

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

Wednesday, 8th July, 2015

10.00 am

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





AGENDA

EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

Wednesday, 8 July 2015 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 D L Brazier, 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 R Truelove
- Liberal Democrat (1): Mr M J Vye
- Church Representatives (3) Mr D Brunning, Mr Q Roper and Mr A Tear

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 Minutes of the meeting held on 15 April 2015 (Pages 9 - 20)

To consider and approve the minutes as a correct record

A5 Verbal Updates (Pages 21 - 22)

To receive verbal updates from the relevant Cabinet Members and Corporate Director for the Education and Young People's Services portfolio.

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

B1 Expansion of Halfway Houses Primary School (Pages 23 - 30)

To receive a report by the Corporate Director for Education and Young People's Services to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform.

B2 Capital Funding Approved (Pages 31 - 44)

To receive a report by the Corporate Director for Education and Young People's Services that sets out the allocation of capital funding to a number of school projects and seeks the Cabinet Committee support for approval by the Cabinet Member for Education and Health Reform for these Capital Programme projects.

B3 The proposed amalgamation of Murston Infant and Junior schools (Pages 45 - 50)

To receive a report by the Corporate Director for Education and Young People's that provides information on the proposal to amalgamate Murston Infant School and Murston Junior School by closing the current Infant and Junior Schools and establishing a 1.5FE, single Community Primary school and maintained Nursery unit for children aged 3 to 11 years.

B4 Closure of Furness School and Expansion of Broomhill Bank (Pages 51 - 54)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director, Education and Young People's Services that provides an update to the Education and Young People's Services Cabinet Committee regarding the closure of Furness School and the expansion of Broomhill Bank Special School on the same site.

B5 Proposed alternations to Five Acre Wood School and Holmesdale Technology College (Pages 55 - 68)

B6 Facing the Challenge (Pages 69 - 78)

To receive a report by the Lead of the County Council that builds on previous updates to this Cabinet Committee to provide a detailed account of the back office procurement process and documents the journey of the Customer Services (Contact Point and Digital Communications), Finance, HR, ICT and EduKent procurement project which is part of Phase 1 of Facing the Challenge (FtC).

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

C1 The Local Authority, Academies and the implications of the Education and Adoption Bill (Pages 79 - 86)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services that provides the Cabinet Committee with an update on the current position of Academies in Kent, the work that Education and Young People's Services undertakes in respect of Academies and the potential implications of the key academy related elements of the Education and Adoption Bill

C2 Community Learning and Skills Annual Performance Report 2013/14 (Pages 87 - 100)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services that explains the Community Learning and Skills performance management framework and provides an overview of the outcomes of the service for 2013/14

C3 Child Sexual Exploitation (CSE) Training for Schools (Pages 101 - 106)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Service that outlines key national and local developments concerning Child Sexual Exploitation (CSE), with a focus on the importance of safeguarding children within Kent schools.

C4 Virtual School Kent Update (Pages 107 - 112)

To receive a report by the Cabinet Member for Specialist Children's Services and the Corporate Director of Social Care, Health & Wellbeing that gives an update on the work of the Virtual School Kent in raising and supporting the educational attainment of children and young people in care.

C5 Progress Implementing the Troubled Families Programme (Pages 113 - 116)

To receive a report by the Cabinet Member for Community Services and the Corporate Director for Education and Young People's Services that sets out Kent's progress in implementing Phase 1 of the Troubled Families Programme and plans for delivering the Expanded Programme in Phase 2.

C6 Work Programme 2015 (Pages 117 - 122)

To receive a report by the Head of Democratic Services that gives details of the proposed work programme for the Education and Young People's Services Cabinet Committee in 2015.

D - Monitoring of Performance

D1 Education and Young People's Services Directorate Scorecard (Pages 123 - 146)

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.

D2 Ofsted Inspection Outcomes Update (Pages 147 - 152)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services that summarises the performance of Kent schools in Ofsted inspections from 1 September 2014 to June 2015.

D3 Free Early Education for Two Years Olds: Take Up (Pages 153 - 162)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services that provides information about Free Early Education for eligible two year old children and how this is delivered in Kent, with a particular focus on the current issue of the level of take up and how this is being addressed.

D4 Special Educational Needs & Disability Strategy 2013-2016 (Pages 163 - 174)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services that provides a summary of progress implementing Kent's Special Educational Needs & Disability (SEND) Strategy.

D5 Future Provision of Secondary Education in Kent (Pages 175 - 184)

To receive a report by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Health Reform that sets out the requirements for the provision of Secondary education in Kent over the next

several years, following on from the significant increase in the number of pupils attending Primary Schools who will shortly require additional places in Secondary schools.

D6 Review of the Kent Commissioning Plan for Education 2015-19 (Pages 185 - 212)

To receive a report by the Corporate Director for Education and Young People's Services and the Cabinet Member for Education and Health Reform that sets out the progress made in implementing the Kent Commissioning Plan for Education 2015-19 since its adoption by Cabinet in November 2014.

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, 30 June 2015

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.

This page is intentionally left blank

KENT COUNTY COUNCIL**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, 15 April 2015.

PRESENT: Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman), Mr D L Brazier, Mr D Brunning, Mr L Burgess, Mr G Cowan, Mrs M E Crabtree, Mr M J Northey, Mr J M Ozog, Mr C R Pearman, Mr W Scobie, Mr T L Shonk and Mr M J Vye

ALSO PRESENT: Mr R W Gough, Mr P M Hill, OBE and Mrs J Whittle

IN ATTENDANCE: Mr P Leeson (Corporate Director Education and Young People Services), Mrs A Hunter (Principal Democratic Services Officer) and Mr A Saul (Democratic Services Officer)

UNRESTRICTED ITEMS**58. Membership**
(Item A2)

It was noted that Mr Brazier had replaced Mr Balfour as a member of this cabinet committee.

59. Apologies and Substitutes
(Item A3)

- (1) Apologies for absence were received from Mr Oakford (Cabinet Member for Specialist Children's Services), Mr Manion, Mr Roper and Mr Tear.
- (2) Mrs Whittle attended as substitute for Mr Oakford.

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

- (1) Mrs Crabtree made a declaration of interest as she was a trustee of the New School at West Heath and Mrs Cole made a declaration of interest as her daughter was in receipt of a 16+ Travel Card.
- (2) During discussion Mr Scobie made a declaration of interest as his wife worked at the Marlowe Academy. Mr Cowan also made a declaration of interest as he and his wife were foster parents.

61. Minutes of the meeting held on 13 January 2015

(Item A5)

Resolved that the minutes of the meeting held on 13 January 2015 are a correct record and that they be signed by the Chairman subject to the correction of some minor typographical errors and the inclusion of Mr Roper on the list of those who had attended the meeting.

62. Verbal updates

(Item A6)

- (1) Mr Gough (Cabinet Member for Education and Health Reform) said primary school places would be offered on Thursday and he was pleased to say that of 17,400 places required, there had been an increase in the number of those getting their first choice to 85% and 95% of parents had received one of their choices. He said that: the number of parents who had not received one of their preferences had fallen by 0.5%; overall performance was good especially as there had been an increase in the number of reception class places required; some parents would nevertheless be disappointed and would need to use the appeals or re-allocation processes.
- (2) Mr Gough said that the Marlowe Academy would merge with the Ellington and Hereson School with effect from the 1 September. The new school would be managed by the Coastal Academies Trust which already managed Dane Court, King Ethelred, Hartsdown Academy and Cliftonville Primary. In the longer term it was proposed that the new merged school be renamed the Augustus Pugin Academy.
- (3) Mr Gough commended the House of Commons Education Select Committee report on academies published in January 2015 to the cabinet committee.
- (4) Mrs Whittle (representing Mr Oakford, Cabinet Member for Specialist Children's Services) said that a new division encompassing disabled children's services, adult mental health services and adult learning disabilities headed by Penny Southern had been in place since the 1 April 2015. One of the key priorities of the new division was to improve support for young people making the transition from children's services to adult services.
- (5) Mrs Whittle said she was a member of the Corporate Parenting Select Committee which intended to present a report on its findings to the County Council meeting on 16 July 2015. She said hearing from young people in care, social workers and a range of other interested parties had been fascinating and demonstrated how much more needed to be done to reduce the number of placement breakdowns and improve the educational attainment of young people in care. She commended the work done by Tony Doran and the Virtual School for Kent to narrow the gap in attainment between children in care and others.
- (6) Mr Hill (Cabinet Member for Communities) said that 2014 had been the best year ever for Kent County Council, as a licensed Duke of Edinburgh Award organisation with 5,066 new enrolments and 2,502 completed awards of which 185 were gold. He recalled feeling very pleased several years ago when Kent

had achieved 100 gold awards and this year the Earl of Wessex had commented favourably on the number of Kent girls achieving gold.

- (7) Mr Hill said the Kent Mountain Centre had achieved a gold star quality rating for its learning outside the classroom activities. He specifically mentioned the positive effect engaging in such activities had on some of the most disadvantaged young people.
- (8) Mr Leeson (Corporate Director of Education and Young People's Services) said the Marlowe Academy had been underperforming for several years and had the worst GCSE results in Kent. He said he was pleased that the Regional Schools' Commissioner and the DfE had approved the Kent proposal to merge the Marlowe with the Ellington and Hereson School which would improve educational opportunities for all pupils, improve outcomes for pupils at the Marlowe Academy and strengthen one of the good academy trust arrangements in Kent.
- (9) Mr Leeson said that a written report on Ofsted results would be presented at the next meeting of the cabinet committee. He said there had been a good upward trend in results with 79% of schools now being assessed as good or outstanding from 75% in July 2014 and 55% in July 2011. He said he was confident that this would increase to 82% of schools by July 2015. As of July 2014, 72% of primary schools, 83% of secondary schools and special schools and 91% of pupil referral units and early years' provision had been assessed as good or outstanding and this equated to 81% of pupils receiving a good or outstanding quality of education. He said progress had been made to narrow the gap between the districts with the highest Ofsted assessments such as Ashford at 90% and Dover at 95% and those with the lowest such as Gravesham and Maidstone at 65% but addressing this variation continued to be a priority.
- (10) In response to a question, Mr Gough said that a briefing on developments at the Marlowe Academy would have been provided on request and that efforts were being made to provide information about school closures to Members at an early stage in the process. He also said that ultimately the decision to support the merger of the Marlowe with Ellington and Hereson School would be taken by him as Cabinet Member.
- (11) In response to a question about PFI contracts, Mr Leeson said the local authority was clear it should not retain responsibility for the whole debt when schools with PFI contracts converted to academies but as the DfE did not agree with this approach, issues were debated in each case. An agreement had been reached in relation to the Marlowe and Ellington and Hereson School merger. Mr Gough said negotiations were continuing in relation to the restructure of both schools and he was confident that the local authority would not retain sole responsibility for the PFI debt.
- (12) It was suggested that central government should be pressed to ensure that local authorities were not required to meet the costs of schools converting to academies. The achievements in relation to the Duke of Edinburgh Award, school improvements and the educational attainment of children in care were

noted, however, attention was drawn to the need to avoid putting undue pressure on vulnerable children in order to achieve targets.

(13) Resolved that the verbal updates be noted.

63. The Future of Furness School

(Item B1)

Kevin Shovelton (Director of Education Planning and Access) and Ian Watts (Area Education Officer – North Kent) were in attendance for this item

(1) Mr Leeson (Corporate Director of Education and Young People's Services) introduced the report which asked the cabinet committee to consider and endorse or make recommendation on the proposed decision to issue a public notice to discontinue Furness School and, subject to no objections not already considered, implement the proposal to close the school with effect from 31 August 2015 and initiate the statutory consultation proposal process to establish a satellite provision of Broomhill Bank School on the Furness site from 1 September 2015.

(2) Mr Leeson said the school had capacity for 60 pupils but was only 52% full; had failed an Ofsted inspection and had accumulated a budget deficit of £1.6m which would continue to increase should it remain open. He explained how KCC would make alternative provision for pupils with ASD including special units within mainstream schools and the expansion of special schools. This included a proposal to expand Broomhill Bank School utilising the Furness School site and buildings and to transfer the existing Furness pupils onto the roll of Broomhill Bank from 1 September 2015 as well as the establishment of a Specialist Resource Base Provision for SEN and ASD students at Hugh Christie Technology College which would be considered at Item B3 of the agenda.

(3) Mr Shovelton (Director of Education Planning and Access) said that school governors and the head teacher had informed parents at Broomhill Bank School of the proposed plans and emphasised KCCs appreciation of the Kent Association of Special Schools' support in facilitating active consideration of an alternative solution should Furness School close.

(4) In response to questions, Mr Leeson said that attempts had been made to improve the school following its Ofsted inspection including a new management structure and support from the Lilac Sky Schools Trust and that regardless of whether a school changed its name and was rebranded it was very difficult to change parental and community impressions and understanding of it. He also said that none of the children at Furness School were inappropriately placed; no child would be placed in a mainstream school if a special school place was more appropriate and that the school had improved under the management of the Lilac Sky Schools Trust.

(5) Resolved that the proposed decision to be taken by the Cabinet Member for Education and Health Reform to:

(a) Issue a public notice to discontinue Furness School;

- (b) Subject to no objections not already considered, implement the proposal to close the School with effect from 31 August 2015;
- (c) Initiate the statutory consultation proposal process to establish a satellite provision of Broomhill Bank School on the Furness site from 1 September 2015; be endorsed.

64. The Future of Stansted CEP School
(Item B2)

Kevin Shovelton (Director of Education Planning and Access) and Jared Nehra (Area Education Officer – West Kent) were in attendance for this item

- (1) Mr Leeson (Corporate Director of Education and Young People's Services) introduced the report which set out details of a proposed decision to issue a public notice to discontinue Stansted Church of England Primary School and, subject to no objections not already considered, implement the proposal to close the school with effect from 31 August 2015.
- (2) He said the school had been confirmed as a rural school under the Designation of Rural Primary Schools (England) Order, and had a total capacity of 105 pupils. Since the report had been published, the number of pupils that would be on the roll after the Easter break was expected to reduce to two as parents had taken up offers of places at other local schools. He also said parents had lost confidence in the school over some time and numbers had been low for the last three years. The school had not seen sufficient improvement despite being placed into Special Measures and having received significant support since.
- (3) Mr Leeson outlined some of the alternatives to closure that had been considered including federation with another school or becoming a sponsored academy as part of a multi-academy trust.
- (4) In response to a question, Mr Leeson said an interim head teacher had been in place throughout the improvement period.
- (5) Resolved, with regret, that the proposed decision to be taken by the Cabinet Member to:
 - (a) Issue a public notice to discontinue Stansted Church of England Primary School; and
 - (b) Subject to no objections not already considered, implement the proposal to close the School with effect from 31 August 2015; be endorsed.

65. Proposal to establish a Specialist Resource Base Provision for students with a Statement of Special Educational Needs or Education and Health Care Plan equivalent for Autistic Spectrum Disorder at Hugh Christie Technology College.
(Item B3)

Kevin Shovelton (Director of Education Planning and Access) and Jared Nehra (Area Education Officer – West Kent) were in attendance for this item

- (1) Mr Leeson (Corporate Director of Education and Young People's Services) introduced the report which set out the results of the public consultation on the proposal to establish a Specialist Resource Base Provision (SRBP) at Hugh Christie Technology College, White Cottage Road, Tonbridge, for students with a statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP) equivalent for Autistic Spectrum Disorder (ASD).
- (2) Mr Leeson emphasised the importance of Hugh Christie Technology College to the Tonbridge area and said the SRBP would make provision for up to 20 pupils with a statement of SEN or EHCP equivalent for ASD for September 2015 with an eventual capacity for up to 50 pupils.
- (3) Resolved that the proposed decision to be taken by the Cabinet Member for Education and Health Reform to:
 - (a) Issue a public notice to establish a new Specialist Resource Base Provision within Hugh Christie Technology College, White Cottage Road, Tonbridge, Kent TN10 4PU for pupils with a statement of Special Educational Needs or Education, Health and Care Plan equivalent for Autistic Spectrum Disorder for September 2015; and
 - (b) Subject to no objections not already considered, implement the proposal for September 2015; be endorsed.

66. Oasis Academy, Hextable: closure
(Item B4)

Kevin Shovelton (Director of Education Planning and Access) and Ian Watts (Area Education Officer – North Kent) were in attendance for this item

- (1) Mr Gough (Cabinet Member for Education) introduced the report which set out: the circumstances of a decision by the Secretary of State for Education to approve the closure of Oasis Academy, Hextable, the consequences for KCC including the challenge of providing sufficient places for pupils in Sevenoaks and Dartford and the arrangements to be put in place for pupils currently attending the Hextable Academy.
- (2) He said the Oasis Community Learning Trust had proposed that the school was closed on the basis of falling pupil numbers and the decision to close the school had subsequently been made by the Secretary of State for Education. KCC had opposed the decision because of the future demand for secondary school places in the area and had met its statutory duty to provide alternative places in other local schools for the students of the Oasis Academy. He also said that the site would return to KCC and options for this site would be explored, in particular how the site might be used to meet the need for future school spaces.
- (3) Mr Leeson (Corporate Director of Education and Young People Services) said it was an unusual decision for the Secretary of State for Education to close a school against a

local authority's wishes and where a clear need for future places had been demonstrated. He said he was also surprised that the Oasis Academy Trust, having previously undertaken due diligence, had decided so quickly that the school was no longer viable.

- (4) He said following the Secretary of State's decision, the local authority had fulfilled its responsibility to find alternative places for pupils and paid tribute to the Oasis Academy and to other schools for their assistance in finding these places. He also said the closure of the Oasis Hextable Academy had already led to a shortfall in year 7 places for September 2015 in the maintained schools and academies in north Kent and Sevenoaks.
- (5) A view was expressed that a message should be sent to central government saying that a local authority should not incur costs relating to the establishment or closure of academies. The efforts of the authority in securing the site, the re-location of the speech and language unit to the Leigh Academy and the pressure on places were acknowledged.
- (6) Resolved that the following be noted:
 - (a) the action in relation to the closure of the Oasis Academy Hextable;
 - (b) the relocation of the Speech and Language Unit to the Leigh Academy;
 - (c) the need to review pupil place planning for the secondary phase in the Hextable, Swanley and Dartford area; and
 - (d) the need to determine the future of the Hextable site.

67. Post 16 Transport Policy
(Item C1)

- (1) Scott Bagshaw (Head of Fair Access) introduced the report which asked the cabinet committee to note the proposed Post 16 Transport Policy which was out to consultation and remained unchanged from 2014/15. Mr Bagshaw said that, although no changes were proposed, there was a statutory requirement to consult on and publish a policy statement annually. He also said that learning providers could provide further subsidies with discretionary bursaries and previous consultations had shown that parents and students would like rail travel to be included but rail operators were unwilling to be involved.
- (2) Views were expressed that the 16+ Travel Card was good value for money and it was not generally understood that it exceeded statutory requirements.
- (3) In response to questions, Mr Bagshaw said that additional support for children in care was provided through bursaries where appropriate. Need for further support would be considered on a case by case basis but there was no evidence of an increase in such requests; the number of cards had increased from 4,000 to about 6,500 following the reduction in cost from £520 to £400 and had cost the authority about £340,000 in 2014-15. He also undertook to provide further information about the numbers of children in care in receipt of the 16+ Travel Card.

(Post meeting note: Mr Bagshaw has since confirmed that because the passes are ordered by the education providers, KCC does not currently

capture the status of children in receipt of the 16+ Travel Card. He also wished to remind Members that the Young Persons' Travel Pass had been extended to aged 18 for children in care and those fostered from care and provided free. At present 469 children over 16 receive these free travel passes under the YPTP scheme)

- (4) Resolved that the proposed Post 16+ Transport Policy which was out to consultation and remained unchanged from 2014/15 be endorsed subject to any feedback from the consultation.

68. Basic Need Funding Allocation

(Item C2)

- (1) Mr Gough (Cabinet Member for Education and Health Reform) introduced the report which set out the annual schools capital funding Basic Need Funding Allocation, announced by the Department of Education in February 2015. He drew attention to the comparison between it and the Basic Need Funding Allocation announced in February 2014 and said it was excellent news that would enable the authority to deliver the necessary growth in school places set out in the Education Commissioning Plan.
- (2) Resolved that the report be noted.

69. Adult Learning, Skills and Employment Strategy 2015 - 2018

(Item C3)

- (1) Mr Leeson (Corporate Director of Education and Young People's Services), Allan Baillie (Skills and Employability Manager (Adults)) and Sue Dunn (Head of Skills and Employability) introduced the report and answered Members' questions.
- (2) Mr Leeson said there were concerns nationally that the adult population was insufficiently skilled to deliver the economic growth expected as well as recognition of the need to improve the skills of adults. He said that the Department of Business Innovation and Skills had published its own consultation on the future of adult skills which emphasised the need for inclusive programmes for adults with no or low level skills and this was consistent with the proposals in the Adult Learning, Skills and Employment Strategy. He drew attention to the 24% reduction nationally in the budget for Adult Skills, the move towards replacing grants with loans and changes to apprenticeships.
- (3) Comments were made about the number of 16-19 year olds without the skills necessary to enter the job market; the need to moderate competition between training providers; the unwillingness of providers to meet the needs of some specific groups such as unaccompanied asylum seeking minors; the likely increase in those seeking employment following anticipated army redundancies in June 2015 and the excellent quality of the strategy.
- (4) In response to questions, Mrs Dunn confirmed that sources of funding to provide apprenticeships for vulnerable people was constantly reviewed and that KCC was participating in two nationally funded schemes, one of which

provided traineeships that would lead to apprenticeships and the second which provided supported internships leading to specialist skills. She also said that a key target was to increase the number of people undertaking pre-apprenticeship programmes.

- (5) It was agreed to consider a report on these programmes in the autumn.
- (6) Mr Leeson thanked Allan Baillie for his work on developing the strategy and in particular on the careful and comprehensive consultation process.
- (7) Resolved that the amended Adult Learning, Skills and Employment Strategy 2015-2018 be endorsed and that a recommendation to approve it be made to Cabinet.

70. Update on Children's Centres
(Item C4)

- (1) Mr Leeson (Corporate Director of Education and Young People's Services) introduced the report which provided an update on children's centres and the support and advice they provided to parents. He referred: to the opportunities arising from the creation of the integrated Early Help and Preventative Services Division; the fact that 72% of children's centres had been rated good or outstanding by Ofsted compared with 67% nationally; the review and improvement of data enabling the centres to assess preparedness for inspection and provide evidence that good universal and targeted services and outcomes were being delivered; the increased management capacity in each of the 12 district hubs; and the opportunities for further integration arising from the transfer of commissioning responsibility for health visitors and the Healthy Child Programme to the local authority later in the year.
- (2) In response to comments and questions, Mr Leeson said that: a social worker should be attached to each children's centre; there was an expectation of co-ordination and co-operation between primary schools and children's centres particularly when located on the same site; and the number of children with an Early Help Plan had nearly doubled in the last year which was a good indicator that more children and families were being supported at an early stage and before there was a need for referral to Children's Social Care. He referred to the closer co-ordination with Children's Social Care particularly by bringing the referral processes together in a triage system, the increase in the numbers stepping down from social care and a positive impact on reducing the number of referrals. Mr Leeson also confirmed that, although a reduction to the budget for Early Help and Preventative Services had been agreed for 2015-16, there was no decrease in budget for children's centres.
- (3) Resolved that the proposals set out in the report and the management actions taken in regard to the future delivery of the Children's Centres' core purpose be endorsed.

