

## **2. Education & Young People's Services Performance Management Framework**

- 2.1 The performance scorecard has been redeveloped following the formation of the Education and Young People's Services directorate in April 2014.
- 2.2 Management Information has been liaising with Heads of Service to develop service scorecards, which are more detailed than the summary level directorate scorecard.
- 2.3 The indicators on the directorate scorecard have been chosen to give a broad overview of directorate performance, and are supported by the greater detail within the service scorecards.
- 2.4 The next phase of development to the directorate scorecard will be to build district level performance scorecards pages to underpin the headline Kent figures. Consideration is also being given to showing links between indicators that impact upon each other, to aid interpretation.
- 2.5 The new directorate scorecard will be published quarterly.
- 2.6 The formation of the new integrated Information, Quality and Performance service will lead to more joined up reporting, monitoring and evaluation across the directorate.

### **3. Recommendations**

- 3.1 The Education and Young People's Services Cabinet Committee is asked to review and comment on the new Education and Young People's Services performance scorecard which has been designed to reflect the expanded scope of the work of the Directorate.

### **Background Documents**


EYPS Directorate Scorecard – October 2014 release (September 2014 data)

### **Contact details**

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Education & Young People's Services Performance Management

# Education & Young People's Services Directorate Scorecard

October 2014 Release (September 2014 Data)

Produced by: Management Information, KCC

Publication Date: November 2014




## Guidance Notes

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### POLARITY

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

### DIRECTION OF TRAVEL (DOT)

-  Green indicates that latest performance has improved when compared to previous performance. Depending on the polarity of the indicator, an improvement in performance could either be a reduction or increase in numbers/percentage, this is indicated by the arrows.
-  Amber indicates that latest performance has remained the same as previous performance.
-  Red indicates that latest performance has worsened when compared to previous performance. Depending on the polarity of the indicator, a worsening in performance could either be a reduction or increase in numbers/percentage, this is indicated by the arrows.

### KEY TO ABBREVIATIONS

EYFS	Early Years Foundation Stage
EYFE	Early Years Free Entitlement
EY	Early Years
DWP	Department for Work and Pensions
FF2	Free For Two
FSM	Free School Meals
SEN	Special Educational Needs
NEET	Not in Education, Employment or Training
CYP	Children and Young People
M	Monthly
T	Termly
A	Annually
MI	Management Information

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## Education & Young People's Services Directorate Scorecard

### Data Sources for Current Report

Indicator	Source Description	Latest data Description	Latest data release date
Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on new EYFSP framework	2013-14 data from Keypas online dataset	Aug 2014
Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	End of year assessments based on new EYFSP framework	2013-14 data from Keypas online dataset	Aug 2014
Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	FF2 Team in Early Years & Childcare	2013-14 Bold Steps Outturn Data	Sept 2014
Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	Early Years & Childcare Ofsted Spreadsheet	Inspections data as at August 2014	Aug 2014
Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	Test/TA results for end of academic year	2013-14 DfE Provisional Results	Aug 2014
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	Test results for end of academic year - Based on First Result	2013-14 DfE Provisional Results	Oct 2014
Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	Test/TA results for end of academic year	2013-14 Keypas Dataset/MI Calculations	Aug 2014
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	Test results for end of academic year - Based on First Result	2013-14 EPAS Dataset/MI Calculations	Oct 2014
Number of schools in Ofsted Category (special measures or serious weakness)	MI Ofsted Database	Inspections as at end of September 2014	Sept 2014
Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of September 2014	Sept 2014
Number of pupils with a statement of Special Educational Needs - Kent resident pupils	Impulse database - monthly reported data	Snapshot as at September 2014	Oct 2014
Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	Impulse database - monthly reported data	Snapshot as at September 2014	Oct 2014
Number of pupils being placed in independent or out-of-county special schools	Impulse database - monthly reported data	Snapshot as at September 2014	Oct 2014
Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers outturn data for 2012-13	Sept 2014
Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers outturn data for 2012-13	Sept 2014
Percentage of surplus school places in Kent Primary schools	MI Calculations based on annual data	2013-14 Outturn Data	Sept 2014
Percentage of surplus school places in Kent Secondary schools	MI Calculations based on annual data	2013-14 Outturn Data	Sept 2014
Percentage of young people with Level 2 attainment by age 19	EPAS online 14-19 annual reporting	2012-13 NCER 14-19 dataset	Dec 2013
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	EPAS online 14-19 annual reporting	2012-13 NCER 14-19 dataset	Dec 2013
Percentage of young people with Level 3 attainment by age 19	EPAS online 14-19 annual reporting	2012-13 NCER 14-19 dataset	Dec 2013
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	EPAS online 14-19 annual reporting	2012-13 NCER 14-19 dataset	Dec 2013
Percentage of 16-18 year olds not in education, employment or training (NEET)	MI monthly reporting	Snapshot data at end of Sept 2014	Oct 2014
Percentage successful completion of apprenticeships 16-18 year olds	Skills Funding Agency/Dept. for Business Innovation & Skills	2011-12 annual data	Sept 2014
Percentage successful completion of apprenticeships 19-24 year olds	Skills Funding Agency/Dept. for Business Innovation & Skills	2011-12 annual data	Sept 2014
Percentage of pupils who are persistently absent from primary schools - all pupils	MI Calculations based on Termly School Census	Bold Steps 2012-13 Outturn Data	July 2014
Percentage of pupils who are persistently absent from secondary schools - all pupils	MI Calculations based on Termly School Census	Bold Steps 2012-13 Outturn Data	July 2014
Number of permanent exclusions from primary schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to September 2014	Oct 2014
Number of permanent exclusions from secondary schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to September 2014	Oct 2014
Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted reporting	Snapshot as at September 2014	Sept 2014
Percentage of Children Missing Education offered suitable education within 30 days of becoming known	Impulse database - monthly reported data	Rolling 12 months up to September 2014	Oct 2014
Rate of re-offending by CYP	Information, Quality and Performance Unit	Data for Oct 2011 to Sept 2012 cohort	Sept 2014
Number of Early Help notifications - <i>reporting available December 2014</i>			
Number of families supported by Early Help - <i>reporting available December 2014</i>			