71. Education and Young People's Services Directorate Business Plan for 2015/16
(Item C5)

- (1) Mr Gough (Cabinet Member for Education and Health Reform) introduced the report which set out the draft Education and Young People's Directorate Business Plan 2015-16. He referred in particular to the challenges facing the directorate and said priorities and targets were set out in more detail in other key strategy documents.
- (2) In response to questions, Mr Leeson said that: the gap in performance between schools across the county had narrowed; the target for 2015-16 was to have no more than 10 primary schools and one secondary school rated as inadequate. A number of schools previously assessed as inadequate by Ofsted were now performing well and efforts were being made to bring forward the dates of their re-inspection. Mr Leeson also said that the Troubled Families Programme was in the process of being integrated with Early Help Services and it was possible to track families that had received support.
- (3) Resolved that:
 - (a) The draft Education and Young People's Services Directorate Business Plan for 2015-16 be endorsed;
 - (b) the final directorate Business Plan to be published online in May 2015 be noted.

72. Work Programme 2015
(Item C6)

- (1) The report set out details of the proposed work programme for 2015 and asked the cabinet committee to consider and agree the programme.
- (2) Resolved that the work programme be agreed.

73. Risk Management - Strategic Risk Register
(Item D1)

- (1) Mr Gough (Cabinet Member for Education and Health Reform) introduced the report which set out the strategic risks in relation to the Education and Young People's Services Directorate; a risk on the Corporate Risk Register for which the Corporate Director was the designated joint "risk owner"; and the management process for the review of key risks. Mr Gough referred in particular to risks relating to free school meals and the Children and Families Act 2014 that had been closed out and to Risk No. EYPS 05 – School Provision Planning – capital budget pressures and Risk No. EYPS 06 – More Schools will move into a potentially deficit budget provision. He said: school funding would be closely monitored; up to 14 secondary schools might need to restructure to address deficit budgets; some primary schools were also facing budget difficulties; and that some academies had taken up an offer of financial advice from the local authority.
- (2) In response to questions Mr Leeson said that: Education and Young People's Services were working more closely with Children's Social Care; efforts were being made to rationalise the number of data systems in use and implement new ones such as the Early Help Module of Liberi system which was the same system used by Children's Social Services.

- (3) In response to a question about infant free school meals, Mr Gough said there were a number of schools without kitchens and the authority's view was that the funding provided overall was inadequate however the risk set out in the Risk Register related to delivering the statutory requirement and this had been achieved.
- (4) Mr Gough also said that the School Standards Group would continue to monitor and review the budget position of individual schools.
- (5) Resolved that the report be noted.

74. Education and Young People's Services Directorate Scorecard
(Item D2)

- (1) Mr Leeson (Corporate Director of Education and Young People's Services) introduced the report which asked the committee to review and comment on the Education and Young People's Services Directorate's performance scorecard.
- (2) In response to a question about the percentage of eligible two-year olds taking up a free early education place he said that significant work was underway to encourage parents to take up places and the provision of places was ahead of demand. He suggested that the committee considers a more detailed report on this at its next meeting.
- (3) Resolved that the report be noted.

This page is intentionally left blank

By: Mr R W Gough, Cabinet Member for Education and Health Reform
Mr P J Oakford, Cabinet Member for Children's Services
Mr P M Hill, OBE, Cabinet Member for Community Services
Mr P Leeson, Corporate Director for the Education and Young People's Services

To: Education and Young Peoples Services Cabinet Committee –
8 July 2015

Subject: Verbal updates by the Cabinet Members and Corporate Director for
the Education and Young Peoples Services portfolio

Classification: Unrestricted

The Cabinet Committee is invited to note verbal updates on the following issues:-

Cabinet Member for Education and Health Reform

- Special School Developments

Corporate Director for the Education and Young People's Services

- The Education and Adoption Bill
- The new Common Inspection Framework
- Latest Ofsted Data
- Latest Early Help Data

Cabinet Member for Children's Services

- Visits to Children's Centres in Tunbridge Wells, Swale, Thanet and Tonbridge & Malling
- Attended the Early Help Service Design Workshop
- Attended a briefing session about Children's Centres
- Corporate Parenting Select Committee

Cabinet Member for Community Services

- Bewl Water

This page is intentionally left blank

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

To: **Education and Young People's Services Cabinet Committee
8 July 2015**

Subject: **Expansion of Halfway Houses Primary School**

Classification: **Unrestricted**

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

Electoral Division: **Sheerness**

Local Member: **Ms Angela Harrison**

Summary: This report informs the Cabinet Committee of the outcome of the public consultation on the proposal to permanently expand Halfway Houses (Foundation) Primary School from 2FE to 3FE and reports on the Governing Body decision to expand the school, pending approval by the Cabinet Member for Education and Health Reform to support this financially.

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 decision to:

- i. Allocate £1,384,353.56 from the Education and Young People's Services Capital Budget, being Kent County Council's contribution towards the priority school building scheme which has been agreed with the Education Funding Agency (EFA), subject to any necessary additional works or necessary variations.
- ii. The Corporate Director for Education and Young People's Services in consultation with the Cabinet for Education and Health Reform be authorised to negotiate with the EFA as to the necessity and cost of any additional work or variations identified, to ensure that any further contribution is minimised. Any agreements will not exceed current approved financial limits
- iii. The Executive Scheme of Delegation for Officers set out in Appendix 2 Part 4 of the Constitution (and the directorate schemes of sub-delegation made thereunder) provides the governance pathway for the implementation of this decision by officers. In this instance the Director of Property and Infrastructure Support is expected to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

1. Introduction

- 1.1 The Swale district section of the Kent Commissioning Plan for Education Provision 2013-18 identified a significant pressure in Reception year places. The Commissioning Plan identified a need to provide additional places on the

Isle of Sheppey from September 2014 and Halfway Houses Primary School agreed a temporary 1FE expansion for September 2014 and admitted 90 children into Reception Year (30 additional children).

- 1.2 Halfway Houses Primary School was successful in its application to be rebuilt under the Government's priority school building scheme. The project is to be delivered by the EFA. Halfway Houses new school building will be rebuilt on the site of the former Danley Middle School. The EFA will be commencing the procurement process shortly and, subject to successful design and planning approvals, it is hoped that the project will be completed during 2016.
- 1.3 KCC wished to use the opportunity of the school being rebuilt to incorporate additional works via the Contract that were over and above the EFA's funding allocation, in order to provide an additional 70 places to take the school capacity from 560 Primary places to 630 Primary places (3FE). KCC has agreed the cost assessment provided by the EFA at the feasibility stage for the Additional Works and will contribute £1,384,353.56 plus VAT. KCC recognises this is an estimate and that the total cost of the Additional Works may be higher or lower than this.
- 1.4 The Department for Education issued new Regulations in 2013 (Prescribed Alterations to Maintained Schools) (England) Regulations 2013), and as a consequence of the changes introduced in these regulations, governing bodies of all categories of mainstream schools can now make changes to their schools including expansion (enlargement of premises) without following a formal statutory process. The EFA required consultation on the proposed expansion to be carried out before the procurement process commenced and the governing body of Halfway Houses Primary School carried out a public consultation on a proposal to permanently expand the school from 2FE to 3FE under the new regulations. This means that there is not a need to issue a public notice.
- 1.5 This report sets out the results of the consultation, which took place between 9 September and 7 October 2014. A consultation meeting for parents/carers, governors and members of staff was held on 25 September 2014.

2. Financial Implications

- 2.1 It has been agreed by the Governing Body to permanently enlarge Halfway Houses Primary School, increasing the PAN to 90 (3FE) for the September 2016 intake and eventually a total capacity of 630 places.
 - a. Capital – Kent County Council's contribution towards the priority school building scheme will be £1,384,353.56 which has been agreed with the EFA. This is an estimate and KCC has acknowledged that the final amount may be higher or lower. The EFA will work with KCC throughout the process to ensure that any contribution for Additional Works is minimised as far as possible.
 - b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Reception Year pupils at the rate of £2,727 per pupil. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.
 - c. Human – Halfway House Primary School will appoint additional teachers, as the school size increases and the need arises.

3. Kent Policy Framework

- 3.1 These proposals will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in the Education Commissioning Plan.
- 3.2 The ‘Kent Commissioning Plan for Education Provision, 2013-18’ also identified a pressure on primary school places on the Isle of Sheppey. A new 2FE Primary School is being established at Thistle Hill, providing 60 permanent Reception Year places from September 2015. However, from September 2016 a deficit of 23 Reception Year places is predicted, unless the additional 30 places at Halfway Houses Primary school are provided.

4. Consultation Outcomes

- 4.1 A total of 136 written responses were received by the governing body: 119 respondents supporting the proposal; 6 objecting to the proposal and 11 respondents were undecided.
- 4.2 A summary of the comments received by the governing body is provided at Appendix 1.

5. Views

- 5.1 The view of the Local Member: Ms Angela Harrison was consulted.
- 5.2. The view of the Headteacher and Governing Body:
Halfway Houses Primary School is an improving school with rising standards. The school is currently full in all year groups and receiving an increasing number of applications for both Year R and other year groups. The governing body therefore came to the decision following the public consultation that the school should permanently expand from two forms of entry to three forms of entry and increase the admission number from 60 to 90.

Rebuilding Halfway Houses Primary School as a three form entry school on the Danley site will provide the additional places and also an improved learning environment, with modern classrooms and facilities, which the children of Halfway Houses Primary School deserve. The governors believe that this will lead to an improvement in the children’s life chances for the future and support the governing body’s aim to turn their lives around.

- 5.3. The view of the Director Planning and Access and Area Education Officer:
This is an inclusive and rapidly improving school that is growing in popularity and serves a community with a fast growing population. Halfway Houses Primary School agreed temporary 1FE expansion for September 2014 to help meet the demand for pupil places locally. Demand in this part of the Isle of Sheppey currently outstrips capacity and forecasts indicate that this increasing demand is likely to continue.

The Director Planning and Access and the AEO are of the belief that this enlargement is not only necessary, but the most cost-effective and sustainable solution to increased demand in the immediate area, particularly when considered alongside the planned rebuilding programme for the school.

6. Proposal

- 6.1 The proposed expansion of Halfway Houses Primary School will increase the value of KCC's property portfolio by adding value to the school buildings.
- 6.2 The proposed expansion of Halfway Houses Primary School is not subject to KCC statutory decision making process for expanding the school.
- 6.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

7. Financial Implications:

- 7.1 It has been agreed by the Governing Body to permanently enlarge Halfway Houses Primary School, increasing the PAN to 90 (3FE) for the September 2016 intake and eventually a total capacity of 630 places.
 - a. Capital – Kent County Council's contribution towards the priority school building scheme will be £1,384,353.56 as agreed with the EFA. This is an estimate and KCC has acknowledged that the final amount may be higher or lower. The EFA will work with KCC throughout the process to ensure that any contribution for Additional Works is minimised as far as possible, but if this increases by more than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
 - b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Reception Year pupils at the rate of £2,727 per pupil. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.
 - c. Human – Halfway House Primary School will appoint additional teachers, as the school size increases and the need arises.

8. Delegation to Officers

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

9. Conclusions

- 9.1 Forecasts for the Swale district indicate an increasing demand for Primary school places. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities in the Kent Policy Framework, 'Vision and Priorities for Education and Young People's Services' and the 'Commissioning Plan for Education' (2013 – 2018).

10. Recommendations

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 decision to:

- i. Allocate £1,384,353.56 from the Education and Young People's Services Capital Budget, being Kent County Council's contribution towards the priority school building scheme which has been agreed with the Education Funding Agency (EFA), subject to any necessary additional works or necessary variations.
- ii. The Corporate Director for Education and Young People's Services in consultation with the Cabinet for Education and Health Reform be authorised to negotiate with the EFA as to the necessity and cost of any additional work or variations identified, to ensure that any further contribution is minimised. Any agreements will not exceed current approved financial limits
- iii. The Executive Scheme of Delegation for Officers set out in Appendix 2 Part 4 of the Constitution (and the directorate schemes of sub-delegation made thereunder) provides the governance pathway for the implementation of this decision by officers. In this instance the Director of Property and Infrastructure Support is expected to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

11. Background Documents

10.1 Bold Steps for Kent and Policy Framework

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

10.2 Kent Commissioning Plan for Education Provision 2013-2018

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

10.3 Education Cabinet Committee report– 27 September 2013

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

10.4 Consultation Document and Equalities Impact Assessment

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

12. Contact details

Report Author:

Marisa White

Area Education Officer –East Kent

Tel number: 01227 284407

marisa.white@kent.gov.uk

Relevant Director:

Keith Abbott

Director of Education Planning and Access

01622 694174

Kevin.shovelton@kent.gov.uk

Halfway Houses Primary School



Tuesday 14th October 2014

To Whom It May Concern,

Following the four week consultation on the proposal to permanently expand the school by 1FE from September 2016, the full governing body met on 13th October 2014 to consider the responses received, which are summarised in the table below:

	Support	Against	Undecided	Total
Parents/Carers	87	5	11	103
Members of Staff	22	1	0	23
Governors	10	0	0	10
Other Interested Parties				0
Total	119	6	11	136

Comments from those in support of the proposal:

- It will make a good school even better!
- Worries over transition for pupils in Y5/6
- Great for employment and education!
- Add to the proposal the idea of a Nursery
- More school places are needed due to more housing being built – only school in area
- Great idea – all local families will be able to send their pupils to the school
- Good – but provision for parking for staff and parents is needed
- Up to date facilities is a must!

Comments from those against the proposal:

- I would strongly disagree that the current site can be expanded
- Too many children will have an impact on children’s learning development
- More children means standards go down??
- The school will be far too big

A drop-in event was held at the school on 25 September so that parents/carers and other interested parties could have the opportunity to ask questions and give their views on the proposal. Approximately 14 parents/carers, members of staff, governors and other interested parties attended the event and spoke in support of the proposal. The event was also attended by representatives from the Local Authority and the Education Funding Agency. Having considered all the responses received the governing body unanimously agreed to proceed with the expansion and increase the admission number for Year R entry to 90.

Signed:  (Chair of Governors)

Headteacher: Mr. Ryan Driver.
 Assistant Headteacher: Mrs. Margaret Murray
 Assistant Headteacher: Mrs. Lindsay Fordyce
 Assistant Headteacher: Mrs. Lisa Elderfield
 Southdown Road, Sheerness, Kent. ME12 3BE
 Tel: 01795 662875
 Fax: 01795 889009
 Email: office@halfwayhouses.kent.sch.uk
 www.halfwayhouses.kent.sch.uk



This page is intentionally left blank

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

Roger Gough, Cabinet Member for Education and Health Reform

To: **Education and Young People's Services Cabinet Committee – 8 July 2015**

Subject: **Capital Funding Approval**

Classification: **Unrestricted**

Past Pathway of Paper: Various

Future Pathway of Paper: Cabinet Member Decision

Summary: This report sets out the allocation of capital funding to a number of school projects and requests Cabinet Committee support for approval by the Cabinet Member for Education and Health Reform for these Capital Programme projects.

Recommendations:

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 decision to approve the following capital projects, and allocate funding, from the Education and Young People's Services Capital Budget, of the following amounts in order that the proposals may progress:

- (i)
 - a. A further £2.3m for Tunstall CE Primary School, Swale.
 - b. A further £2.2m for Kings Hill Academy, Tonbridge & Malling.
 - c. £9m to the rebuild and expansion of Portal House School, Dover.
 - d. £1.4m to the expansion of Green Park Primary School, Dover.
 - e. £6m to the building of Finberry School, Ashford.
 - f. £2.5m to the expansion of The Judd School, Tonbridge & Malling.
- (ii) To expand Portal House School by 20 places from 1 September 2015 as part of the project to rebuild the school on its current site.
- (iii) The Executive Scheme of Delegation for Officers set out in Appendix 2 Part 4 of the Constitution (and the directorate schemes of sub-delegation made thereunder) provides the governance pathway for the implementation of this decision by officers. In this instance, the Director of Property and Infrastructure Support to be the nominated Authority Representative with the relevant agreements and to enter into variation as envisaged under the contracts.

1. Introduction

1.1 The Kent Commissioning Plan for Education Provision 2015 – 19 identifies the need for additional school places. This report seeks the necessary approval for a number of projects which add school places. These fall into three categories:

- a) Projects which have previously been agreed but costs have exceeded the estimated costs by more than the 10% officers have been given authority to deal with under delegated authority;
- b) Projects where KCC has undertaken statutory proposals which require a formal decision; and
- c) Expansion and new school proposals which now require KCC to agree to release the capital required to support the proposals.

1.2 This paper sets out the detail to enable a decision to be taken in respect of each project.

2. Category A Projects

2.1 Costs within the construction sector have risen significantly since the original estimates were made, with construction costs within late 2014 reaching unanticipated levels. Inflationary pressures continue and KCC is addressing these through endeavouring to secure contracts on a shared risk basis. 2015 inflationary pressures are continuing the upward trend, driven by skills shortages in the construction sector and raw material price demands.

2.2

Project	Cabinet Member Decision Date	Approved Budget	Revised Budget	Project Specific Reasons
Tunstall CEPS	15 May 2014	£4.82m	£7.1m	Design development, site investigations, highways works and abnormal costs
Kings Hill Academy	5 September 2014	£4.6m	£6.8m	Contamination removal (asbestos), ground conditions and temporary accommodation

3. Category B Projects

3.1 Portal House School

Electoral Division: Dover North - Mr Manion

On 19 December 2014 the Cabinet Member for Education and Health Reform decided to issue a Public Notice to expand Portal House School (a Special school) by 20 places from 1 September 2015, and allocate £8.5m from the Education and Young People's Services Capital Budget to support the rebuild and expansion of this school. Two objections were received to the Public

Notice (attached at Appendix 1), thus a separate decision is required to continue the proposal. Additionally, following submission of a planning application, significant redesign work has been required, resulting in a budget pressure. The current estimate has increased to £9m.

4. Category C Projects

4.1 Green Park Primary School

Electoral Division: Dover Town - Mr Cowan and Mrs Brivio

The Education Commissioning Plan identified a need to provide 0.5FE of permanent capacity in Whitfield or Dover Town from September 2015. Green Park Community Primary School is a “good” school as judged by Ofsted. The Governing Body has agreed to expand from 1.5FE to 2FE for September 2015. The governors also agreed to accommodate up to 15 additional pupils in each of Years 1 and 2. Forecasts for Dover Town suggest a deficit of Year R places will exist throughout the Plan period (up to -51 places), except in 2017-18 when 11 surplus places are forecast. In Whitfield a deficit is forecast throughout the Plan period (up to -17) places.

4.2 In line with the Prescribed Alterations to Maintained Schools (England) Regulations 2013 the Governing Body of Green Park Community Primary School carried out a consultation on a proposal to permanently expand the school. A copy of the Consultation Document is provided at Appendix 2. There is no requirement for a governing body to issue a public notice.

4.3 A total of 12 written responses were received by the Governing Body, 11 of which supported the proposal; one was undecided. While supporting the expansion, concerns were expressed about traffic congestion, and maintaining the quality of provision. A summary of the comments received by the Governing Body is provided at Appendix 3.

4.4 The Governing Body, at its meeting on 24 March, agreed to expand the school from 1.5FE to 2FE, with effect from 1 September 2015.

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

4.6 The views of the Local Members:

- Mr Cowan is in favour of the proposal to expand Green Park Community Primary School, as he believes that this proposal will enable more children to access their first preference place. He is concerned that traffic congestion in the mornings will worsen following the expansion but has pledged money from his Member’s grant in order to assess the potential to widen the road.
- Mrs Brivio is fully supportive of the proposal.

4.7 Financial Implications

a. Capital – The costs are expected to be well within the budget allocation in the capital programme of £1.4m.

b. Revenue – For the academic year 2015/16 protection will be provided for 15 pupils in Years R, 1 and 2 making a total pupil protected number of 45. For the academic years 2016/17 and 2017/18 the school will receive protection for 15 Year R pupils. For 2018/19 and 2019/20 there will be an entitlement to rising roll funding for the incoming Year R pupils. Funding will be allocated at the rate of £2,740 per pupil. In addition to this, for each of the additional three classrooms resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom set up costs.

c. Human – Additional staff will be appointed by the school as numbers increase, using the additional revenue funding it will receive.

4.8 New Primary School – Finberry, Cheeseman’s Green, Ashford
Electoral Division: Ashford Rural South - Mr Angell

The Commissioning Plan identified the need for a new two-form entry Primary school at Finberry, Cheeseman’s Green in the Ashford district. Our Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) identified a second need; that is for more specialist resource base provisions (SRBP) for pupils with Behavioural, Emotional and Social Needs (BESN).

4.9 The Local Authority sought promoters for the new academy and Stour Academy Trust were chosen by the Secretary of State for Education to promote the new school.

4.10 The academy will be established through a funding agreement with the Education Funding Agency (EFA) and open on land owned by the local authority.

4.11 The new school will also host a specialist resource based provision (SRBP) for up to 14 places for pupils who have greater difficulty learning as a result of Behavioural, Emotional and Social Needs (BESN). Stour Academy Trust will sign a Service Level Agreement (SLA) covering the SRBP.

4.12 An Equality Impact Assessment was completed as part of the process to seek Academy promoters. To date no comments have been received and no changes are required to the Equality Impact Assessment.

4.13 The view of the Local Member:
Mr Angell is fully supportive of the proposal.

4.14 Financial Implications

a. Capital – The total cost for the new school project is estimated to be £6 million. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

- b. Revenue
- i. Furniture and Equipment - £6,000 per classroom will be provided towards the cost of furniture and equipment. This will be given to the new school's leadership team for them to undertake procurement.
 - ii. Start up Costs: KCC will provide a budget of £50,000 for start-up costs which will typically commence from January through to 31 August prior to the new school opening on 1 September 2015. This is to cover the costs of employing appropriate staff. On opening, the new school will be funded directly by the Education Funding Agency.
 - iii. Pupil Growth Funding: In accordance with the Pupil Growth Policy established by KCC and its Schools' Funding Forum, the school will receive guaranteed funding as follows:
 - Year 1 - 90 pupils
 - Year 2 - 120 pupils
 - Year 3 - 150 pupils
- c. Human – The school will appoint additional teachers and support staff as required.

4.15 **The Judd School**

Electoral Division: Tonbridge – Mr R Long and Mr C Smith

The Tonbridge and Malling Section of the Education Commissioning Plan indicates that there will be a need for at least an additional form of entry within an existing grammar school by September 2016.

- 4.16 The Judd School is a Voluntary Aided Grammar School for boys, with a number of girls in the sixth form, situated in Tonbridge, Kent. There are around 1040 students aged 11-18, of whom nearly all go on to University. Judd School is consistently oversubscribed, graded outstanding by Ofsted and is ideally placed to accommodate the forecasted increase in demand – indeed the school has admitted an additional Y7 form (30 students) as a temporary “bulge” in September 2013 and 2014.

- 4.17 It is proposed to enlarge The Judd School taking the school from 4FE to 5FE permanently from September 2016. This will provide a balance between selective and non-selective school places in the locality. The school is undertaking its own consultation process in line with Regulations on alterations to maintained schools.

4.18 Financial Implications

- a. Capital – The enlargement of The Judd School includes the demolition of existing kitchen and part of the dining space and reinstatement of former external façade, erection of a new building providing four science labs and ancillary facilities, kitchen and a dining hall and the provision of nine additional car parking spaces and associated landscaping work. A feasibility study has been completed and the project has recently received planning approval. The total cost is estimated to be in the region of £3.5 million of which £2.5 million will be funded from the Basic Need Budget and the remainder being funded by The Judd School. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

- b. Revenue – The school will receive increased funding through the Delegated Budget on a ‘per pupil’ basis.
- c. Human – The school will appoint additional teachers and support staff as required.

5. Delegation to Officers

- 5.1 The officer Scheme of Delegation; under Appendix 2 part 4 of the Council’s Constitution, provides a clear and appropriate link between these decisions and the actions needed to implement these.

6. Recommendations

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 decision to approve the following capital projects, and allocate funding, from the Education and Young People’s Services Capital Budget, of the following amounts in order that the proposals may progress:

- (i)
 - a. A further £2.3m for Tunstall CE Primary School, Swale.
 - b. A further £2.2m for Kings Hill Academy, Tonbridge & Malling.
 - c. £9m to the rebuild and expansion of Portal House School, Dover.
 - d. £1.4m to the expansion of Green Park Primary School, Dover.
 - e. £6m to the building of Finberry School, Ashford.
 - f. £2.5m to the expansion of The Judd School, Tonbridge & Malling.
- (ii) To expand Portal House School by 20 places from 1 September 2015 as part of the project to rebuild the school on its current site.
- (iii) The Executive Scheme of Delegation for Officers set out in Appendix 2 Part 4 of the Constitution (and the directorate schemes of sub-delegation made thereunder) provides the governance pathway for the implementation of this decision by officers. In this instance, the Director of Property and Infrastructure Support to be the nominated Authority Representative with the relevant agreements and to enter into variation as envisaged under the contracts.

7. Background Documents

- 7.1 Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement 2015-2020

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>

- 7.2 Kent Commissioning Plan for Education Provision 2015-2019

http://www.kent.gov.uk/_data/assets/pdf_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf

7.3 Education Cabinet Committee report– 14 January 2014

<http://kent590w3:9070/documents/g5470/Public%20reports%20pack%2014th-Jan-2014%2010.00%20Education%20Cabinet%20Committee.pdf?T=10>

8. Contact details

Report Author

- David Adams
- Area Education Officer – South Kent
- Tel number: 03000 414989
- david.adams@kent.gov.uk

Relevant Director:

- Keith Abbott
- Director of Education Planning and Access
- 03000 416677
- keith.abbott@kent.gov.uk

**Objections received in response to the Public Notice
regarding the expansion of Portal House School**

Objection 1

I have tried to read further since attending your excellent presentation to St Margaret's at Cliffe's village residents in January to ascertain more clearly why there is a need to increase the existing 60 to 80 in September, 1015. The two commissioning plans on your web-site for 2013-2018 and 2015-2019 are very comprehensive documents with a wealth of information. I have attempted to find within them details of where the young men who attend Portal House originate from but have not succeeded to date. In my earlier lodged objection to the demolition and building anew on the site I covered a number of points in relation to this aspect and the proposed increase in pupil numbers. I do not wish to revisit those issues but one that has remained unanswered for me is where these pupils originate from. Some educationalists tell me that they are not local, others tell me that many come from beyond Kent. If so, I still remain unconvinced that the daily transport of these pupils is a best option for them.

In France, in my experience, children with special needs are much more integrated with the community. The community plays an active part in their welfare and well-being. An informed and involved community participates and has an interest in the welfare of all within it. Under KCC this does not seem to be a consideration. St.Margaret's residents play no part in these young men's on-going education. I am led to believe that these young pupils are being detrimentally transported twice daily and should be educated closer to home. Other agendas seem to be at play here. Please feel free to enlighten me differently.

Please record my objection to increasing school numbers under the present proposed application(s).

Objection 2

The issue of concern with enlarging the school, as raised by St Margaret's Parish Council, is the congestion in Sea Street at peak times during the school week. The adjoining primary school, along with Portal House School, put intense pressure during drop off/collect times on this sole access road into the village and the St Margaret's Bay. Large vehicles (delivery lorries, busses, farm vehicles, refuse lorries etc) combine with school traffic to reduce the road to single carriageway at numerous pinch points and there have already been instances of gridlock (apart from the usual delays) . The bus service carrying older children and workers depends on running to schedule and stagecoach has already raised concerns about operating here if congestion gets worse. Access by emergency vehicles can be seriously delayed. So these are real issues for us and you will find most villagers have strong feelings on

this. Every extra school place means another car (or more with extra staff) at this peak time. Has there been adequate impact study on this matter within this proposal? If the road access should worsen and affect the operation of the school, is this risk considered in the large capital outlay to rebuild?

If the Council are going to the great lengths and costs of rebuilding and enlarging the school, it seems extraordinary to choose a site in the centre of a village with narrow, congested access which will worsen the situation for the community as a whole.

The other major concern to many in and outside the village is the demolition of a building of architectural merit and historic value (heritage asset). I have been informed that this has recently been acknowledged by the Victorian Society, a respected body for this period of building, in a letter of opposition to the demolition written to Mrs Edwards in KCC Planning. This is particularly the case where the proposed replacement building (and its site detailing) lacks architectural merit for this location adjoining the conservation area. If the School needs upgrading, why not a refurbishment retaining the facades? In the hands of specialist consultants, this need not be more expensive (asbestos needs to be stripped out whether demolished or refurbished). However, whether a major refurbishment or rebuilding, the issues about congestion in my first email remain; this location is not the easiest or most suitable for a new, larger school.



Consultation on the proposal to expand Green Park Community Primary School.

16 February 2015 – 13 March 2015

The Governors of Green Park Community Primary School are pleased to bring you this proposal to expand the school from 315 places to 420 places.

About Green Park Community Primary School

Green Park CPS provides education for up to 315 children aged 4-11 years; we currently have 297 pupils on roll. The school is located between Dover Town and Whitfield and is therefore ideally placed to accommodate children from housing developments in Whitfield. It occupies a 3.8 hectare site so there is plenty of room to accommodate a two form entry school.

The school is rated Good by Ofsted and for 2014 there were 67 preferences for Reception places, resulting in the school taking in 46 Reception aged children in September 2014.

Why do we want to expand?

Kent County Council's Commissioning Plan (2015-19) showed pressure for school places in Dover Town, Whitfield and St Margaret's-at-Cliffe and identified the need to commission 105 permanent school places in Whitfield or Dover Town. KCC asked us to consider expansion and after careful reflection we are pleased to be consulting with all those affected.

The costs of the expansion would be met by KCC and permanent accommodation will be provided. We will work closely with KCC to ensure that building works are carried out safely and in a way which minimises disruption to pupils and staff during the project.

What do we want to do?

The Governing Body, in conjunction with KCC, is proposing to increase the school's published admission number from 45 to 60 with effect from September 2015. Thereafter, a further 15 Reception children will be admitted each year, thus taking six

years for the school to fully expand. This would bring the number of places at the school up to 420.

We now ask you for your views on this proposal as we look to plan for the future.

How you can respond to this consultation

We are consulting with parents, local schools and the community about the proposal. The consultation will start on 16 February 2015 and end on 13 March 2015.

The Governors and KCC hope that all stakeholders and interested parties will make their views about this proposal known.

You can respond in one of three ways:

- complete the response form and send it to the school or hand it into the school office.
- write a letter and send it to the school or hand it into the school office.
- email your response to: office@greenpark.kent.sch.uk
- or to school.consultations@kent.gov.uk

Parents are asked to complete only one form, even if you have more than one child at the school. Please return your form by 11am on 13 March at the latest.

There will be a drop in session on 3rd March at 4pm-6pm in the school hall. This will be an opportunity for you to hear more about the proposal, to ask questions of the Governors, Headteacher and KCC staff and to make your views known.

How will a decision be reached?

Following the consultation period the Governing Body will meet to consider the responses to the consultation and will then make a decision about permanent expansion of the school.

How to give your views

Complete and return the response form to:

Green Park CPS, The Linces, Buckland, Dover CT16 2BN or
David Adams, Area Education Officer, Kroner House, Eurogate Business Park,
Ashford, Kent. TN24 8XU

Come to the Drop-in session at Green Park CPS on 3 March at 4.00pm-6.00pm

Email your comments to: office@greenpark.kent.sch.uk

or to: school.consultations@kent.gov.uk

(We will note all you say but will not be able to respond individually to response forms, letters or emails.)

This document was produced by the Governing Body of Green Park Community Primary School, with support from Kent County Council.

The Linces
Buckland
Dover
CT16 2BN
01304 822663
headteacher@greenpark.kent.sch.uk
www.greenpark.kent.sch.uk



Outcomes of the Consultation with Parents regarding the proposed expansion of Green Park School March 2015.

In accordance with KCC procedure, a consultation letter and questionnaire was sent to all parents on Friday 13th February. On Tuesday 10th March 2015, an open meeting was held at the school to discuss any issues with concerned parties.

The school received 12 responses to the questionnaires. 4 parents attended the consultation meeting.

Summary of responses:

Question	Number of responses	Breakdown of responses
Do you agree with the proposal?	12	Yes- 11 No- 0 Undecided-1
Which of the following best describes you?	12	Parent of a child currently attending the school- 12

The following comments were attached to the questionnaires:

- I think it's brilliant that the school is to expand and that more children will benefit from the excellent teaching and pastoral care provided at Green Park.
- I do worry about the traffic congestion.
- Whilst we are happy for the school to expand and allow more children to benefit from the level of excellent teaching, we would like to have it considered that this level of teaching is maintained so that the quality of teaching which is observed now does not get compromised by growth.
- My 2 concerns are –1) Teachers' and TAs' ability to cope with the increase in number of children and provision/resources required. 2) Increase in congestion/traffic, when is already high in the area.
- Excellent idea for a popular school, would be great to see the school expanding.
- I agree that we need more school places however, I feel that Green Park has a long way to go to be able to cater for 420 pupils:
 - School entrance is not big enough.
 - Too many dogs at the school gates.
 - Road leading to and from the school not wide enough and too many parked cars.
 - Communication- whilst there is an improvement since my child started, it could be better as there is a lot I don't know about.
 - Not enough room in after school activities.

At the public meeting, concerns were raised regarding the road leading to the school and the congestion at home time. Possible solutions to this issue were discussed such as widening the road, moving the bus stop, creating an additional walking bus and staggering the end of day times.

This page is intentionally left blank

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

To: Education and Young People's Services Cabinet Committee 8 July 2015

Subject: Amalgamation of Murston Infant School and Murston Junior School, Sittingbourne: Proposal to discontinue Murston Infant School and Murston Junior School and establish a single, 1.5FE Community Primary School and maintained Nursery unit.

Classification: **Unrestricted**

Past Pathway Paper: None

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Swale East – Andrew Bowles

Summary: This report provides information on the proposal to amalgamate Murston Infant School and Murston Junior School by closing the current Infant and Junior Schools and establishing a 1.5FE, single Community Primary school and maintained Nursery unit for children aged 3 to 11 years.

Recommendations:

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 decision to amalgamate Murston Infant and Junior schools following consideration of the results of the outcome of the consultation and agree to:

- (i) Issue a public notice to discontinue Murston Infant School and Murston Junior School and establish a 1.5FE, single Community Primary school and maintained Nursery unit on 1 September 2016.

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

- (ii) Make recommendations to the Schools Adjudicator for determination for implementation on 1 September 2016.

1. Introduction

1.1 Kent County Council, with the support of the Governing Bodies of Murston Infant School and Murston Junior School, are proposing to amalgamate the schools to become a 1.5FE, single Community Primary school and maintained Nursery unit, for children aged 3 to 11 years.

1.2 Murston Infant School and Murston Junior School are two separate schools serving the Murston Ward of Sittingbourne. Both schools are popular Community schools. Currently Murston Infant School has 134 pupils on roll and the Murston Junior School has 164 pupils on roll.

1.3 Murston Infant School and Murston Junior School are situated on adjacent sites.

- 1.4 Murston Junior School was judged to require improvement by Ofsted in December 2014. The subsequent monitoring visit conducted by Ofsted in February 2015 found that senior leaders and governors were not taking effective enough action to tackle the areas requiring improvement following the inspection in December. However Ofsted considered that the Headteacher and staff were working hard to bring about improvements and that there were some aspects where the actions taken were beginning to make a positive difference.
- 1.5 Murston Infant School was inspected in January 2013 and judged as good by Ofsted. Currently there is an Acting Headteacher in post and the Governors believe that there is therefore an opportunity to review the leadership and governance arrangements.
- 1.6 The Governing Bodies of Murston Infant School and Murston Junior School view this proposal as a natural progression, which will secure benefits for staff and pupils. The Kent Commissioning Plan's recommendation for linked Junior and Infant schools is "when the opportunity arises the local authority will consider the possibility of either amalgamation of separate infant and junior schools into a single primary school or federation of the schools."
- 1.7 Both Governing Bodies have confirmed in writing their agreement to proceed with public consultation on the proposal to amalgamate the two schools.
- 1.8 Public consultation is now underway and will conclude on 15 July 2015. The Governing Bodies agreed that one public meeting should be held and this took place at the Junior school on Thursday 2 July, chaired by Leyland Ridings.
- 1.9 If following consideration of the responses to the consultation the Cabinet Member agrees to issue a public notice, it is planned that the four week notice period would be 11 September to 8 October 2015. Following the end of the notice period, details of the proposal together with the consultation information and Cabinet Member recommendation, would be forwarded to the Schools Adjudicator for a determination.
- 1.10 A Temporary Governing body would be set up to take forward the process to establish the new school, including the recruitment of a new Headteacher.

2. The Proposal

- 2.1 It is proposed that the two schools will amalgamate and a new 1.5FE Primary school and maintained Nursery unit will be established with effect from 1 September 2016. Both predecessor schools would be discontinued from 31 August 2016.
- 2.2 Currently the Published Admission Number (PAN) for each school is 45 and this would be the PAN for the new Primary school. The two schools have an admission link and the current oversubscription criteria for both schools would remain the same for the new Primary school, in line with other Community schools.
- 2.3 It is proposed that the new Primary school would continue to operate over both sites. Consideration is being given to options to improve access between the two sites and in the longer term the Local Authority will pursue opportunities for future

building work that would allow the infant phase to be accommodated on the junior site.

- 2.3 The consultation document together with the Equalities Impact Assessment can be found at www.kent.gov.uk/schoolconsultations

3. Financial Implications

a. Capital

- i. The proposals can be implemented without the need for significant capital expenditure as the new Primary school could operate as an all-through school on the existing Infant and Junior school sites. Feasibility is currently being carried out on ways of providing a link between the two sites, to enable easier access for the pupils and staff.

b. Revenue

- ii. As a result of an amalgamation the two predecessor schools will become one school and consequently this would result in the removal of one of the lump sum funding allocations (£120,000). The amalgamated school would continue to be funded at 100% of the two lump sums for the remainder of the 2016/17 financial year from September 2016 to March 2017. The School and Early Years Finance (England) Regulations 2013 provide funding protection for amalgamating schools for the first academic year. Therefore, it is proposed that protection will be provided on the lump sums at 85% from April 2017 to March 2018. ($2 \times £120,000 \times 85\% = £204,000$). From April 2018 the amalgamated primary school would receive one lump sum, currently £120,000.

c. Human

- iii. The staff consultation process will be carried out in parallel with the public consultation.

4. Policy Framework

- 4.1 This proposal will help to secure our ambition “to ensure that Kent’s young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy” as set out in ‘Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement (2015-2020)’.

- 4.2 This proposal is also aligned to Kent County Council’s commitment to maximising the educational opportunities for children as set out in the Kent Education Commissioning Plan 2015-2019, which recommends the consideration of the amalgamation of separate infant and junior schools to provide all-through Primary schools where appropriate because of the benefits they offer.

5. Views

The view of the Director Quality and Standards

- 5.1 The Director Education Quality and Standards supports the proposal and believes amalgamation is the best approach to secure improved standards for the pupils of Murston. The benefits of considering this proposal include greater consistency of approach to teaching and learning from ages 3 to 11; seamless monitoring of pupil progress from ages 3 to 11; increased potential for strong leadership and governance and continuity of experiences for young children.

The view of the Director Planning and Access and the Area Education Officer

- 5.2 The Director Planning and Access and the Area Education Officer for East Kent consider that the most appropriate solution to securing and sustaining outstanding education provision for both infant and junior age ranges at Murston Infant School and Murston Junior School is to have a single all-through Primary school.

6. Conclusions

- 6.1 The Governing Bodies of Murston Infant School and Murston Junior School view this proposal as a natural progression, which will secure benefits for staff and pupils. Furthermore, this proposal is aligned to Kent County Council's commitment to maximising the educational opportunities for children as set out in the Kent Education Commissioning Plan 2015-2019, which recommends the consideration of the amalgamation of separate infant and junior schools to provide all age Primary schools, where appropriate, because of the benefits they offer including better continuity of learning.

7. Recommendations

Recommendations:

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 decision to amalgamate Murston Infant and Junior schools following consideration of the results of the outcome of the consultation and agree to:

- (i) Issue a public notice to discontinue Murston Infant School and Murston Junior School and establish a 1.5FE, single Community Primary school and maintained Nursery unit on 1 September 2016.

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

- (ii) Make recommendations to the Schools Adjudicator for determination for implementation on 1 September 2016.

8. Background Documents

- 8.1 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020.

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>

8.2 Kent Commissioning Plan for Education Provision 2015-2019

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/education-provision>

8.3 Consultation Document and Equalities Impact Assessment

www.kent.gov.uk/schoolconsultations

9. Contact details

Report Author:

- Marisa White, Area Education Officer –East Kent
- Tel number: 03000 413214
- marisa.white@kent.gov.uk

Relevant Director:

- Keith Abbott, Director of Education Planning and Access
- Tel number: 03000 417008
- keith.abbott@kent.gov.uk

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

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

**To: Education and Young People's Services Cabinet Committee -
8 July 2015**

Subject: Closure of Furness School and Expansion of Broomhill Bank

Electoral Division: Swanley, Mr Robert Brookbank

Summary: This report provides an update to the Education and Young People's Services Cabinet Committee regarding the closure of Furness School and the expansion of Broomhill Bank Special School on the same site.

Recommendation: The Cabinet Committee is asked to note the update and the progress achieved in developing provision for the future on the Furness site for pupils with ASD (autistic spectrum disorder) needs.

1. Background

1.1 The consultation and closure of Furness Special School has been managed within the rules and regulations for closing a Special school. Nevertheless, there had been some uncertainty surrounding the future education provision for the students currently attending the school. During the closure consultation, KCC and the Kent Association of Special Schools (KASS) agreed an alternative proposal to maintain continuity of educational provision for the students and their parents/carers and ensure that sufficient ASD provision was maintained in North West Kent. In addition, the County council believes – in accordance with SEND strategy and the Commissioning Plan for Education – in the importance of provision, including Special a school provision, for high functioning ASD students in West Kent.

1.2 Following the expiry of the Public Notice to close Furness School, for the reasons set out in a previous report to this Cabinet Committee, the Cabinet Member for Education and Health Reform determined that the school should close from 31 August 2015.

1.3 In addition to the decision to proceed with the closure of Furness, the Cabinet Member for Education and Health Reform also determined that a consultation be undertaken for Broomhill Bank School to expand onto the Furness School site with effect from 1 September 2015.

1.4 Broomhill Bank is a co-educational Foundation Special School, catering specifically for students with communication and interaction difficulties (C&I) who have a Statement of SEN and are likely to benefit from a place in a Special school. Students eligible for places usually have a diagnosis of Autism Spectrum Disorder, Asperger's Syndrome or other significant social communication difficulty, such as pervasive developmental disorder, and/or severe receptive or expressive language impairment or disorder. Following an Ofsted inspection in December 2013, Broomhill Bank was judged to be a 'good' school.

2. Progress with the Expansion of Broomhill Bank School

2.1 The statutory process requires that, following a Public Consultation and subsequent consideration by KCC Committee, time must be allocated for a public notice, scrutiny, an appeal period or Secretary of State or School Adjudicator intervention. Although technically just achievable, it was felt that it would be unwise to compress this process.

2.2 A more appropriate way forward has been to invite Broomhill Bank School to expand on the Furness site on a temporary basis and agree to undertake the statutory consultation process sometime after 1 September 2015. Broomhill Bank School have agreed this approach as being the most appropriate way to ensure the continuity of education for the students currently attending Furness School.

Roll Numbers

2.3 Broomhill Bank School has a current maximum designation of 136 students, with an anticipated roll of 115 for September 2015. This would leave 21 student places available, keeping inside the terms of the designation. These places can be commissioned on the site currently occupied by Furness School without any consultation.

2.4 If more places are required at the beginning of the 2015/16 academic year, then Schedule 2 of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 states that up to 10% additional students can be enrolled without consultation. The result is that under the current designation, Broomhill Bank School can enrol, across two sites, a maximum of 149 students. The same legislation indicates that up to four boarders may be enrolled without consultation.

Broomhill Bank School Expansion

2.5 The school has indicated that it has plans to expand beyond those facilitated by the availability of the Furness School site. The eventual aim is for the school to be designated as offering 210 places for ASD and communication needs with up to 24 places being designated as residential. It would be efficient for the consultation to include any additional designation that the governors wish to see implemented.

Progress

2.6 Good progress has been made in ensuring there will be continuity of provision on the current Furness site in September. Since the end of March 2015, KCC officers have met regularly with Broomhill Bank and representatives from Furness to plan and implement the proposed expansion.

2.7 On 13th May 2015 Leaders from Broomhill Bank, a KASS representative and the Area Education officer met with parents of current Furness pupils to outline the plans for the expansion and to explain how they may be affected. This was extremely well received and parents were subsequently invited to visit Broomhill Bank to see how the school operates.