#### Key to Lead Officers

AG - Alex Gamby  
 SR - Sue Rogers  
 JE - Julie Ely  
 SB - Scott Bagshaw  
 KS - Kevin Shovelton  
 SD - Sue Dunn  
 FK - Florence Kroll

## Directorate Scorecard - Kent

September 2014 Data

Indicators	Polarity	Data Period	Frequency	Current			Previous	Target 2014-15	Lead Officer	Kent Outturn 2013-14
				Latest Result and RAG Status	Direction of Travel (DoT)	Previously Reported Result				
Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	69	A	↑	63	73	AG	69
Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	12	A	↓	18	11	AG	12
Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T	78	A	↓	79	83	AG	78
Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	91	A	→	91	92	AG	91
Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	78	A	↑	74	83	SR	78
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	Snapshot	A	57.5	A	↓	63.1	62	SR	57.5
Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	17.8	A	↓	25.0	14	SR	17.8
Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	33.4	A	↓	34.5	29	SR	33.4
Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	28	R	↓	29	12	SR	26
Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	75.3	A	↑	74.6	82	SR	74.6
Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A	2.8	A	→	2.8	2.7	JE	2.8
Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	91	R	↓	93	95	JE	92
Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	613	R	↑	599	460	JE	599
Percentage of parents getting first preference of primary school	H	Snapshot	A	86.4	G	↑	85.1	86	SB	86.4
Percentage of parents getting first preference of secondary school	H	Snapshot	A	84.2	A	↑	82.8	85	SB	84.2
Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	5.2		↓	7.0	3.4	KS	5.2
Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	9.9		↑	8.7	10.2	KS	9.9
Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	84.9		↑	82.4	86	SD	TBC
Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	23.8		↓	25.5	16	SD	TBC
Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	55.9		↑	53.9	58	SD	TBC
Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	33.9		↓	34.4	23	SD	TBC
Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	8.1	R	↑	6.4	4.0	SD	5.9
Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A	69.6		↓	71.0	76	SD	TBC
Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A	75.0		↓	77.5	81	SD	TBC
Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.9	A	↓	3.1	1.5	FK	2.9
Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.4	A	↓	6.7	5.0	FK	6.4
Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	27	R	↑	26	11	FK	26
Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	60	A	↓	61	39	FK	62
Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	72	A	↓	80	75	FK	72
Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	63.2	R	↑	62.1	70	FK	64.6
Rate of re-offending by CYP	L	Snapshot	Q	33.7	R	↑	33.4	30	FK	32.2
Number of Early Help notifications - reporting available December 2014									FK	
Number of families supported by Early Help - reporting available December 2014									FK	



By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Agenda Item E1

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