2.8 During the week commencing 1st June, members of the Broomhill Bank Leadership Team met with Furness staff to explain the plans. All posts, both teaching and non-teaching, have initially only be available for Furness staff to apply for and temporary contracts have been offered in the first instance, until the formal agreement to proceed with permanent expansion is made. Broomhill Bank will ensure all posts are covered for September, but it should be noted that in the first instance it may be necessary to utilise supply or agency staff.

2.9 On Wednesday 24th June, the Governing Body of Broomhill Bank formally agreed to proceed with the expansion. This now means that the statutory consultation to change the designation of the school will definitely commence in September 2015.

3. Timetabling

3.1 While there is no legal requirement for any consultation, as the school roll across both sites does not exceed 149 students and the number of boarding students does not exceed four, the Cabinet Member for Education and Health Reform has agreed that there will be a consultation and subsequent Public Notice.

As a Trust school, the consultation will be owned by the Governors of Broomhill Bank School. We propose the following timetable in the weeks commencing with these dates:

- 7 Sept 2015 – Begin Public Consultation
- 14 Sept 2015 – Public Meeting
- 5 Oct 2015 – Close consultation
- 12 Oct 2015 – Governors to consider results and determine next action
- 26 Oct 2015 – half term week.
- 2 Nov 2015 – Governors issue public notice
- 30 Nov 2015 – Public Notice expires
- 7 Dec 2015 - Governors to make final determination.
- 1 Jan 2016 – Decision enacted

The school's consultation will be supported by KCC.

4. Recommendation:

The Cabinet Committee is asked to note the update and the progress achieved in developing provision for the future on the Furness site for pupils with ASD (autistic spectrum disorder) needs.

5. Contact details

Report Author:
Ian Watts
Area Education Officer – North Kent
Tel number: 03000 414302
ian.watts@kent.gov.uk

Relevant Director:
Keith Abbott
Director of Education Planning and Access
03000 416677
keith.abbott@kent.gov.uk

This page is intentionally left blank

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

To: Education and Young People's Services Cabinet Committee – 8 July 2015

Subject: Proposed alternations to Five Acre Wood School and Holmesdale Technology College

Classification: Unrestricted
 Past Pathway of Paper: Education Cabinet Committee – 4 December 2013;

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Malling North and Maidstone South: Sarah Hohler; Brian Clark in the previous decision for Five Acre Maidstone East , Ian Chittenden was listed with B Clark for Five Acre

Summary: This report sets out the results of the public consultation of proposed changes to Five Acre Wood School (Maidstone) and Holmesdale Technology College (Tonbridge and Malling)

Recommendations: 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 decision to:

- (i) Issue a public notice to:
 - Increase the designated number of places offered at Five Acre Wood School, Boughton Lane, Maidstone ME15 9QF from 275 to 330 places for 4 January 2016
 - Establish a Satellite provision at Holmesdale Technology College, Malling Road, Snodland ME6 5HS for 70 students with moderate to severe learning difficulties for 4 January 2016.
 - Alter the lower age range at Five Acre Wood School, Boughton Lane, Maidstone ME15 9QF to include nursery provision for 1 September 2016.

And, subject to no objections to the public notice not already considered:

- (ii) Implement the proposals according to the dates identified above
- (iii) Allocate £495,000 from the Basic Need Budget
- (iv) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

1. Introduction

- 1.1 Kent County Council's strategy for children and young people with special educational needs and who are disabled (SEND) identified the need to add capacity across the county. The SEND Strategy shows how we will be creating 209 extra places in special schools and 164 in mainstream schools.
- 1.2 As the strategic commissioner of school provision, the Local Authority has a duty to ensure that there are sufficient school places for the residents of Kent. This duty applies to special school provision, as well as mainstream settings. These proposals reflect KCC's aspirations to increase the number of SEN school places across the County, as set out in Kent's Commissioning Plan for Education Provision in Kent 2015-19.
- 1.3 The numbers of children with profound, severe and complex needs (PSCN) is increasing which has resulted in pressure on places in Kent. Equally, the numbers have continued to increase at Five Acre Wood School which indicates strong parental preference. Capacity constraints at the school have restricted its ability to grow. KCC is investing in a significant capital project to update the existing facilities and expand the school. It is intended that the expansion of Five Acre Wood School would happen over a period of three years with the number on roll growing incrementally over this time.
- 1.4 KCC recognises the significant importance given to parent/carer views in the Students and Families Act reforms of SEN and Disabilities which came into force from September 2014 and has looked to ensure they are involved in shaping and influencing strategic decisions that affect their students and young people. Therefore, we undertook a consultation with parents at Five Acre Wood School, Holmesdale Technology College and a full range of stakeholders on the proposals to (i) increase the designated number of places offered by Five Acre Wood School from 275 to 330 places for 4 January 2016; (ii) create a Satellite provision at Holmesdale Technology College for 4 January 2016; and (iii) to alter the lower age range at Five Acre Wood for September 2016.

Proposal to increase the designated number of places offered by Five Acre Wood School from 275 to 330 places from January 2016

- 1.5 In order to enable our two related proposals we need to increase the total designated number of places offered at Five Acre Wood. This does not mean that 330 places will be solely based at the Five Acre Wood School site in Maidstone. These proposals would enable the school to formally operate from three sites in West Kent and increase the offer to its students.

Number of places

Provision	Number of places
4-16 year olds at the Five Acre Wood Maidstone site	230
Nursery provision at the Five Acre Wood Maidstone site	15
Satellite for KS1 & KS2 Pupils at East Borough Primary School	15
KS3/KS4 places at Holmesdale Technology College	30
KS5 places at Holmesdale Technology College	40
Total	330

Proposal to alter the lower age range at Five Acre Wood School, Boughton Lane, Maidstone ME15 9QF to include nursery provision for 4 January 2016

- 1.6 Unlike other district PSCN schools pupils are only able to be admitted to Five Acre Wood School at statutory school age. In order to address this issue and provide early identification and support KCC is proposing to expand the age range to include nursery provision. Five Acre Wood School also provides outreach support to schools in the Maidstone area and thereby increasing the age range of the Five Acre Wood School will provide a broader range of advice and specialist offer.

Proposal to establish Satellite provision at Holmesdale Technology College, Malling Road, Snodland ME6 5HS for 70 students with moderate to severe learning difficulties for 4 January 2016

- 1.7 It is anticipated that the second part of this proposal will, in part, provide continuity of provision for primary aged children who would have benefitted from the establishment of the Satellite provision at East Borough Primary School. A significant number of Five Acre Wood students have been taught in accommodation at Aylesford School – Sports College. However, this facility does not offer the physical capacity to host Key Stage 3 and 4 provision nor is able to offer any increase in numbers of post-16 students as the demand for Five Acre Wood School increases.
- 1.8 Holmesdale Technology College is recognised as ‘good’ by Ofsted. It is a trust school and technology college which brings a wealth of opportunity to enrich students’ learning. Holmesdale offers a full range of GCSEs and ensures that all its students are well placed to realise their aspirations. KCC undertook a statutory proposal last year to create a Specialist Resource Base Provision (SRBP) for pupils with a Statement of Educational Needs or Education Health and Care Plan for Autistic Spectrum Disorder (ASD). The Local Authority recognises that the school has already invested in developing its staff expertise to create an inclusive environment across the whole school.
- 1.9 Creating a Satellite provision at Holmesdale Technology College will provide provision from Years 7 to post-16 from one location. It is anticipated that this proposal will enable KCC to establish a high quality hub which can encompass leadership and management from Five Acre Wood School as well as class bases.

Students currently attending Aylesford School/displaced students

- 1.10 Currently the school’s provision for pupils over the age of 16 is located on the site of Aylesford School, a mainstream secondary school some distance away from the main school. There are 30 pupils that attend this provision. An analysis of transport provision has been undertaken. On average students will be required to travel an additional 2.6 miles from their home address to the proposed provision at Holmesdale Technology College. There are a small number of pupils who will not be eligible for transport as the new provision is less than 3 miles from their home address. Five Acre Wood will work with parents to ensure suitable arrangements are in place.

- 1.11 A statutory proposal was undertaken in 2014 to establish a SRBP for up to 12 children with a statement of SEN or Education, Health and Care Plan equivalent for ASD. The proposals set out in this paper do not affect the SRBP and there are no plans to transfer pupils from the roll of Holmesdale Technology College to Five Acre Wood.
- 1.12 This report sets out the results of the public consultation, which took place between 18 May 2015 and 19 June 2015. Two drop-in information sessions for parents were held on 4 June 2015 at Holmesdale Technology College and 8 June 2015 at Five Acre Wood School.

2. Financial Implications

- a. Capital – On 27 September 2013 the Education Cabinet Committee received a paper on the Targeted Basic Need projects and the Committee resolved to endorse the decision to be taken by the Cabinet Member for Education and Health Reform on the proposed decisions to expand and refurbish and build schools in the identified areas. A further decision, number 14/0078 was taken by the Cabinet Member for Education and Health Reform on 11 August 2014 to allocate £1.726 million from the Targeted Basic Need budget and £12million from the Basic Need Budget.

The new proposals to make a further prescribed alternation to Five Acre Wood School and Holmesdale Technology College by creating a secondary Satellite provision for up to 70 students on the Holmesdale Technology College site will require the reconfiguration of existing teaching rooms to make provision for specialist teaching spaces. The works include the refurbishment of all mobiles and the Wolfe Building to provide 5 classrooms, common room with food technology, staff areas, break out space, a care suite and adequate toilet provision. The capital costs associated with this new proposal are in the region of £495,000.

- b. Revenue - The schools delegated budget will be allocated for an agreed number of commissioned places in accordance with the Place Plus High Needs funding methodology.
- c. Human – Five Acre Wood School will appoint additional teachers, as the school size increases and the need arises.

3. Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2015-2020) Policy Framework

- 3.1 These proposals will help to secure our ambition “to ensure that Kent’s young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy” as set out in ‘Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement (2015-2020)’
- 3.2 These proposals reflect KCC’s aspirations to increase the number of SEN school places across the County, as set out in Kent’s Commissioning Plan for Education Provision in Kent 2015-19.

4. Consultation Outcomes

- 4.1 Approximately 1,500 hard copies of the public consultation document were circulated, which included a form for written responses. The consultation document was distributed to parents/carers, staff and governors of both schools, County Councillors, Member of Parliament, the Diocesan Authorities, local library, the Borough Councils for the Maidstone and Tonbridge and Malling Districts, and others, in accordance with the agreed County policy. The document was posted on the KCC website and the link to the website widely circulated. An opportunity to send in written responses using the response form, email and online was provided.
- 4.2 Following the closure of the consultation period 22 positive responses were received, 6 were negative and 5 were undecided bringing the total to 33 responses. A summary of written responses is attached at Appendix 1.

5. Views

- 5.1 The Local Members for Maidstone South, Malling North and Malling Rural North East have been consulted about these proposals. Mrs Hohler, Member for Malling North has expressed her full support.

The View of the Headteacher and Governing Body of Five Acre Wood School

- 5.2 The Governing Body of Five Acre Wood School, unanimously support the proposals outlined in the public consultation because:
- The provision of a KS3 and KS4 satellite at Holmesdale will offer continuity of provision for the pupils attending the KS2 satellite provision at East Borough Primary School. This enables Five Acre Wood to offer increased opportunities for pupils and students. The move to Holmesdale will also accommodate the growing 6th Form, as our numbers increase, which Aylesford Sports College are unable to accommodate.
 - As the only PSCN school currently without an Observation and Assessment/Nursery provision in Kent, this provision will ensure equality across all Kent areas for children with disabilities.
 - The increase in pupil numbers will mean that more children within the Maidstone area are able to access Specialist Provision

The view of the School Principal and Governing Body of Holmesdale Technology College

- 5.3 The Principal at Holmesdale Technology College (HTC) has given her full support for the Five Acre Wood (FAW) satellite as described in the current consultation documentation. She supports the proposal because it further develops the inclusive nature of HTC. The HTC site has capacity for the students to have a separate provision due to the departure of Adult Education and the Grange Park 6th form provision. She recognises the potential for wider school networking and staff training due to FAW's success already with students with moderate and severe learning difficulties.

The Governing Body of the Malling Holmesdale Federation (which includes Holmesdale Technology College) met on Wednesday 20th May 2015 to discuss the proposals outlined in the public consultation and approved the proposal. The Governing Body are fully supportive of the proposal because:

- HTC students would benefit ultimately through shared teaching practice strategies across the 2 schools which may support SEN students within the host school.
- There would be advantages for the SENCO and ASD students attending the HTC ASD provision
- FAW students would benefit from accessing a mainstream school for specialist teaching resources
- FAW students would retain the support of their own trained staff in the designated area of the Wolfe Centre.
- HTC would benefit from additional income for a fixed period at which point provision may be assessed and analysed from impact within both schools prior to further renewal.
- Due to departure of 2 tenants; Adult Education and Grange Park 6th form there is space to offer a designated area within the HTC site for diversifying the community again within the school site.

The View of the KCC Head of SEN Assessment and Placement

- 5.4 Through their children's individual assessments and discussion about placements, a number of parents and carers have asked the Council to provide the broadest range of provision so that they have a choice of a local school. They also wish to ensure the staff in the school have received the training and support needed to understand what can act as a barrier to learning. Where we have already developed satellite provision for some primary aged pupils from Five Acre Wood, this investment has already increased choice for families. We want to further increase this and offer continuity at secondary provision, through post 16 education. Partnership working between mainstream and special schools enables both schools and their pupils to benefit from greater expertise, improving outcomes for all learners with special educational needs.

The View of the Area Education Officer:

- 5.5 The Area Education Officer for West Kent fully supports this proposal to provide high quality places for students with special educational needs in the Maidstone/Malling area. Holmesdale Technology College has an inclusive and welcoming ethos. Five Acre Wood is recognised for its expertise in providing outreach support to mainstream schools. There are clear benefits to both schools through this partnership.

6. Proposal

- 6.1 These proposals are set out in accordance with Section 19 of the Education and Inspections Act 2006 that Kent County Council intends to make prescribed alterations to:
- Increase the designed number of places offered at Five Acre Wood School, Boughton Lane, Maidstone ME15 9QF from 275 to 330 places for 4 January 2016

- Establish a Satellite provision at Holmesdale Technology College, Malling Road, Snodland ME6 5HS for 70 students with moderate to severe learning difficulties for 4 January 2016.
- Alter the lower age range at Five Acre Wood School, Boughton Lane, Maidstone ME15 9QF to include nursery provision for 1 September 2016.

6.2 The proposed alterations to Five Acre Wood School and Holmesdale Technology College are subject to KCC statutory decision making process and planning.

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

7. Delegation to Officers

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

8. Conclusions

8.1 This proposal will create an additional 55 places at Five Acre Wood School for students in line with Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 Policy Framework' and the 'Commissioning Plan for Education – Kent' (2015 – 2019).

9. Recommendations

Recommendations: 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 decision to

- (i) Issue a public notice to:
- Increase the designed number of places offered at Five Acre Wood School, Boughton Lane, Maidstone ME15 9QF from 275 to 330 places for 4 January 2016
 - Establish a Satellite provision at Holmesdale Technology College, Malling Road, Snodland ME6 5HS for 70 students with moderate to severe learning difficulties for 4 January 2016.
 - Alter the lower age range at Five Acre Wood School, Boughton Lane, Maidstone ME15 9QF to include nursery provision for 1 September 2016.

And, subject to no objections to the public notice not already considered

(ii) Implement the proposals according to the dates identified above

(iii) Allocate £495,000 from the Basic Need Budget

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

10. Background Documents

- 10.1 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 <http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>
- 10.2 Kent Commissioning Plan for Education Provision 2015-19
http://www.kent.gov.uk/__data/assets/pdf_file/0018/16236/Commissioningplan-for-education-provision-in-Kent-2015-2019.pdf
- 10.3 Consultation Document and Equalities Impact Assessment
www.kent.gov.uk/schoolconsultations
- 10.4 Strategy for Children & Young People with Special Educational Needs and Disabilities <http://www.kent.gov.uk/about-the-council/strategies-and-policies/childrensocial-care-and-families-policies>

11. Report Author

- Jared Nehra, Area Education Officer – West Kent
- Telephone: 03000 412209
- Email: Jared.nehra@kent.gov.uk

12 Relevant Director

- Keith Abbott, Director of Education Planning and Access
- Telephone: 03000 417008
- Email: Keith.abbott@kent.gov.uk

Summary of written responses

Proposals to:

- Increase the designed number of places offered at Five Acre Wood School, Boughton Lane, Maidstone ME15 9QF from 275 to 330 places for 4 January 2016
- Establish a Satellite provision at Holmesdale Technology College, Malling Road, Snodland ME6 5HS for 70 students with moderate to severe learning difficulties for 4 January 2016.
- Alter the lower age range at Five Acre Wood School, Boughton Lane, Maidstone ME15 9QF to include nursery provision for 1 September 2016.

Consultation documents (hard copies) distributed: 1500

Responses received: 33

	Support	Against	Undecided	Total
Parents/Carers	10	6	3	19
Governors	2			2
Members of Staff	9			9
Other Interested Parties	1		2	3
Total	22	6	5	33

In support of the proposal

Parents/Carers

Agree

- It is important that these pupils with moderate learning difficulties are integrated within the main stream pupils so there is a better understanding and attitude of/towards their situation. It will also help teachers and pupils to assist them.

Governors

Agree

- Hopes that all the special adaptations for toilet facilities will be in place before any students attend HTC
- Suggests changes to future consultation documentation

Other Interested Parties

Agree

- Maidstone Mencap Charitable Trust Ltd has been providing a service for pre-school children with learning disabilities for almost 50 years. We are delighted to hear that Five Acre Wood School is proposing to include nursery provision and feel this is a positive development for children and their families. Cobtree Playschool currently has a very long waiting list and unfortunately will be unable to accommodate all those applying. The additional 15 spaces to be offered at Five Acre Wood will ensure there is a place for all children needing specialist provision and a high level of support. It will also ensure that parents and carers have a choice of setting.

- We feel we have had a good working relationship with Five Acre Wood School, our aims for the future will be to continue our partnership and to work together with Five Acre Wood in providing an Early Years' service that complements and supports their new nursery provision.
- As an established charity providing services for children and young adults aged from 0 to 25 and beyond, Maidstone Mencap would welcome the opportunity to meet with the Five Acre Wood management team so we can build on and develop our strong working relationship. This can only be of benefit to the children and families we wish to support.

Undecided/did not indicate whether in support or against

Parents

- I am confident there will be an increase in teaching staff to accommodate this, I am hugely doubtful there will be any increase in therapists to meet the needs of the increase in pupils. There has been no increase in therapists in the time my child has been there to meet the initial increase in pupils and has obviously led to a much reduced therapy service for the children, which is a constant issue for parents.
- While I am happy the staff at school try their best, it is an impossible task to expect them to provide a good level of therapy for the increase in children and all that happens is that each child gets seen less and less by therapists. KCC needs to meet all needs of special needs children and this means an increase in the therapy staff as well as the teaching staff.
- Comments seeking clarification on guidelines for those children who will go to Holmesdale; transition arrangements especially for a child who has never changed classroom or school.
- Request opportunity to consult individually on a change of school as impact on quality of life. How will it affect school transport, when will be informed of who will be going to the unit and at what stage?

Other Interested Parties

- North Loose Residents Association & Neighbourhood Planning Forum have no adverse comments to submit.

Against the proposals

Parents

- Concerned Holmesdale Technology College would not have enough resources and funding to run and cope with the Satellite provision.
- Worried daughter's education would suffer.
- Holmesdale is a large school with lots of pupils, concerned dining area would not cope as it gets busy at break and lunch time.
- Concerned that any child with a different learning disability will be picked on.
- Reason for move not really explained, poor timing for students with Autism who do not cope well with change.
- Concerns about transition arrangements

Other Interested Parties

- For the last few years, a significant number of pupils travel to and from the site in taxi's and private hire vehicles including minibus sized vehicles. A large proportion of these use the rural roads linking with Parkwood / Sutton Road to avoid congestion at the Boughton Lane and Wheatsheaf junctions. Normal parents also use this, adding to vehicle density.
- These rural lanes are single track or very winding (or both), and already stretched beyond capacity at these times. Because the vehicles tend to exit in multiple numbers, if you are travelling in the opposite direction you can be forced to reverse several times before making a small distance, and having to do it again and again. Tempers fray, and often no progress will be made as neither vehicle at the head of each queue can give way unless multiple vehicles behind decide to reverse one by one.
- I am one of the few residents along the worst and narrowest stretch (and in the mornings have tried and failed to get out of my drive up to seven times, each time having to reverse as another vehicle appears round the bend. Equally after school pick up I can often see my driveway, but cannot reach it due to the volume of traffic coming away from the school.
- I doubt this will influence you in your decision in any way - traffic concerns seem to be dismissed by authorities as a minor concern. However, I invite you to stand and observe the traffic flow over a couple of days on my stretch, and ask yourself honestly if the number of new vehicles you generate is in any way reasonable.

This page is intentionally left blank

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

15/00061

For publication

Subject: Proposal to make a prescribed alteration to Five Acre Wood School and Holmesdale Technology College

Decision:

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

- (i) Issue a public notice to:
- Increase the designed number of places offered at Five Acre Wood School, Boughton Lane, Maidstone ME15 9QF from 275 to 330 places for 4 January 2016
 - Establish a Satellite provision at Holmesdale Technology College, Malling Road, Snodland ME6 5HS for 70 students with moderate to severe learning difficulties for 4 January 2016.
 - Alter the lower age range at Five Acre Wood School, Boughton Lane, Maidstone ME15 9QF to include nursery provision for 1 September 2016.

And, subject to no objections, not already considered, to the public notice

- (ii) Implement the proposals according to the dates identified above
- (iii) Allocate £495,000 from the Basic Need Budget
- (iv) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (v) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

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

Reason(s) for decision: I am not sure that these are the reasons for the decision, I read this in the report, would this be better?

“These proposals reflect KCC’s aspirations to increase the number of SEN school places across the County, as set out in Kent’s Commissioning Plan for Education Provision in Kent 2015-19”

In reaching this decision I have taken into account:

- the views expressed by those put in writing in response to the consultation;
- the views of the District and Parish Councils, the local County Councillor; Governing Bodies of the schools, the Staff and Pupils;
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

14 October 2014

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places

4 December 2013

Education Cabinet Committee were asked to endorse the actions to implement key proposals set out in the SEND Strategy.

Any alternatives considered:

The Commissioning Plan for Education Provision 2015-19 explored all options and the expansion of this school was deemed the suitable option.

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

.....
Signed

.....
Date

From: Paul Carter, Leader of the Council

Covering the following Portfolios:

John Simmonds, Deputy Leader and Cabinet Member for Finance and Procurement

Gary Cooke, Cabinet Member for Corporate and Democratic Service

Bryan Sweetland, Cabinet Member for Commercial and Traded Service

To: Education and Young People's Services Cabinet Committee – 8 July 2015

Subject: **Facing the Challenge** — Back Office Procurement Project including the following services; HR, Finance, ICT, **EduKent**, Contact Point and Digital Communications

Classification: Unrestricted

Past Pathway of Paper: Policy and Resources Cabinet Committee

Future Pathway of Paper: Education and Young People's Services Cabinet Committee

Electoral Division: All

Summary: This report builds on previous updates to the Cabinet Committee to provide a detailed account of the back office procurement process and documents the journey of the Customer Services (Contact Point and Digital Communications), Finance, HR, ICT and **EduKent** procurement project which is part of Phase 1 of Facing the Challenge (FtC).

Recommendation:

The Cabinet Committee is asked to note and endorse the progress of the procurement process to date and the next steps.

1 Introduction

- 1.1 In September 2013, the County Council agreed that Customer Services, Finance, HR and ICT Divisions should be included in Phase 1 of the FtC Service Review and Market Engagement work stream together with Edukent.
- 1.2 Following this decision, the first four stages of the review process explained in section 2.4 of this report were completed. This then led to the decision by the County Council in May 2014 to move to a procurement for transactional services.

- 1.3 The *Facing the Challenge: Phase 1 Service Review and Market Engagement Outturn Report* agreed by the County Council in May 2014 noted that the preferred option for the Finance, HR and ICT review was to move to an integrated service offer and explore opportunities to work with an external partner by assessing the market further through a procurement exercise.
- 1.4 The integration of the transactional functions was already planned by the three services involved and so this approach will be applied irrespective of whether it is provided in-house or externally. As such, the three services are being taken forward as a joint review with a shared preferred option. The outcomes of the procurement will be benchmarked against an integrated services cost comparator.
- 1.5 In the same paper, the preferred option for Customer Services (Contact Point and Digital Communications) and the EduKent Service was to include them in the same procurement exercise and as a result of this, the procurement project commenced in June 2014.
- 1.6 The primary objective of this exercise was to explore the market and identify a potential solution that can reduce costs, provide growth from selling services, maintaining or improving current standards where possible and maintaining and creating jobs in Kent.

2 Review background

- 2.1 KCC support services have to make a contribution to the significant financial challenges facing KCC and ensure overheads are reduced. There is also a need to model the services provided, whether in-house or through use of external providers, to be sufficiently flexible to respond effectively as the organisation changes and directly employed staff numbers are reduced.
- 2.2 As a result of the FtC decision and being mindful of the need to reduce the overheads and become more flexible, work has been continuing on the three key components fundamental to the market engagement and service review:
 - The procurement project, which is being managed by the FtC team.
 - The work on establishing the Business Service Centre which brings together transactional activities from these services into a single integrated unit. This work will deliver 2015/16 savings and the outcome will provide the internal integrated services cost comparator.
 - Ensuring that the three Divisions and the Customer Services function have clear and robust commissioning and client functions to enable effective management of the commissioned services, wherever they are delivered

2.3 Targeted Benefits

- 2.3.1 As part of the process, the following targeted benefits and desirable features will be considered against the proposed delivery model(s) and have also been captured within the evaluation of the tenders discussed later within this report. This is in line with the primary objectives of the review.

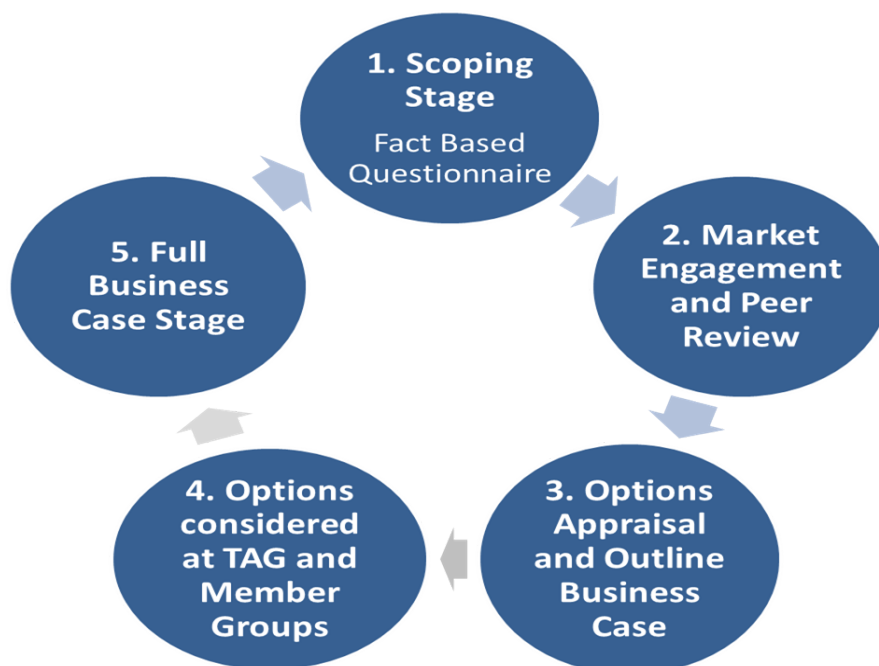
1. Reduction in cost
2. Growth and margin from selling services

3. Maintaining or improving standards
4. Creating jobs in Kent

2.4 The Process Explained (the detail)

2.4.1 The review process consists of five steps and is illustrated in the diagram below as has been explained in previous reports but repeated here for ease of reference.

2.4.2 **Stage 1** - Initially, each service was considered in isolation and a scoping



document was drafted for each that described the functions that were included in the review process and highlighted those that were not. This was agreed with the Service Leads and communicated to Officers and Members through various Groups.

2.4.3 **Stage 2** - A key part of the initial activity included talking to other Local Authorities, external providers and suppliers by submitting a Prior Information Notification (PIN) and also in depth desktop research looking at and assessing different models which, in turn, informed the detailed options appraisal and Outline Business Case.

2.4.4 As this stage progressed, greater opportunities and synergies were identified by considering the services in clusters. This was established through learning from the market engagement and the peer reviews and also from our external independent expert advisors as well as already agreed internal plans to integrate the transactional services into a business service centre. Following discussions with Officers and Members including Executive Cabinet Members Meeting, Transformation Cross Party Board and Transformation Advisory Board, and also at Corporate Directors Meetings, it was accepted that the services would be considered in the following clusters.

Back Office Service Review	EduKent Service Review	Customer Services Service Review
HR	All services for schools provided through the EduKent window and others	Contact Point
ICT		Digital Communications
Finance		

*please note: not all of the functions in the services described in the table above are included in the procurement exercise.

2.4.5 Through the PIN Notification, over 100 organisations expressed an interest in working with KCC to explore opportunities to introduce different models to drive efficiencies and growth. From this, KCC invited providers in and tested their ideas, to gain a clear understanding of how feasible the business models were to achieve and to realise the tangible benefits that they identified.

2.4.6 During this stage we also engaged with over twenty local authorities and analysed their models to assess both good and bad practices from their experiences. This assisted us in understanding potential savings opportunities by introducing alternative service delivery models by introducing a commercial partner.

2.4.7 **Stage 3** - An Options Appraisal and Outline Business Case was then drafted, informed by the market engagement and peer review activity as well as advice from external experts. From this, we moved into **Stage 4** where the recommendation was presented to the Cabinet Members, Transformation Cross Party Board and Transformation Advisory Board as well as Cabinet Committees and for decision in May 2014. The recommendation to continue with more detailed market engagement and to test further the option to seek a commercial partner to deliver the services with and on behalf of KCC was endorsed. This then led to the initiation of the procurement project.

2.4.8 **Stage 5** – The outcome of the procurement project is to create a full business case for the in-scope services, reflecting the evidence from the procurement exercise and making a recommendation for Members and Officers to consider. This will be written and provided in the form of a ‘recommendation report’ and will also include a s151 Officer value for money assessment. The drafting of this document will take place once the competitive dialogue process is completed and is due in September 2015. This process will inform the key decision.

2.5 In Scope Services and Lot Design

2.5.1 The services have been divided into specific ‘Lots’ for procurement consideration and are illustrated in the diagram overleaf. This structure was advised and established through the early market engagement exercise carried out within stage 2 described above.

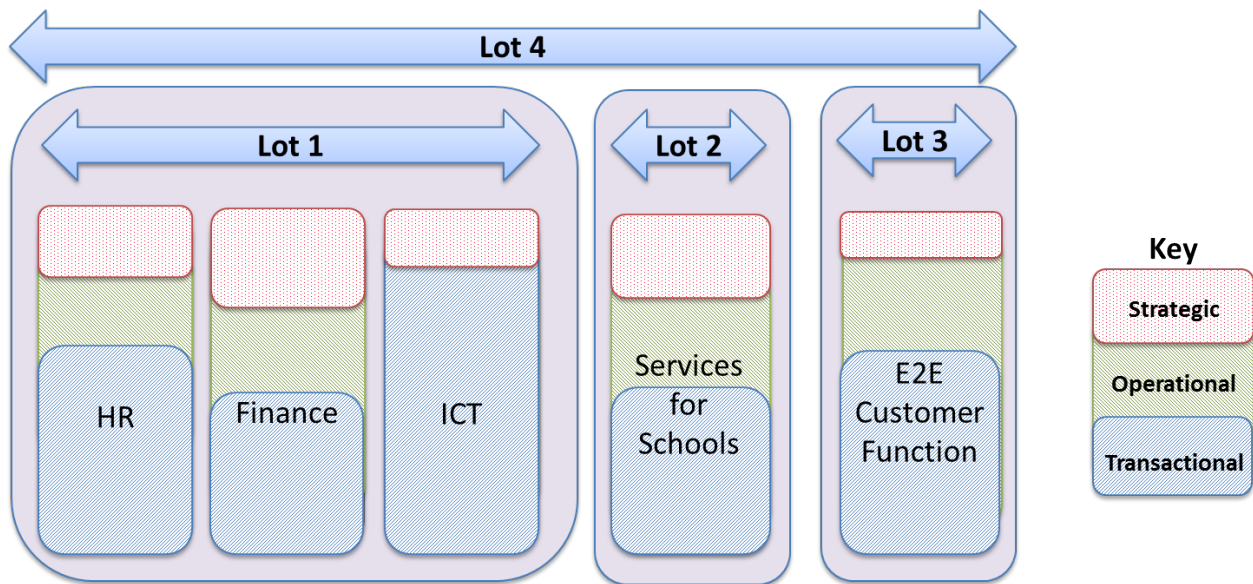


Diagram not to scale

Lot 1 = HR, ICT, FIN

Lot 2 = Services for Schools (EduKent)

Lot 3 = Customer Functions – Contact Point and Digital

Lot 4 = HR, ICT, FIN, Customer Functions, Services for Schools (EduKent)

2.5.2 A fourth lot was introduced following the providers assertions that there were greater scale synergies in combining Lots 1, 2 and 3, in order to test this theory.

2.5.3 An **OJEU Notice** was posted in June 2014 inviting suppliers to submit their interest in working with KCC and over sixty such expressions of interest were received. All interested providers were invited to attend a supplier day with twenty-nine actually attending to hear KCC outline its vision and expectations for the process moving forward.

2.5.4 The anticipated services in scope are:

2.5.4.1 End-to-end Customer Services

These services include the provision of direct contact and fulfilment with KCC. This lot is deliberately broad in scope to allow possible future partners/providers to use innovation to transform the entire customer experience.

2.5.4.2 Finance

Finance services include all of the transactional finance functions such as the payment of invoices, all aspects of income and debt, and the administration of the pension and insurance funds. There is the possibility of a further tranche of services following a further procurement exercise as an expansion to this contract, such as the support to budget managers. It does not include the KCC's financial strategy work, nor its treasury management and investment activities.

2.5.4.3 Human Resources

Human Resources include the standard range of HR transactional services including staff and pensioners' payrolls, recruitment, learning and development and personnel administration. A further tranche of functions including HR advisory services and staff care services may be in scope as an optional service included in this contract whereas strategy and policy functions will remain in-house.

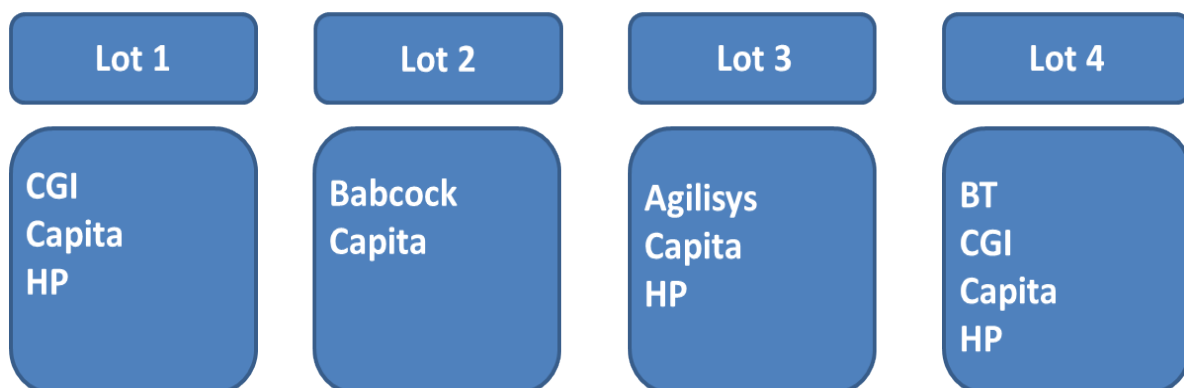
2.5.4.4 Information and Communication Technology

ICT includes the provision of ICT technical and professional support to the County Council as well as provision of voice and data services. ICT manages and supports the development of ICT services and applications across the Council. Out of scope will be strategic and policy functions.

2.5.4.5 Services for schools

Services for Schools includes a range of discretionary services that schools can purchase from KCC which support schools in their daily operations but do not include core curriculum content, policy or education strategy. This includes but is not limited to HR advice and support, Finance advice and support, ICT technical and professional and support, teacher and Governor Development, extra-curricular and enrichment services and additional student support.

2.5.5 KCC then received ten formal **Pre-Qualification Questionnaire (PQQ)** responses from organisations that all have a history of providing services to local government, within this industry. The PQQ stage evaluated bidders' financial standing and examined their track record in undertaking a contract of this nature. At this stage, the bidders were shortlisted to six, to go through to the Competitive Dialogue stage. These are shown in the illustration below.



2.5.6 Early in the Competitive Dialogue Process, four of the providers left the procurement due to commercially sensitive issues therefore the remaining providers are as follows:

- Lot 1 – CGI
- Lot 2 – there are no providers who have bid for this lot alone
- Lot 3 – Agilisys
- Lot 4 – CGI

3 Procurement Background

3.1 The procurement is being undertaken in accordance with the Public Contracts Regulations 2006 using the most suitable of the available procedures namely the Competitive Dialogue Procedure (CDP).

3.2 CDP is best able to accommodate the complexity of the procurement and enable a solution to be developed which best meets KCC's needs.

3.3 CDP is specifically designed for complex contracts where there is a need for contracting authorities to discuss all aspects of the proposed contract with Bidders. The main features of CDP are: dialogue is allowed with selected suppliers to identify and define solutions to meet needs and requirements of the contracting authority; the award is made only on the most economically advantageous tender criteria.

3.3.1 CDP has allowed KCC to debate potential solutions with the Bidders and to test their thinking further in terms of how they would deliver those services on behalf of KCC. During this process KCC has challenged the Bidders to provide outline solutions and discuss those solutions in light of KCC's current and future challenges. As a result, the service specifications have been amended, within the initial scope, to reflect these discussions.

3.3.2 The remaining Bidders will shortly be asked to produce a draft final submission, based on their initial submission and on what has been discussed and explored further during the dialogue sessions. This is called the Draft ISFT (Invitation to Submit Final Tender).

3.3.3 Once dialogue has closed; Bidders will then produce their **final tenders** which will be evaluated throughout August, in line with our internal procurement policies and procedures and also the Public Sector Procurement Regulations.

3.4 The procurement is viewed as a strategic procurement (high value, high risk) and therefore in arriving at a weighting for the evaluation criteria a split between Quality and Commercial Criteria of 40:60 was agreed in accordance with best practice principles.

3.5 This approach should ensure that KCC receives a tender that meets its short and long terms needs, the design of which can be seen in the table below.

Evaluation Criteria	Description and Weighting	Base Points	Range Score	Maximum points
Technical / Quality 40%	Technical & Service Delivery Proposals			
	Service design and planning (6%)	6	0-10	60
	Resourcing & transitional arrangements (8%)	8	0-10	80
	Structure & process (6%)	6	0-10	60
	Performance and compliance to standards (8%)	8	0-10	80
	Innovation & continuous improvement (6%)	6	0-10	60
	Customer & stakeholder Management (6%)	6	0-10	60
Commercial 60%	Financial (35 - 40%)			350 - 400
	Business Development & Vision (10 – 15%)			150 - 100
	Legal & Commercial (5%)	5	0-10	50
	Proposal Integrity (5%)	5	0-10	50
				1000

3.6 Approach Explained

3.6.1 Each sub criteria has allocated points (weighting) and will be scored and rated on a scale of 0 – 10 from unacceptable to excellent.

3.6.2 The ratings relate to consistency, clarity, quality and robustness of proposals and the likely performance in achieving the desired and required outcomes.

3.6.3 There are robust requirements to score at least satisfactory (4) against the criteria in each of the service areas. It is anticipated that this will have been facilitated through the CDP including the Draft Final Tender Submission from Bidders prior to the Final Tender.

3.7 The Value for Money Test

3.7.1 The design of the evaluation and award criteria enables the contract to be awarded on the basis of the most economically advantageous tender. When there is just one Bidder left in the competition, this assessment will be made by comparing the integrated services cost comparator with the tender submissions for Lots 1, 2, 3 and 4, where the assessment will compare the solution that delivers the best value for money. The sub process has been designed in consultation with external advisors and the s151 Officer.

3.7.2 The integrated services internal baseline that is being developed alongside the procurement activity will identify the actions necessary to achieve the savings target set out for each of the services, in the line with the Medium Term Financial Plan (MTFP) and will act as a 'plan b' option should the contract not be awarded.

4 Project Support and Partners - Assurance and Governance

- 4.1 The project is governed by a Commissioning Group which is made up of the Directors for each of the Services included in the process, the Director of Transformation and internal and external business advisors. This Group meet regularly and offers support and challenge to the process as well as allows for any key risks or issues to be escalated and where possible mitigated. It is responsible for making recommendations, based on the Programme Manager's report, to the Decision Group.
- 4.2 Richard Hallett has been appointed as the 'Senior Responsible Officer' (SRO) for the project and is taking a lead on ensuring that KCC get the best deal from the provider, should the contract be awarded. Richard is also the main contact for the bidders within the KCC team and is ensuring any decisions required are managed and escalated where required.
- 4.3 The project delivery team is headed by a Project Manager, with functional leads from each service working alongside external specialists, who offer direct support to the service leads, particularly with designing and creating the service specifications.
- 4.4 The FtC team have also engaged KPMG to offer additional advice and guidance required and, importantly, to validate the process, including the internal baseline comparator, as we move through each of the milestones.
- 4.5 There is also a nominated 'Service Lead' from within each of the services who have represented the individual services throughout the process who have assisted in the writing and specifying key contractual and process documents as well as offering expert advice and guidance in the dialogue sessions to help shape the contract as well as colleagues from our internal procurement and legal teams and other support services.

5 Member Engagements

- 5.1 As part of the journey towards the key decision, the Project Team (have and) will continue to engage and have scheduled to attend the following Committees/Groups:
 - Tuesday 16th June - Prospective bidders presented their solution to the Commissioning Advisory Board
 - Wednesday 1st July - Policy and Resources Cabinet Committee to receive a report on the procurement process to date
 - Wednesday 8th July - **Education Cabinet Committee** to receive a report on the procurement process to date
 - Tuesday 2nd September – present the details of the final tender and the recommendations paper to the Commissioning Advisory Board
 - Thursday 10th September - present the details of the final tender and the recommendations paper to the Policy and Resources Committee

- Monday 21st September - Cabinet Meeting to take the key decisions on how to proceed

6 Next Steps

- 6.1 Competitive Dialogue will continue through August 2015 to refine the solution and iron out any issues or concerns with the Bidders' solutions. During this time, we are on schedule to receive a draft solution (ISFT) whereby at this stage, we will get full visibility of the price and the quality documentation that form the Bidders' draft response.
- 6.2 After discussions to refine the draft proposals are completed, KCC will receive a final proposal from the Bidders for KCC to then evaluate. At this stage, we will go into a period of 'lock down' whereby service leads, procurement and legal colleagues as well as a very robust Financial team will read, review, understand and score, using the criteria discussed above, the submitted proposals. Clarifications may be sought during this time.
- 6.3 Upon completion of this very intense period of evaluation, a recommendation report will be written that will also include a financial assessment report from the s151 Officer for Members to consider as part of the key decision process.
- 6.4 This paper will then be used to inform Members of this Committee and others of the output of the process as described throughout this report. It is then assumed that the key decision on how KCC wish to proceed will be taken by the Cabinet at the end of September.
- 6.5 Should the KCC decide to accept the Bidder's proposals, it is anticipated that the contract would commence in January 2016 with a period of mobilisation and transition from contract award in October 2015, to contract start. However, this timetable is dependent on the completion of the CDP.

7 Recommendation

Recommendation:

The Cabinet Committee is asked to note and endorse the progress of the procurement process to date and the next steps.

8 Background Documents

None

9 Contact details - report authors:

John Burr
Director of Transformation
john.burr@kent.gov.uk

Claire Jenden
Market Engagement Team
Manager
claire.jenden@kent.gov.uk

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

To: **Education and Young People's Services Cabinet Committee – 8 July 2015**

Subject: **The Local Authority, Academies and the implications of the Education and Adoption Bill**

Classification: **Unrestricted**

Past Pathway of Paper: None

Future Pathway of Paper: None

Summary: This report provides the Cabinet Committee with an update on the current position of Academies in Kent, the work that Education and Young People's Services undertakes in respect of Academies and the potential implications of the key academy related elements of the Education and Adoption Bill.

Recommendation:

The Education and Young People's Services Cabinet Committee is asked to consider this report and note the current position and the issues identified.

1.0 Background

1.1 As at 1st June 2015 there are 173 Academies (including 6 Free Schools and one University Technology College) operating in Kent. There are 99 Primary academies (22%), 73 Secondary Academies (71%), and one Special School. Within this figure are 16 'old style' Secondary academies created by the previous Labour Government on a different basis. They replaced non-selective schools that were under-performing mainly in areas with significant levels of deprivation.

1.2 The 'new style' academies have been established since September 2010 when the Academies Act 2010 was implemented by the Coalition Government following the May 2010 election. These academies converted from predecessor maintained schools wishing to, or being sponsored to leave, the control of the Local Authority.

1.3 The period since 2010 has seen a considerable evolution in national policy with the initial intention to allow those schools graded as Outstanding or Good by Ofsted (and then by degrees any school which could make a 'compelling case') allowed to convert with considerable financial advantages when compared to Local Authority maintained schools. At that time the decision to convert was one solely for the Governing Body of the school concerned. Since then any financial advantage has largely been removed.

1.4 Further policy evolution saw the 'structural solution' of academisation reverting to tackling under-performance with the introduction of sponsored conversion with weak schools coming under the auspices of stronger ones in the context of locally brokered sponsorship arrangements or nationally recognised academy trusts.

1.5 This structural change to academy status is regarded by the DfE as key to the raising of standards in schools that have fallen into category following an Ofsted inspection. The DfE, their brokers and more recently the new Regional Schools Commissioner are now heavily involved in conversion decisions with it being made clear to schools and Local Authorities that in most cases the expectation is that a failing school will convert to a sponsored academy. This position is developing further with recent announcements by the Government about RI and 'coasting' schools, explored in more detail later in this paper. This shift in emphasis has resulted in a move from the early stand-alone converter schools to sponsored academies where failing schools are taken into more successful multi-academy trusts which have secured approved sponsor status from the DfE. Primary schools now account for the majority of academy conversions, and they are mostly to the new Diocesan academy trusts.

1.6 The Education Act 2011 introduced the concept of Academy Presumption in respect of all new schools which effectively requires all newly created schools to be Academies. This has had implications for our processes around Basic Need. There is now a very mixed picture across Kent with stand-alone Academies and Multi-Academy Trusts run by national and regional groups, the three Kent Dioceses and Trusts which have developed from Kent schools.

2.0 Legal and Policy Framework

2.1 Local authorities are expected to seek to work constructively with academies and alert the Department for Education when they have concerns about standards or leadership in an academy.

2.2 Expectations placed upon local authorities in respect of academies are set out across legislation and statutory guidance issued by the DfE. These define the scale of responsibility held by local authorities in relation to academies' performance and the scope of actions open to them to monitor and act where there is cause for concern. The responsibility that local authorities retain for performance in their area as a whole is set out in the Education Act 1996.

2.3 Local authorities have overarching duties under the Children Act 1989 in respect of the safeguarding of children in need, or those suffering or at risk of suffering significant harm, regardless of where those individual children are educated or found. To comply with these duties, local authorities may need to work with maintained schools, academy trusts or independent schools.

2.4 Where a local authority has concerns about an academy's safeguarding arrangements these concerns should be reported to the Education Funding Agency (EFA) who have responsibility to take any necessary improvement action and to monitor the situation.

2.5 The statutory guidance issued by the Department to local authorities on powers of intervention in those schools causing concern (January 2015) recognises that as academies are accountable to the Secretary of State for Education, local authorities should focus their school improvement activity on the schools they maintain and raise any concerns they have about an academy's performance directly with their Regional Schools Commissioner.

2.6 Local authorities can, if they choose, look at overall performance in their area (including academies) using data available to them. This can then be used to flag up concerns with Regional Schools Commissioners; or to facilitate forums where all local schools (including academies) are able to compare data, hold each other to account and discuss school to school support.

2.7 Local authorities that champion educational excellence would demonstrate this through seeking to work constructively with academies and alert the DfE when they have concerns about standards or leadership in an academy. Local authorities should raise any concerns about governance arrangements in academies with the Department for Education.

2.8 The framework for inspection of local authority arrangements for supporting school improvement states that:

Inspectors will consider and report on the extent to which the support and challenge the local authority offers the schools for which it is responsible is promoting improvement in those schools. They will also explore whether local authorities seek to work constructively with academies in their area and, where they have concerns about standards or leadership in an academy, whether they alert the Department for Education through the Regional Schools Commissioner as appropriate.

3.0 Working with Academies

3.1 Although the broad aim of the legislation is to move schools from the perceived control of Local Authorities the fact remains that, despite the loss of funding as schools convert, there is still a wide number of areas where we work closely with Academies. KCC actively promotes the Kent 'family of schools' and seeks to work in partnership with all schools to promote their improvement. Our school improvement strategy is focused on improving outcomes for all children and young people wherever they are educated. The strategy gives priority to brokering school to school support in partnership with the Kent Association of Headteachers, and many of the schools that support the improvement of other schools are academies. It is in the interests of the wider family of Kent schools and their pupils that we work closely with academies and support collaborations between academies and KCC maintained schools. We also support their work by selling services to them through EduKent, and the majority of academies buy back a range of KCC support services.

3.2 At the same time in carrying out our statutory responsibilities, we work with academies in a number of other ways. The main areas of work with Academies can be summarised as follows:

- Academy conversion work – supporting the school through the academy conversion process and working closely with the new Trust or sponsor to enable a smooth transition whilst protecting the interests of the County Council and its maintained schools. Working to identify existing Trusts that could act as sponsors for new or failing schools.
- SEND – meeting all of our statutory obligations for students and their families in exactly the same way that we do for maintained schools.
- Home to School Transport – meeting all of our statutory obligations for students and their families in exactly the same way that we do for maintained schools.
- Basic Need – we retain the responsibility for ensuring we have sufficient good school places in the right place at the right time and so we work with potential sponsors in respect of the creation of new schools and with existing Trusts in respect of future expansions as we would with any maintained school. For example, Academies will be vital to delivering the increase in Secondary schools places that we need by 2023 given they represent over 70% of the Secondary sector in Kent.
- Finance – although Academies are funded directly by the EFA the basis of their funding remains the Kent Schools’ Funding Formula for allocating the school budget. The bulk of the work is still carried out by KCC and information (and the relevant funds) then passed back to the EFA to distribute budgets to the Academies. The Academies still play an important role on the Kent Schools’ Funding Forum which we support.
- Admissions – we still manage the coordinated admissions process for all schools and academies in the county. This becomes an increasingly complex process with all Academies being their own admissions authority.
- EduKent – academies are important customers for EduKent both in and out of Kent. New products have been developed specifically for academies as some of the existing products are not appropriate for them given their different legal status and financial and governance arrangements.
- The majority of academies in Kent are working in partnership with maintained schools as part of local collaborations across the county. Their changed status does not preclude them in any way from working with other schools in sharing good practice and there has been considerable work on the part of academies, maintained schools and KCC to ensure continued joint working as part of the wider family of Kent schools.

4.0 School Improvement

4.1 Following the Academies Act 2010 and the significant resulting numbers of Secondary schools that converted it was agreed that Kent school improvement

services would continue to work with these schools. We maintain an offer to Kent Academies through regular 'Keep in Touch' (KiT) meetings offer through the Senior Improvement Advisers (SIA). This was implemented with effect from September 2011.

4.2 The aim of the KiT meetings has been to ensure that we retain contact, and continue to work in partnership and support improvements. In this way the LA engages with almost all academies to varying degrees. In many instances additional time has been sanctioned to work with individual academies to focus on specific improvements and build stronger partnerships.

4.3 Following further changes to the accountability framework, Statutory Guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services (April 2013), the introduction of the Regional Schools Commissioner and our need to ensure we had high quality intelligence for the Kent family of schools, regardless of status, it was agreed by the Corporate Director that we extend further our offer to academies. At the current time only a small number of the academies do not engage with this offer.

4.4 In its report from October 2014 on Academies and maintained schools: 'Oversight and Intervention' the National Audit Office concluded that:

'Local authorities have a legal responsibility to ensure that their educational functions are exercised in a way that promotes high educational standards. With maintained schools, they can discharge this duty through routine oversight, using their statutory powers to intervene when necessary. But with academies, local authorities have no powers to intervene and the Department only expects them to maintain constructive relationships and raise concerns about performance with itself. The Department's policy is that local authorities do not need to monitor academies proactively and should not require academies to report performance data to them. However, Ofsted has interpreted local authorities' statutory duties differently, and has criticised authorities for not working effectively with local academies to improve performance.'

4.5 Equally it found that practice varies between local authorities in a way that demonstrates the confusion. Whilst the vast majority of local authorities monitor academies' educational performance and a significant proportion monitor academies' governors, it is clear from multi-academy trusts with academies in more than one local authority area that there are a variety of approaches taken.

4.6 KCC does actively monitor the quality of Kent academies through Ofsted inspections, our own keeping in touch meetings and through our analysis of national published data on Key Stage results and examination results. Where there is a need for improvement we offer support, and help to broker support through collaboration with other schools, and in rare instances we write formally to the Regional Schools Commissioner or to Ofsted with any concerns about an academy school's performance.

5.0 The Education and Adoption Bill

5.1 The Conservative Manifesto committed the Government to ensuring 'a good primary school place for every child with zero tolerance for failure' and to 'turn every failing and coasting secondary school into an academy'.

5.2 The resulting draft Bill was published recently and received its first reading in the House of Commons on 3rd June 2015. The first opportunity to debate the Bill will be at its second reading, and a date has yet to be announced.

5.3 The Bill incorporates two core elements: stronger intervention powers and a faster and more streamlined approach to conversion to academy status. A greater number of schools are identified for conversion in line with references to 'coasting' schools and those which hold an Ofsted rating of Requires Improvement.

5.4 The Bill details how LA maintained schools rated as inadequate by Ofsted will have their legal options curtailed or removed, enabling the DfE to move more quickly to replace their management and impose academy sponsors. It is not immediately clear where this additional capacity to deliver this will come from. The education purpose of the Bill is to strengthen the Government's intervention powers in failing maintained schools.

5.5 The main elements of the Bill are:

- To speed up the process of turning schools that are causing concern into academies and modifies LA intervention powers. The Bill will place a new duty on councils and governing bodies to actively assist schools to change their status to that of an academy, to a timescale.
- An inadequate Ofsted judgement normally leads to a school being converted into an academy. The Bill proposes that in future every school rated inadequate will be turned into a sponsored academy and barriers will be removed to ensure swift progress towards conversion.
- To make schools that meet a new coasting definition, having shown a prolonged period of mediocre performance and insufficient pupil progress, eligible for academisation.
- A new definition of a coasting school will be set out in regulations in due course.

Implications of the Bill for KCC

5.6 Assuming that the Bill does become law in the way it is currently framed the implications for Kent may not be significant. The obligation to actively assist schools to change their status to that of an academy would not, on the face of it, require us to change our approach to managing the conversion processes unless shorter timescales are set. This would create resource implications within the current Academy Conversion Team and several other teams and functions within the authority which provide information and support to the process. These include Property, Legal, Pensions, Finance and HR.

5.7 We already have a clear picture of the performance of Kent schools and the majority of our RI schools are already on a positive trajectory to become good schools at their next inspection. We expect many of them to move out of RI status in the coming months so reducing the need for further sponsored conversions. Over 81% of schools in the county are now rated as Good or Outstanding.

5.8 Further analysis is underway to identify the number of schools that could be affected by the proposals in the Bill because they are coasting, in order that we can target support even more effectively, either directly from KCC or through existing collaboration arrangements between schools and academies. Any reasonable definition of coasting would include schools where insufficient numbers of pupils are making expected rates of progress, even where headline results are not necessarily poor and may even be good.

5.9 We already have work underway to seek to encourage existing Kent academies or Kent multi academy trusts to sponsor the new schools we will require to meet the growth in the school population and to sponsor weaker schools, which under the new proposals the DfE may require to convert. Whether from maintained to academy status, or from existing academy status to a new sponsor. We actively seek to ensure that new sponsors will be existing Kent schools and academy trusts, in preference to academy chains from outside of Kent. In addition, we continue to encourage hard Federations amongst maintained schools to support school improvement and stronger system leadership by Executive Headteachers.

Recommendation:



The Education and Young People's Services Cabinet Committee is asked to consider this report and note the current position and the issues identified.

Background Documents



Schools causing concern, statutory guidance for local authorities, January 2015
The common inspection framework: education, skills and early years (with effect from September 2015)

Contact details

Lead Officer

Name: Ana Rowley
Title: Academies Conversion Team Manager
 03000 416630
 ana.rowley@kent.gov.uk

Lead Director

Name: Keith Abbott
Title: Director of Education Planning and Access
 03000 417008
 keith.abbott@kent.gov.uk

This page is intentionally left blank

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

**To: Education and Young People's Services Cabinet Committee –
8th July 2015**

Subject: Community Learning and Skills Annual Performance Report 2013/14

Summary: This report explains the Community Learning and Skills performance management framework and provides an overview of the outcomes of the service for 2013/14.

Recommendations: The Education and Young People's Services Cabinet Committee is asked to note CLS financial (2014/15) and operational (academic year 2013/14) performance outcomes and future strategic direction.

1. Introduction

Community Learning and Skills overview 13/14

- 1.1 The function of CLS is to provide learning for adults, young people and families to meet their needs for skills for work, personal development and wellbeing. The service promotes learning throughout life in support of economic growth and prosperity, to help adults adapt to the ever-changing world of work, enjoy life and make a positive contribution to their community.

The Service has a strategic statement – 'Enterprise and Learning for Tomorrow', which sets out a vision and ambitions together with business and organisational objectives to 2018. This document demonstrates how the core business contributes to, *Facing the Challenge, Increasing Opportunities, the 14 – 24 Learning, Employment and Skills Strategy 2015 – 18, The Adult Learning Employment and Skills Strategy*, improving outcomes and responding to the changing priorities of our funders.

- 1.2 CLS provides a local mix of learning and skills provision that matches the needs of people and their local communities, levels of prosperity, employment and priorities. The aim is to ensure that the provision provides learning appropriate to the needs of individuals and families at various stages in their lives.

CLS tailors provision to five customer groups:

- Young People entering the world of work, including Apprenticeships
- Adults seeking skills for employment
- Organisations seeking to improve the skills and potential of their staff
- Adults learning for personal development, pleasure and wellbeing
- Improving learning outcomes for families, especially those in Kent's disadvantaged neighbourhoods

The Service aims to complement the work of early years settings, schools, colleges, higher education and other providers. It seeks to enable children, young people and adults to progress from informal learning to qualifications and employment, increasing life chances, social mobility and prosperity for all.

This report evidences the significant achievements that have been made within an extremely turbulent and volatile environment over the past year through changes to central and local government policy and funding, these are:

1.3 National Context

- Reforms to Apprenticeship delivery and funding
- Greater focus on co-funded provision
- Potential reform of Community Learning grant funding mechanism
- Further reductions to the Adult Skills Budget
- Greater emphasis on assisting those with low academic attainment
- Greater emphasis on assisting those furthest away from the local labour market
- Reduction in welfare dependency
- High level skill attainment
- Move to employer led funding for apprenticeships and Adult Skills Programme

1.4 KCC Context

- CLS became part of the Education and Young People (EY) directorate in April 2014
- Facing the Challenge and organisational transformation. CLS was included in phase 1 of the market engagement and service reviews and a decision was taken for the service to move towards becoming a LATCo wholly owned by KCC with an intended start date of August 2016
- Integration and service redesign to enable the organisation to deliver increased responsiveness to customers, reduce overheads and increase participation

2. CLS Performance Management Framework

2.1 CLS operates a performance management framework that is aligned to:

Quality

- Ofsted Common Inspection Framework
- Internal Self-Assessment/Quality Improvement Plan
- Matrix Standard

Learning Output/Outcomes

- Education and Young People's Service performance scorecard
- CLS performance scorecard
- KPIs within the 14 – 24 Learning, Employment and Skills Strategy 2015 – 18 and the Adult Learning Employment and Skills Strategy
- Skills Funding Agency Minimum Standards
- Education Funding Agency Minimum Standards

Financial

- KCC financial controls and audit requirements
- Internal financial controls and audit requirements
- Central Government financial controls and audit requirements on the SFA and EFA grants

3. Current Performance 13/14

3.1 Performance highlights

- Largest Apprenticeship delivery in Kent for 16 – 18 year olds.
- Apprenticeship delivery outperformed Kent Colleges.
- Apprenticeship delivery is a highly performing area with the overall success rate exceeding national rate by 10% and the timely success rate exceeding the national rate by 11.1%.
- Increase in Apprenticeship participation by 4% with further increase expected by the end of the academic year 14/15.
- High performance in workplace learning with the overall success rate exceeding the national rate by 4.7% and the timely success rate exceeding the national rate by 2.5%.
- Outstanding success rates on CLS's large community and adult learning programmes – 97%/92% respectively, an increase of 4% from previous year 12/13.
- Enrolments on the community/adult learning programme on a direct year comparison (8 June 2014/8 June 2015) have increased by 15%.
- A CLS community/adult learning proposal was selected to receive additional Community Budget funding as one of a limited number of national pilot initiatives running through 2015-16 to evaluate the impact of community learning for people suffering from mild to moderate mental health issues. Branded "Learning Well", key partners are Mind Mid Kent and Mind West Kent.
- CLS performed significantly higher than the Kent FE Colleges in both learner and employer satisfaction national surveys

3.2 Ofsted Inspection / Self Assessment Grades

2010 Ofsted Inspection

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
Outcomes for learners	Grade 2
Quality of provision	Grade 2
Leadership and management	Grade 2
Safeguarding	Grade 2
Equality and diversity	Grade 2

Grades: 1 - Outstanding; 2 - Good; 3 – Satisfactory; 4 - Inadequate

2013/14 Self-Assessment Grades

Outcomes for Learners	Grade 2
Quality of Teaching and Learning	Grade 2
Leadership and Management	Grade 2

Grades: 1 - Outstanding; 2 - Good; 3 – Requires Improvement; 4 - Inadequate

The service is well prepared for the next Ofsted inspection, if the service is inspected in the Autumn term this will be against a new common Inspection Framework for all schools, FE colleges and Adult & Community Learning Providers.

3.3 Matrix quality standard for information advice and guidance services

Matrix quality standard accreditation was achieved at the renewal assessment in November 2014 and is effective until 25 November 2017, with annual checks. The review validated an improving information, advice and guidance service with a high profile and clear remit that enhances the delivery across all CLS provision. The IAG offer will continue to be improved and developed to ensure that learners make the best possible work and career choices and gain the most from their learning.

3.4 Apprenticeships

CLS Apprenticeship delivery outperformed Kent Colleges in all areas with the exception of Hadlow College 16-18 and 19-23 year olds Level 2. (Green denotes where CLS has exceeded the Kent Colleges)

Apprenticeship Qualification Success rates compared to Kent FE Colleges

CLS		S&W Kent College		Hadlow College		NW Kent College	
Qualification Success Rate (QSR)%		QSR%	var to CLS	QSR%	var to CLS	QSR%	var to CLS
16-18 L2	71.4	53	18.4	95.8	-24.4	59.1	12.3
16-18 L3	77.8	52.4	25.4	N/a	N/a	38.8	39
19-23 L2	81	55.7	25.3	85.7	-4.7	62.2	18.8
19-23 L3	90	75.3	14.7	N/a	N/a	49.3	40.7
24+ L2	100	58.4	41.6	91.7	8.3	69	31
24+ L3	100	64.4	35.6	N/a	N/a	85.9	14.1

Canterbury College		Mid-Kent College		East Kent College	
QSR%	var to CLS	QSR%	var to CLS	QSR%	var to CLS
70.2	1.2	65.4	6	65	6.4
54	23.8	66.7	11.1	75	2.8
76.5	4.5	71.7	9.3	70.6	10.4
59.4	30.6	77.8	12.2	88.2	1.8
N/a	N/a	28.6	71.4	90.9	9.1
60.9	39.1	72.1	27.9	56.7	43.3

Apprenticeship delivery is a high performing area. The overall success rate exceeds the national rate by 10% and the timely success rate exceeds the national rate by 11.1%.

Apprenticeship participation has increased by 4% up to 1 June 2015. It is anticipated that this will increase further by the end of the academic year. This

increase contributes towards KCC skills and employability objectives detailed in the Growth and Participation Strategy.

Participation in Apprenticeships by disabled learners is similar to the profile of the Kent community and higher for BME learners.

Apprenticeship overall qualification success rates (QSR)

Apprenticeships	CLS 2013/14	2012/13	National rate 2013/14
Overall Success rate	78.9%	78.8%	68.9%
Timely Success rate	65.8%	70.5%	54.7%

Apprenticeship participation

Apprentices 2013/14	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Learners	3	199	346	80	0	405	223	95	58	628
%	0%	32%	55%	13%	0%	64%	36%	15%	9%	

Apprentices 2014/15 to 01/06/15	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Learners	0	200	383	69	1	434	219	104	50	653
%	0	30%	59%	11%	0%	67%	33%	16%	8%	

3.5 Workplace learning

Workplace learning is a high performing area. The overall success rate exceeds the national rate by 4.7% and the timely success rate exceeds the national rate by 2.5%.

Workplace learning participation has reduced this year with the greatest reduction being in the 25-59 age group. This reflects the reduced national funding opportunities for this age group which is indicated in our growth plans.

Participation by disabled learners is similar to the profile of the Kent community and higher for BME learners.

Workplace learning overall qualification success rates (QSR)

Work based training	CLS 2013/14	2012/13	National rate 2013/14
Overall Success rate	89.2%	84.3%	84.5%
Timely Success rate	82.5%	83.8%	79.6%

Workplace learning participation

Work based 2013/14	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Learners	0	0	65	358	18	379	62	59	101	441
%	0%	0%	15%	81%	4%	86%	14%	13%	23%	

Work based 2014/15 to 01/06/15	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Learners	0	0	34	138	3	149	26	27	21	175
%	0%	0%	19%	79%	2%	85%	15%	15%	12%	

3.6 Adult Skills Classroom learning - accredited courses

The overall success rate for preparation for life which includes English and maths provision is 0.6% above the national rate. This success rate reduced from last year (90.6%) and is mainly due to the change in examination regulations for English and maths from ILP achievements through course work, to end of course, formal examinations.

The overall success rate for classroom learning has decreased and is below the national rate; developments are taking place to meet the business plan objective to increase QSR by 2%. These include strengthening of initial assessment and monitoring and supporting learners when they are absent from class.

Participation by disabled and BME learners is higher than the profile of the Kent community.

The reduction in participation on accredited courses reflects the national reduction in Adult Skills Budget and applicable courses. CLS will be building on existing successes in the delivery of English and maths to increase learner participation, this is a priority within the Growth & Participation Strategy.

Classroom Learning overall qualification success rates (QSR)

Classroom based training	CLS 2013/14	2012/13	National rate 2013/14
Overall Success rate	78.5%	88.2%	84.7%
Timely Success rate	76.9%	87.9%	83.5%
Preparation for Life including English and maths	78.7%	90.6%	78.1%

Classroom learning participation – accredited courses

Classroom based - Learners 2013/14	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Adult Learning	0	38	98	791	26	774	179	191	167	953
Adult Learning %	0%	4%	10%	83%	3%	81%	18%	20%	18%	
Foundation	6	272	37	0	0	150	165	111	71	315
Foundation %	2%	86%	12%	0%	0%	48%	52%	35%	23%	
Skills Plus	3	102	409	2250	151	1817	1098	973	1576	2915
Skills Plus %	0%	4%	14%	77%	5%	62%	38%	33%	54%	
Total learners										4183

Classroom based - Learners 2014/15 up to 1 June 2015	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Adult Learning	0	29	119	782	22	784	168	215	143	952
Adult Learning %	0%	3%	13%	82%	3%	81%	18%	22%	15%	
Foundation	1	265	10	1	0	148	129	87	34	277
Foundation %	0%	96%	4%	0%	0%	53%	47%	31%	12%	
Skills Plus	0	20	283	1522	66	1285	606	705	1048	1891
Skills Plus %	0%	1%	15%	80%	4%	68%	32%	37%	55%	
Total learners										3120

3.7 Community/Adult Learning – non-accredited courses

Outstanding success rates on this large programme of 97% for community learning (an increase of 4% on 2012/13) and very good success rate of 92% for adult learning provision contributes significantly to CLS's position of strength in delivery, in this area of work across Kent.

The increased learner participation of 5% on previous year's results and a direct year comparison of enrolments 8 June 2014 – 8 June 2015 showing a 15% increase reflects the approaches to market penetration outlined in the CLS Growth and Participation Strategy.

Participation by disabled and BME learners is higher than the profile of the Kent community.

Community/Adult Learning – success rates non-accredited courses

Community Learning	CLS 2013/14	2012/13	National rate 2013/14
Adult learning non-accredited	92%	93%	Not available/published
Community based courses	97%	93%	Not available/published

Participation – non-accredited courses

Classroom based – Learners 2013/14	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Adult Learning	0	0	310	5669	4765	8407	2337	1908	1080	10744
Adult Learning %	0%	0%	3%	53%	44%	78%	22%	18%	10%	
Community based	0	44	326	2998	245	2969	644	830	771	3613
Community	0%	1%	9%	83%	7%	82%	18%	23%	21%	

based %										
Total learners										14357

Classroom based - Learners 2014/15 up to 1 June 2015	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Adult Learning	0	0	350	6605	5016	9334	2637	2148	1161	11971
Adult Learning %	0%	0%	3%	55%	42%	78%	22%	18%	10%	
Community Based	1	21	310	2554	222	2538	570	732	793	3108
Community Based %	0%	1%	10%	82%	7%	82%	18%	24%	26%	
Total learners										15079

QSR Minimum Standards Summary 2013/14 – Workplace and Classroom Learning Combined

Qualification type Group	Classroom Learning Age 19+		Workplace Learning		Combined			Threshold
	Leavers	Leavers Below MS Threshold	Leavers	Leavers Below MS Threshold	Leavers	Leavers Below MS Threshold	% Leavers Below MS Threshold	
Group A Certificate Diploma GCSEs	982	296	111	18	1093	314	28.7%	40%
Group B Award Functional Skills QCF Unit ESOL	5761	1076	0	0	5761	1076	18.7%	40%

All provision exceeded the minimum standards threshold for both qualification group types A and B.

3.7 FE Choices 2013/14 survey published results

The FE Choices surveys measure learner and employer satisfaction in England. Performance indicators for the surveys are shown below:

Learner Satisfaction Scoring			Employer Satisfaction Scoring		
Lowest score	Median score	Highest score	Lowest score	Median score	Highest score
6.1	8.6	9.9	5.7	8.2	9.9

CLS's results are shown below together with the results from the Kent FE Colleges. CLS has performed significantly higher than the Kent FE Colleges in both learner and employer satisfaction.

Provider	Learner Satisfaction Score	Employer Satisfaction Score
Kent County Council (CLS)	9.0	7.7
Hadlow College	7.6	7.0
Canterbury College	8.5	6.6
Mid-Kent College	8.0	7.3
North West Kent College	8.0	6.7
East Kent College	8.1	7.7

CLS took part in the FE Choices Community Learning Trial survey for 2013/14. This measured satisfaction of learners attending community learning courses.

Overall score	9.0
---------------	-----

4. Financial Performance

4.1 2014/15 Out turn

	14/15 outrun
Pay	9,750,821
Non-pay	3,894,082
Contract Income	-11,540,000
Non-contract Income	-3,271,674
Total	-1,166,771

4.2 2015/16 Projection

	£
Pay	9,670,100
Non-pay	4,156,300
Contract Income	-11,221,800
Non-contract Income	-3,271,700
Growth*	-247,400
Total	-914,500

*Business as usual growth. Growth and participation strategy proposes an increased amount of £343k.

Despite CLS being subject to continuous funding pressures which will be mitigated through organisational redesign, CLS will continue to direct public funding to front line services to drive increased participation and outcomes for all learners that continue to improve.

4.3 2016 – 2018 Projection

	16/17 projected	17/18 projected
Pay	9,046,000	9,046,000
Non-pay	3,874,400	3,905,000
Contract Income	-10,341,900	-9,591,500

Non-contract Income	-3,271,700	-3,271,700
Growth	-857,900	-1,544,200
Investment in growth	350,000	400,000
Total	-1,201,100	-1,056,400

It is anticipated that between 2016 and 2018 there will be further reductions to SFA and EFA contract values. CLS has developed a Growth and Participation strategy that will mitigate future funding reductions in grants and allow ongoing increased participation and outcomes, to meet the KCC Commissioned Service Specification.

5 Staffing

- 5.1 CLS has undertaken an organisational redesign and restructure to ensure the service is fit for purpose, provides financial stability and a sustainable future. The organisational redesign will also accommodate changes to central and KCC policy changes.
- 5.2 The proposed total staffing complement for CLS in 15/16 is 163.8 FTE, a net overall reduction of 33.15. It should also be noted that of the 33.15 projected FTE saving, 10.21 FTE saving are directly reliant on the proposals for property moves detailed in the CLS Property Implementation plan (see 6 – 6.3).
- 5.3 The current projected staffing budget excluding tutors and learning support assistants for CLS is **£5.979m**. The projected cost of the proposed new structure including national insurance and pension scheme costs) totals **£5.075m** hence the approximate level of reduction **£903k**.
- 5.4 The above include savings of **£223k** from the vacation of KCC properties and re-provision in alternative locations/venues as identified in phase one and two of the CLS property strategy.

6. Property

- 6.1 A phased Property Strategy has been developed which seeks to reduce infrastructure costs through developing a coherent and affordable property portfolio that supports new cost effective delivery models and a more flexible business model for the future. The principles of the approach are based on the need to ensure consistent CLS service delivery across the County through the establishment of 6 strategically located large multi-purpose centres which will form the backbone of delivery and provide an increased range of courses, facilities and opportunities.
- 6.2 These multi-purpose centres will be complemented by smaller specialist Adult Education Centres, Skills Plus Centres, and education and training courses to meet local need delivered from community venues such as Libraries, Schools and Children's Centres and Village Halls. This network of delivery, complemented by other short term leases/lets to trial emerging markets, will ensure that CLS learning opportunities are available in every district in Kent.

- 6.3 As part of the strategy to deliver a more flexible business model for the future, CLS is committed to exploring opportunities for co-location across a range of partner organisations, including the FE sector. A project group has been established, supported by KAFEC, to consider opportunities for co-location delivery models between CLS and FE Colleges, including the use of the Learning Shop at Bluewater.
- 6.4 The property strategy aims to support the organisational priority to increase learner participation, particularly from priority groups, by delivering learning at neighbourhood level and in familiar surroundings. The mixed economy of local community venues across Kent will ensure that in different ways CLS is able to meet the respective needs of differing customer groups and encourage participation from under-represented groups or isolated communities. In addition by reducing the current reliance on a large number of fixed access points the organisation will be able to respond more quickly to emerging markets and business opportunity.

7. Growth Strategy

7.1 Overview of the Growth and Participation Strategy 15/18

The CLS Growth and Participation Strategy is a refreshed and holistic overview of the potential growth opportunities that could be realised during the next 3 years.

It identifies and seeks to quantify the scale and scope of growth based on market analysis and funding opportunities. It identifies at **least £1.54m** of cumulative growth over 3 years through the following channels:

- Attracting additional fee income
- Delivering Apprenticeships in areas of business specialisms
- Expanding Traineeships and Study Programme provision
- Increase English and maths qualification attainment for young people
- Expanding existing provision into parallel markets
- Increasing participation on fee paying community learning provision through the Kent Adult Education programme
- Developing innovative ways of reaching a wider audience whilst retaining the quality of provision
- Extending CLS's trading tenure to leverage income and participation
- Attracting additional sources of project and external funding
- It identifies and seeks to quantify growth in participation on Kent Adult Education community based and family programmes targeted at under-represented and priority groups

7.2 Investment and Return

In order for Community Learning & Skills (CLS) to maintain a sustainable business, whilst addressing the need for additional participation and financial growth, it needs to develop new and innovative channels of engagement. CLS will need to work with a wide range of partners to provide learning for young

people, adults and families to ensure their needs are met in terms of job skills, qualifications, personal development and enjoyment.

- 7.3 CLS must become a business that anticipates and responds quickly to market and customer needs (as well as changes to funding conditions), whilst still delivering high quality learning, training and skills that make a real difference to all its customers.

The Growth and Participation Strategy can only be realised through collaborative and mutually beneficial partnerships and financial reinvestment. CLS are preparing a detailed return on investment for each initiative, this will play a critical role in the tactical development of each strand of this strategy over the next three years.

	FY 2014/15(F'cast)	FY 2015/16	FY 2016/17	FY 2017/18
Income	£'000s	£'000s	£'000s	£'000s
SFA/EFA contracts	-11,540.0	-11,221.8	-10,341.9	-9,591.5
Fee income (learner/employer)	-3,271.7	-3,271.7	-3,271.7	-3,271.7
Growth KT&A	0.0	-127.0	-318.0	-572.3
Growth KAE	0.0	-216.0	-539.9	-971.9
Total Income	-14,811.70	-14,836.5	-14,471.5	-14,407.4

Reinvestment for growth	0.0	300.0	350.0	400.0
----------------------------	-----	-------	-------	-------

- 7.4 The SFA and EFA contract values have been modelled using best available estimations of the impact of future funding changes, including a staged reduction to the Community Learning grant.

The total investment over the three years is expected to be £1.050m. The expected growth over the same period is forecast to be £2.745m. Please note that the tutor cost of delivering has not been calculated and is not included within the reinvestment line. An element of the growth derived from funded contracts is based on lagged learning numbers and so funding drawdown in this area is realised in subsequent years.

8. Priorities for Development 16 and beyond

- Organisational transformation to continue to reduce costs and protect frontline service
- ESIF consortia tender opportunities for SELEP
- Virtual Learning platform/environment expansion
- Increasing GCSE English and maths capacity
- Increase participation in second chance learning
- Higher level qualifications Level 3 & above
- Increased participation (particularly from disadvantaged communities)
- Provision for adults with mild to moderate mental health related issues
- Further Education partnerships
- Specialist centre in Health & Social Care

- Increasing the provision for SEND learners

9. Commissioning

Kent County Council has stated its intention to become a strategic commissioning authority; as such EYS has developed a new commissioning framework and service specification for CLS. The commissioning framework will provide the governance which will further focus CLS on priority activities as identified in “Increasing Opportunities, Improving Outcomes and the Education and Young People’s Services 2015 Business Plan”. The service specification will review performance against the KPIs set out in the 14 – 24 and Adult Skills Strategies. These outcomes based on this service specification will form part of the CLS Annual Report for 15/16.

10. Recommendations

The Education and Young People’s Services Cabinet Committee is asked to note CLS financial (2014/15) and operational (academic year 2013/14) performance outcomes and future strategic direction.

Background Documents

CLS documents available on request:

- 2013/14 CLS Self-Assessment Report
- CLS Quality Improvement Plan
- Growth and Participation strategy
- Property strategy

2010 Ofsted inspection report –

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/52836>

FE Choices Learner and Employer satisfaction Survey -

https://www.gov.uk/government/statistical-data-sets/fe-choices-performance-indicators?utm_source=eshot&utm_medium=email&utm_campaign=Countdown%20Issue%20725

SFA national success rate tables 2013/14 (Apprenticeships) -


<https://www.gov.uk/government/statistical-data-sets/sfa-national-success-rates-tables-2013-to-2014>

Contact details

Lead Officer

Name: Sue Dunn

Title: Head of the Skills & Employability Service


 03000 416044

 Sue.Dunn@kent.gov.uk

Lead Director

Name: Gillian Cawley

Title: Director for Education

 03000 419853

 Gillian.Cawley@kent.gov.uk

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

To: Education and Young People's Services Cabinet Committee – 8 July 2015

Subject: Child Sexual Exploitation (CSE) Training for Schools

Classification: Unrestricted

Past Pathway of Paper: This is the first time the paper has been published

Future Pathway of Paper: Future meeting of this Cabinet Committee

Electoral Division: All

Summary: The scale and prevalence of child sexual exploitation (CSE) is a national issue. A large scale CSE criminal investigation, Operation Lakeland occurred in Kent in 2014. A large number of national reports have stressed the importance of effective partnership working to tackle CSE, and schools and education providers are essential partners. This paper sets out the national and local context, outlining the training and support provided to schools in Kent to ensure children are safeguarded and outlines future partnership developments.

Recommendation: The Education and Young People's Services Cabinet Committee is asked to consider and note this report and receive a further report in 2015 in relation to the lessons and recommendations of the Operation Lakeland multi-agency review and the impact of the introduction of the multi-agency CSE team in Kent.

1. Introduction

- 1.1 This paper outlines key national and local developments concerning Child Sexual Exploitation (CSE), with a focus on the importance of safeguarding children within Kent schools.

2. Background

- 2.1 Since 2012, and particularly over the last few months, the scale and prevalence of CSE has come under an increasing amount of scrutiny both in terms of national policy making and media attention. There have been numerous high profile CSE cases over this time – from Rochdale to Bristol, Oxford to Barnsley - and a correspondingly high number of reviews into child sexual abuse and exploitation. Each review has found evidence to suggest that CSE is a pressing and largely concealed issue which is endemic across

the country. The Prime Minister has outlined that CSE is a national threat and requires co-ordinated action to address.¹

3. National Context

- 3.1 In August 2014, Alexis Jay published her review into CSE in Rotherham. The investigation found systemic failures in the way the Council and its partners had dealt with child abuse and exploitation between 1997 and 2013, amounting to a serious dereliction of their safeguarding responsibilities. The report concluded that 'blatant' weaknesses within the authority had led to approximately 1,400 children being exploited over this time, and that concerns about 'political correctness' (since the majority of the crimes were perpetrated by gangs from the Pakistani heritage community), alongside repeated leadership and management failures, had prevented necessary actions from being taken.
- 3.2 In November 2014, Ann Coffey published her 'Real Voices' report into CSE in the Greater Manchester Area. The review found that CSE is a 'real and ongoing social problem' that has become a 'new social norm' in some neighbourhoods of Greater Manchester. Coffey advised that the primary safeguarding agencies - police, the judiciary and local authority children's services - cannot succeed in protecting children alone at a time of deep spending cuts. Instead, she proposed that progress could only be achieved if children themselves are empowered to lead the way in the fight against CSE. The review further suggested that the reason successful CSE prosecutions remain so low is due to prevailing public attitudes and negative stereotypes towards children whom are sexually exploited. To address this, Coffey maintains that the whole local community needs to be involved and informed about trends and types of CSE in their local area.
- 3.3 In February 2015 Louise Casey published the results of her review into Rotherham MBC, following the Jay Report. Casey found the Council had continued to fail in its duties to protect vulnerable children, and that adequate improvements had not been made since the initial Report had been made public. Casey concluded that the LA had an 'unhealthy' culture in which 'bullying, sexism, suppression and misplaced 'political correctness', meant the Council was 'not fit for purpose' and, importantly, '[did] not have the capacity to address past weaknesses.' Since the abuse scandal, Rotherham's Cabinet has resigned and Government Commissioners have been drafted in to run the LA, with a focus on Children's Services.

¹ For instance, Phase One of the Office of the Children's Commissioner's 'If Only Someone Had Listened' report, 2013, identified 16,500 children and young people at high risk of sexual exploitation, alongside 2,409 children who had already been victim to CSE – though the report also acknowledged that the true figures were likely to be 'far higher.' A number of reports also focus on CSE occurring in underrepresented groups e.g. in the BME community and amongst boys and young men. 'Hidden in Plain Sight', published in 2014, looks at CSE in relation to boys and young men known to Barnardo's; the study found that a third of the children and young people Barnardo's have supported since 2008 whom have been subject to CSE were boys/young men. The report also identified that stereotypes held by professionals mean that boys can be less well safeguarded than girls, and the symptoms of CSE exhibited by boys and young men are often left unidentified.

- 3.4 In March 2015, Oxfordshire County Council published a Serious Case Review which found that approximately 370 children were targeted for abuse by gangs and groups over a sixteen year period. The Chair of the Oxford Local Safeguarding Children Board stated that failures across all agencies with safeguarding responsibilities had led to 'a culture...that failed to see that these children were being groomed in an organised way by groups of men.' Though the report found no evidence of wilful neglect or signs that exploitation had been ignored, it highlighted a 'professional tolerance to knowing young teenagers were having sex with adults'.

4. Kent Context

- 4.1 On Tuesday 3 March, a number of senior Council and Police officers, alongside health and social care professionals, Voluntary Community Sector bodies and victims and survivor groups, were invited to a Downing Street Summit to discuss new measures to protect children from sexual exploitation. The measures included proposals to extend the offence of 'wilful neglect' for failure to take action on abuse or neglect where it is a professional responsibility to do so, to cover children's social care, education and elected members - and to impose fines on individuals and organisations that have failed in their duty to protect vulnerable children and young people. On the same day, Government circulated a Joint Commitment to share information effectively between agencies for the protection of children and a 'Tackling Child Sexual Exploitation' report in response to the findings of the Jay and Casey reviews in Rotherham. 'Tackling' sets out a series of measures designed to clarify roles and responsibilities in relation to safeguarding at a local level.
- 4.2 On 9 March 2015 the Kent Operation Lakeland CSE criminal trial was halted due to juridical concerns regarding the collection of evidence and the reliability of a key witness. As a result, prosecutions will not be progressed. This was a complex and sensitive operation involving several agencies working together to safeguard vulnerable children. However, the case sets a concerning precedent regarding the potential prosecution of future suspected offenders and the ability of local authorities to appropriately protect children and young people in the process of being, or whom are at risk of being, exploited. There is currently a multi-agency review of Operation Lakeland, and Education and Young People Services officers are members of the review panel. A report summarising lessons learned with recommendations will be submitted to the Kent Safeguarding Children Board.
- 4.3 On 26 March 2015 the Government published a revised version of 'Working Together to Safeguard Children' statutory guidance. The 2015 guidance marks a shift in position from the previous guidance (2013) which cast safeguarding and the promotion of child welfare as 'everyone's responsibility' to a position whereby this is, first and foremost, viewed as a local authority duty. The

purpose of this change was to create an 'unambiguous statement of accountability' – clarifying and strengthening the overarching responsibilities of local authorities to safeguard and promote the welfare of children and in particular the role of the Director of Children's Services and Lead Member for Children's Services as the key points of professional and political accountability within LAs. The guidance also makes additional provisions around CSE and Child Sexual Abuse, including directives that:

- professionals need to be aware of – and alert to – any risks of harm that individual abusers, or potential abusers, may pose to children.
- all professionals share appropriate information in a timely way and discuss any concerns with colleagues in children's social care.
- partner agencies with safeguarding responsibilities need to collaborate to determine a 'full picture of a child's needs and circumstances' i.e. the full picture can only be obtained through effective cooperative working. Agencies must also take prompt action to address these needs.
- Local Safeguarding Children's Boards (LSCB) should take note of relevant information regarding vulnerable children from the Joint Strategic Needs Assessment, and use this information to help the Board and partner agencies to understand the prevalence of abuse and neglect in their area, and in turn to shape services in response to changing need.
- LSCBs should agree with the LA and partner agencies the levels of different types of assessment and services to be commissioned and delivered, including services for children who have been - or may be - sexually exploited; have undergone Female Genital Mutilation ; and children who may be radicalised. Children's Social Care has the responsibility for clarifying the process for referrals.
- Local authorities should have clear procedures and processes for cases relating to the sexual exploitation of Children and Young People.

5. Education

- 5.1 Kent Safeguarding Children Board (KSCB) is the lead agency for multi-agency training and co-ordination of awareness raising. This is exhibited through the Kent and Medway Safeguarding Children Abused through Sexual Exploitation procedures, toolkit and strategy.
- 5.2 The EYPS Education Safeguarding Team (EST) provide support, guidance and challenge to schools, LA services and Early Years settings to ensure that children are kept safe and their welfare is promoted, as required by Section 175 of the Education Act 2002. Statutory guidance Working Together to Safeguard Children (2015), Keeping Children Safe in Education (2015). Kent Safeguarding Children Board (KSCB) procedures help to inform the work of the team and any good practice guidance that is developed.
- 5.3 The Education Safeguarding Team has included CSE in recent Safeguarding Newsletters for schools and regularly acts as an advisor for schools' dedicated

child protection staff. Comprehensive information on CSE is also contained on the KESLI website, providing easy access for education providers and signposting to other documents such as KSCB policies and toolkits. Bespoke single agency training for Designated Safeguarding Leads (DSL) in schools and settings also references CSE and signposts the use of the toolkit when assessing risk. There have been in excess of 2000 places offered to designated school staff this academic year and courses are generally over-subscribed.

- 5.4 There are CSE training courses available from KSCB aimed at multi-agency professionals, however these are very much in demand and as a result allocation has been prioritised for social workers. During 2014-15 staff from 22 schools attended this training, including schools most affected by relating to Operation Lakeland. Education providers have been advised that if they cannot access a KSCB course in the near future they should make use of the materials provided via KSCB. As a minimum they are advised to download the CSE toolkit and the CSE procedures and add them to their DSL information.

6. Early Help and Preventative Services (EHPS)

- 6.1 CSE training is mandatory for frontline EHPS staff. Officers within EHPS have been trained to conduct the KSCB CSE classroom training. EHPS staff use the CSE toolkit where appropriate and supervisory processes are robust and focused on managing potential risk.
- 6.2 An excellent example of leadership and partnership working is the establishment of a Gravesham CSE Group. This has been led by the local Troubled Families Manager and brings together key partner agencies, including schools, to focus on CSE within the area. This is being replicated in other areas.
- 6.3 Kent Youth County Council are working with KSCB to produce a short video, entitled 'Positive Relationships' to be used in schools and other youth settings, to raise awareness about CSE.

7. Future developments

- 7.1 An operational, multi-agency CSE Specialist Team has now been formally agreed, including funding from the Kent Police and Crime Commissioner. The team will be a multi-agency group of experts, which will lend support to CSE investigations anywhere in Kent. Although initial funding was secured from the PCC, individual agencies are also contributing resources. KCC Specialist Childrens Services will be providing two Practice Development Officers who will be responsible for leading the CSE education, coordinating and sharing learning.
- 7.2 In the event of another full-scale sexual exploitation investigation, these two team-manager level members of staff will automatically be made available to manage the social work involvement in this operation. This is a clear demonstration of the commitment between agencies to tackle sexual

exploitation, coordinate efforts to prevent exploitation and drive awareness and communication. Strategically, the team will lead on the progression of actions within the multi-agency CSE work-plan.

- 7.3 It is planned for this team to be operational by autumn 2015. The team will be co-located at the Police Headquarters in Maidstone. Co-locating will enable effective multi-agency working, information sharing and the building of strong, professional relationships. The CSE team will be further supported by a data analyst. This post will have full access to all the relevant IT systems, including SKWO, Liberi and the Police systems. This will mean that Kent will have the ability to drill down on key agency's data, providing analysis on gaps, trends and areas requiring development.
- 7.4 A multi-agency child sexual abuse group (MASCE) will also be established to oversee the strategic direction and co-ordinate activity. EYP senior officers are members of this group and are assisting in shaping the set up arrangements.

8. Recommendation:

The Education and Young People's Services Cabinet Committee is asked to consider and note this report and receive a further report in 2015 in relation to the lessons and recommendations of the Operation Lakeland multi-agency review and the impact of the introduction of the multi-agency CSE team.

9. Background Documents

9.1 Kent and Medway LSCB toolkit

http://www.kscb.org.uk/professionals/sexual_exploitation.aspx

10. Contact details

Report Author: Nick Wilkinson

Name and title: Head of Youth Justice and Safer Young Kent, Early Help and Preventative Service

Telephone number: 03000 417055

Email address: nick.wilkinson@kent.gov.uk

Relevant Director: Florence Kroll

Name and title: Director Early Help and Preventative Service

Telephone number: 03000 416362

Email address: florence.kroll@kent.gov.uk

From: Peter Oakford, Cabinet Member for Specialist Children's Services
Andrew Ireland, Corporate Director of Social Care, Health & Wellbeing

To: Education and Young People's Services Cabinet Committee - 8 July 2015

Subject: Virtual School Kent Update

Classification: Unrestricted

Past Pathway: None

Future Pathway: None

Electoral Division: All

Summary: To update the Cabinet Committee on the work of the Virtual School Kent in raising and supporting the educational attainment of children and young people in care.

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

- Note the validated position on 2014 performance outcomes for Kent's children in care
- Note the work of the Virtual School Kent (VSK) with particular reference to post 16 developments

1. Introduction

1.1 This paper responds to the points raised at the Education and Young People's Services Cabinet Committee on the 16th December 2014, specifically Section 13 of Paper D1 on School Performance 2014 – National Curriculum Tests and Public Examinations.

1.2 Virtual School Kent (VSK) is a multi-agency service which champions the educational and health needs of Children in Care. It works in close partnership with universal services, such as schools, colleges and the health services to bring about improvements in the educational and health outcomes for Kent's Children in Care (CIC) and Care Leavers (CL). The service includes professionals from education, social care, health and youth work arenas, some of who have themselves experienced being in care. The service also acts an expert resource for the council to assist members and senior officers in fulfilling their responsibilities as Corporate Parents for these children and young people.

1.3 VSK promotes the individual achievement, health and wellbeing of the young people we support through close working relationships with the young person themselves, schools, foster carers and other professionals who work around the setting or young person. We provide direct support, additional funding, advice, guidance and training to key professionals including education and training providers. As a service we are responsible within our directorate for multiple national returns on the educational, social care, health and emotional health and well-being of our young people.

2. Response to data discussed in Paper D1 Section 13

2.1 Extract from 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.”* and 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.”*

2.1 This data was taken before national validation. The data in Table 1 below identifies an upward trend where attainment has consistently improved and the gap with the national average has reduced year on year. Furthermore the gap between Kent CiC and all Kent learners between 2013 attainment (74% all learners against 39% Kent CiC) and 2014 attainment (79% all learners against 44% Kent CiC) has remained static at 35% despite a 5% improvement by all learners last year.

Table 1.

L4+ M,R & W	2011-12	2012-13	2013-14
England Average	42	45	48
Kent	35	39	44

2.2 In M, R and W combined attainment over the past three years has increased by 9%pts. During this period the Gap with the national average has also reduced by 3%

2.3 In addition to the combined Key Stage 2 results highlighted in Table 1, positive impact was also made in the individual performance indicators with attainment in mathematics increasing by 14% since 2012 and the gap with the national average reducing by 8%. Similarly the attainment over the same period in reading and writing increased by 11% and 15% points respectively, whilst the gap with the national average reduced by 7% as highlighted in Table 2 below.

Table 2.

L4+ Mathematics	2011-12	2012-13	2013-14
England Average	56	59	61
Kent	42	52	57
L4+ Reading	2011-12	2012-13	2013-14
England Average	64	63	68
Kent	54	61	65
L4+ Writing	2011-12	2012-13	2013-14

England Average	51	55	59
Kent	44	46	59

2.4 Extract from 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.”*

2.5 This data was also taken before national validation. The data in Table 3 below identifies a generally upward trend where attainment has improved to be roughly in line with the national average since 2012 with the exception of last year’s results.

2.6 Between the years of 2010-13 the attainment of Kent CIC in respect of NI101 (five GCSE’s grades A-C including English and Mathematics) has increased by 8.6%pts.

2.7 The previous year 2014 saw a down turn in this indicator broadly in line with national performance due to a number of changes, most specifically the down grading of vocational qualifications and their GCSE equivalence and the shift in weighting of examinations over coursework especially English GCSE. Ofqual wrote to all Head teachers in 2014 stating that the 2014 Summer GCSE results were not comparable to previous results due to these changes. The most concerning aspect is the first entry only application of the examination result methodology. This approach has a disproportionate impact on CIC as multiple attempts within Key Stage 4 have proven an effective vehicle to manage our young people’s anxieties during public examinations.

2.8 It is also important to highlight the Kent specific context of its CIC population. The national average percentage of Unaccompanied Asylum Seeking Children (UASC) within the CIC cohort is 3%. The percentage of UASC within the 2014 year 11 cohort was nearly seven times this at 20%. These young people who had been in the country just over a year at the time of these examinations were not able to meet this academic benchmark at this time due to language acquisition difficulties. When UASC data is excluded from last year’s results Kent CIC data is above the national average.

Table 3.

5 GCSE A*-C Inc E&M	2010	2011	2012	2013	2014* Any entry/1 st entry
England Average	12.4	13.6	14.9	15.5	14 / 12
Kent	6	11	15	15	13 / 8

3. Educational Support for 16-18 Year Old CiC and Care Leavers

3.1 With the extension of VSK responsibility commencing in January 2015, work was able to begin with additional staff being put in place to support the work stream. The focus initially has been on the arrangement for delivering Post 16 update training to the new Children in Care Social Work teams – to ensure they were informed of the most up-to-date options/support available for post 16 pupils.

Staffing:

- Assistant Headteacher with operational responsibility
- Four Post 16 Support Officers
- Data administrator
- Post 16 Participation Apprentice

3.2 The main progress has been with the development of the Post 16 Support Officers and their links with education/training providers. Now that they are in post they are developing their links to be able to better support young people – enabling them to make more informed choices as to their options, in turn leading to less withdrawal and more positive onward destinations.

3.3 Training has also been a strong developmental priority since February 2015. Training regarding the post 16 sector has been delivered to around 150 professionals to date across the county. Feedback has been extremely positive and already the team are seeing an improvement in communication and collaboration between services. The training has been delivered by the VSK headteacher and Simon Bounds (Employability and Skills), along with representatives from CXK and local Colleges.

3.4 Training has been delivered to:

- New College and University Designated Members of Staff on their role as the DMS
- The locality Virtual School Kent teams on understanding the post 16 sector
- Virtual School Kent Participation Apprentices on understanding the post 16 sector – with the plan to then link them with colleges to be an additional resources for young people at the college or considering joining
- New Children in Care teams on understanding the post 16 sector
- The Post 16 Team and Linda Young have been trained on IYSS – Access and editing rights permitted at the end of April 2015
- Post 16 training offer to the Independent Reviewing Officers, the VSK Nurses and the VSK Admin team completed
- Post 16 ePEP (electronic personal education plan) training delivered in March/April

3.5 Progress made to date:-

Collaboration has been effective between the KCC Employability and Skills team and VSK team through the delivery of training, meetings and shadowing for the Post 16 Support Officers, resulting in better information given to young people and key professionals.

3.6 The links with local colleges has also developed further, with the Post 16 Support Workers arranging to work from their local colleges on a regular basis to build links and raise awareness to the needs of the cohort, and to increase collaboration. The young person will be able to access the Post 16 Support Officer whilst at college, making it more convenient for them if they wish to access the support.

3.7 Work with CXK has also been an additional resource whilst waiting to have the VSK Post 16 team in place. They have been working with young people classed as NEET, and have now been linking in more closely with the VSK Post 16 team. The Post 16 Support Officers are also now able to build links with the alternative providers in their areas to identify options for the young person – for example Gillingham Football Charity Trust are looking to offer VSK opportunities for those post 16 to following a meeting with the VSK 16+team. The team has already identified three possible new opportunities for young people through their contacts.

3.8 The VSK Post 16 Participation Apprentice has been focusing on the promotion of Apprenticeships and has been working with the Assisted Apprenticeship Manager on developing resources to be able to promote the scheme. He has also started to look at alternative participation activities for those post-16 by linking in with the colleges to see if they are able to offer activities.

3.9 The Post 16 ePEP has only recently been launched designed and developed by VSK together with eGov and will be a huge advantage to tracking and monitoring the completion of PEPs for the post 16 cohort. Training has been arranged for the College and University Designated Members of Staff.

3.10 To support transition, the locality monthly meetings during February focused on the year 11 cohort and their onward post 16 destination. The relevant local colleges were invited to the meetings, along with CXK to support the discussion around options and to being the handover of young people if going to college. The VSK staff were able to provide the colleges with key information to support the transition. The meetings were very productive and informative. Ongoing monitoring of the cohort is continuing through the locality team meetings. The Post 16 Support Officers will be attending their area locality meetings.

4 Pupil Premium for CiC (Pupil Premium Plus)

4.1 The pupil premium grant for Children in Care more commonly known as Pupil Premium Plus (PP+) is a need's based application grant system. The model of deploying this grant mirrors that of the Department for Education (DfE) pilot carried out by the Local Authority and virtual school in East Sussex. The deployment model also complies with the two key DfE documents regarding the use of this grant (Pupil Premium-Conditions of Grant and Pupil Premium and the Role of the Virtual Headteacher). Schools identify the additional needs of our children in care in terms of support, interventions, training or resources and apply for additional funding. It is the expectation within VSK that the primary deployment route of this grant is through the schools we support. Of the grant allocated 96% went directly to schools with the remainder allocated to successful countywide literacy development projects and pilots.

5. Recommendations:

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

- Note the validated position on 2014 performance outcomes for Kent's children in care
- Note the work of the Virtual School Kent (VSK) with particular reference to post 16 developments

6. Background Documents

None

7. Contact details

Tony Doran
Headteacher
Virtual School Kent

Contact details:

Email - tony.doran@kent.gov.uk

Website- <http://www.virtualschool.lea.kent.sch.uk/>

YP's Website-<http://www.kentcarestown.lea.kent.sch.uk/>

Philip Segurola
Director of Specialist Children's Services
Room 2.48, Sessions House, Maidstone, ME14 1XQ
03000 413120

From: Mike Hill, Cabinet Member for Community Services

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

To: Education and Young People's Services Cabinet Committee – 8 July 2015

Subject: Progress Implementing the Troubled Families Programme

Classification: Unrestricted

Past Pathway of Paper: Not Applicable

Future Pathway of Paper: Not Applicable

Electoral Division: All

Summary:

This report sets out Kent's progress in implementing Phase 1 of the Troubled Families Programme and our plans for delivering the Expanded Programme in Phase 2. The next phase has wider criteria for identifying families and will provide a larger number of families with support.

Recommendation:

The Cabinet Committee is asked to note the success of the Troubled Families Programme in Phase 1 and the approach to delivering the Expanded Programme in Phase 2.

1. Introduction

- 1.1 In April 2012 the Government launched the Troubled Families Programme, a £448 million scheme to incentivise Local Authorities and their partners to turn around the lives of 120,000 troubled families by May 2015.
- 1.2 Phase 1 of the Programme supported families where children were not attending school, young people were committing crime, families were involved in anti-social behaviour and adults were out of work.
- 1.3 Following the success of Phase 1, the Government decided to expand the Troubled Families Programme for a further five years from 2015, in order to reach an additional 400,000 families across England. The criteria for families entering the programme have been broadened and there will be a legal duty on the Government to report annually to Parliament on the progress on the programme.
- 1.4 In Kent, KCC is the accountable body for the Troubled Families Programme at a strategic level, working with Chief Executives from District Councils and key partners in delivering the strategy for Kent, through the Multi-Agency Steering Group chaired by the Leader.

2. Financial Implication

- 2.1 The costs of the programme are funded by national grant funding from the Department of Communities and Local Government (DCLG). The funding from Phase 1 has been reduced and is explained in 5.3 below.

3. The progress in Phase 1

- 3.1. The Kent Troubled Families Programme has been successful in ‘turning round’ 2560 families, which means that agreed positive outcomes have been achieved and sustained. This was 100% of our target number of troubled families in Phase 1.
- 3.2. Turned around a family means that at least one adult has returned to work and is no longer claiming out-of-work benefits and that the children in these families are showing more positive engagement with improved and sustained attendance at school, and have reduced or stopped offending or committing anti-social behaviour. While the Phase 1 final national rankings have not yet been published, the numbers of families turned around means Kent will rank at least 3rd nationally out of 151 local authorities and most successful of the 17 in the South East Region.
- 3.3. This result demonstrates that the ‘whole family’ approach adopted by the Kent Programme is delivering results, which is testament to the strong level of partnership support to the Programme.
- 3.4. A key element of the success of the Troubled Families Programme in Phase 1 has been the strength of the joint working arrangements that have been developed with key partners. These include District Councils, the Department of Work and Pensions (DWP), Kent Police and Schools.
- 3.5. Services commissioned for the delivery of services to troubled families have included KCA Family Intervention Project Worker Service (FIPs), Project Salus FIPs, Young Lives Foundation and Royal British Legion Industries. District Councils also commissioned services locally, to support troubled families in their area, which have been successful.
- 3.6. Support to troubled families has also been provided by the Kent Support and Assistance Service (KSAS) and some troubled families have also been part of the DWP’s and Kent’s testing of the DWP Pre-Paid Card.
- 3.7. Due to the successful results in Phase 1, Kent was identified as an Early Starter for the phase 2 Expanded Programme by the Department for Communities and Local Government (DCLG) and began identifying families in January 2015.

4. Integration of the Kent Troubled Families Programme

- 4.1. The Kent Troubled Families Programme is located within the Early Help and Preventative Services Division. This has been in operation from 1st April 2014, and brought together all the KCC services that are focused on early

help and prevention and ensures we deliver a more integrated whole family approach to supporting vulnerable children, young people and families in Kent.

- 4.2. During Phase 1 of the programme KCC Local Project Delivery Managers (LPDM's) successfully coordinated multi-agency support for the troubled families cohort locally in each district and had oversight of district based Projects delivering the Troubled Families agenda.
- 4.3. The LPDM's role from the 1 April 2015 is now renamed District Partnership Managers (DPM's) to take in to account their widened brief that includes partnership working across an Early Help District, while retaining overall responsibility for delivering the Troubled Families Programme locally.

5. Arrangements for the Expanded Programme – Phase 2

- 5.1. Under the Expanded Troubled Families Programme in Phase 2 the target numbers of families to be turned around will grow from 2,560 to 8,960.
- 5.2. For identifying this larger number of troubled families and the key issues faced by families, the criteria have been expanded to include the following:
 - Parents and children involved in crime or anti-social behaviour
 - Children who have not been attending school regularly
 - Children who need help: children of all ages, who need help, are identified as children in need or who are subject to a Child Protection Plan
 - Adults out of work or at risk of financial exclusion or young people at risk of worklessness
 - Families affected by domestic violence and abuse
 - Parents and children with a range of health problems.
- 5.3. The DCLG have reduced maximum potential funding per family for the Expanded Programme from £4000 to £1800. This is made up of two elements. £1000 per family is paid as a fee when they are identified for the Programme and £800 paid on Payment by Results basis for each family 'turned around'. Maximum potential funding for the Kent Programme is £18,128,000.
- 5.4. Engagement with most families will be delivered through Early Help and Preventative Services, commissioned services and other public sector partners may also lead the work with families.
- 5.5. Early Help and Preventatives Services will work with a high proportion of the identified Troubled Families. This will be either through engagement with Open Access Early Help, such as Youth Hubs or Children's Centres, or

through more intensive family support as part of an Early Help plan, with a key worker.

- 5.6. Commissioned Services to families such as Family Intervention Project workers (FIP and FIP Light) will make a key contribution and these contracts are included in an Early Help review of commissioning with new arrangements operational from April 2016. Due to the success of the FIP model it is likely to be continued and integrated with Early Help front line family support services. This will give the Kent Programme a more effective and flexible pool of multi-skilled commissioned family workers.
- 5.7. The planned response to the needs of family members will be set out in a single Family Plan, co-ordinated by the Key Worker. The Programme will continue to take a whole family approach and encourage all partners to support this approach.
- 5.8. In the Extended Programme, the mandated information and data requirements are much greater than Phase 1, and includes more detailed information for each family tuned around, Family Monitoring Data, participation in a National Impact Study and a very detailed Cost Saving Calculator. The funding to the Programme is conditional on the collection and submission to the DCLG (and its agents) of accurate information and data.
- 5.9. A major challenge of Phase 2 is the larger number of families that need to be engaged and turned around by achieving more positive outcomes for them. Key elements will be the effectiveness of the delivery of whole family services by Commissioned Family Intervention workers and Early Help Units and Open Access services. It is also important that other services take a whole family approach.

6. Recommendation:

The Cabinet Committee is asked to note the success of the Troubled Families Programme in Phase 1 and the approach to delivering the Expanded Programme in Phase 2.

7. Contact details

Report Author

- David Weiss, Head of the Troubled Families Programme
 - 03000 417195
 - David.Weiss@kent.gov.uk
- Relevant Director:
- Florence Kroll, Director for Early Help and Preventative Services
 - 03000 416362 (416362) M 07900 803106
 - Florence.Kroll@kent.gov.uk

From: Peter Sass, Head of Democratic Services

To: Education and Young People's Services Cabinet
Committee – 8 July 2015

Subject: Work Programme 2015

Classification: Unrestricted

Past Pathway of Paper: Education and Young People's Services Cabinet
Committee - 15 April 2015

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 suggest any additional topics for consideration to be added to future agendas and agree its Work Programme for 2015.

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 13 May, 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 suggest any additional topics for consideration to be added to future agendas and agree its Work Programme for 2015.

6. Background Documents

None.

7. Contact details

Report Author:
Christine Singh
Democratic Services Officer
01622 694334
christine.singh@kent.gov.uk

Lead Officer:
Peter Sass
Head of Democratic Services
01622 694002
peter.sass@kent.gov.uk

This page is intentionally left blank

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

FORTHCOMING EXECUTIVE DECISIONS		
Decisions to be taken under the remit of this Cabinet Committee as of 1 June – 31 December 2015	Lead officer/s	Decision Taker
Proposed expansion of Bysing Wood Primary School from 1FE to 2FE from September 2016 (DEFERRED)	Marisa White Area Education Officer (East Kent) and Kevin Shovelton Director of Education Planning and Access	Cabinet Member for Education and Health Reform
STANDARD ITEMS		
Item	When does the Cabinet Committee receive item?	
Final Draft Budget Reports	Annually (January)	
Commissioning Plan	Bi-annually (September and December)	
School Performance – Exam Results	Annually (November/ December)	
Performance Scorecard (including preventative Services for Adolescents)	At each meeting	
Strategic Priority Statement	April 2015	
Post 16 Transport Policy Statement (to be published by 1 June each year)	Annually (April)	
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	Annually – (March)	
ITEMS REQUESTED BY MEMBERS		
Item	Date requested	Cabinet Committee Meeting
The co-option of Teacher Advisers/Union reps.	25/7/2013	tba
SEND Mediation and Disagreement Resolution Services	16 December 2014	15 December 2015
Troubled Families Initiative	16 December 2014	8 July 2015
The performance of EduKent	24 February 2015. agenda setting on 19 May 2015	September 2015
Decisions on proposed commissioning agreements	At 13 January 2015 meeting	tba
Commissioning and Procurement of Early Help and Commissioning Intentions	email from Julie Street 23/4/15. agenda setting on 19 May 2015	September 2015
Presentation – NEETS by Mrs Crabtree	agenda setting on 19 May 2015	September 2015

This page is intentionally left blank

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

To: **Education and Young People's Services Cabinet Committee – 8 July 2015**

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, Vision and Priorities for Improvement, 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, Vision and Priorities for Improvement, 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. In addition to the directorate scorecard there is also now an Early Help & Preventative Services monthly scorecard, and a quarterly scorecard for School Improvement and Skills & Employability. Scorecards for Early Years & Childcare and SEND are in development.
- 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 District pages have now been developed 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 is published quarterly.
- 2.6 The formation of an integrated Information and Intelligence service will lead to more joined up reporting, monitoring and evaluation across the directorate.

3. Current Performance

- 3.1 The performance scorecard highlights some notable progress and some areas for improvement as indicated by their RAG status.
- 3.2 The data sources page (page 4 of the scorecard report) details the date each indicator relates to as the reporting period differs between measures.
- 3.3 There is variation in performance between the districts. This commentary is based on the overall aggregate for Kent.
- 3.4 Results for pupils at the end of the Early Years Foundation Stage (EYFS) have improved in 2013/14 by 6 percentage points with 69% of children achieving a good level of development compared to 63% in 2012/13. This is above the England average figure of 60%. The achievement gap between children eligible for Free School Meals (FSM) and their peers has reduced by 6 percentage points to 12 from 18%.
- 3.5 At Key Stage 2 the combined achievement at Level 4+ in Reading, Writing and Maths is 79% which is a 5 percentage point rise on the previous year. This in line with the national average. The achievement gap between FSM eligible children and their peers has narrowed from 25 to 21 percentage points. The national gap is narrower at 18 percentage points.
- 3.6 In 2014 two major reforms were implemented which effected the calculation of the key stage 4 measures. The Wolf reforms restricted the qualifications counted and the weightings applied and the early entry policy meant only the pupils' first attempt at a GCSE qualification could be counted. The impact of this was the percentage of pupils achieving 5+ A* - C grades and GCSE including English and maths declined slightly. Due to this change in methodology it is not appropriate therefore to compare the outturns for 2014 to that of previous years. In 2013/14 the outturn for Kent is 59.0% which compares favourably to the national figure of 53.4%
- 3.7 The percentage of young people by age 19 with a level 2 decreased from 84.9% in 2013 to 82.7% in 2014 which is slightly lower than the national figure of 83.3%. The FSM gap widened to 24.1percentage points and is considerably higher than the national gap of 17.2%. More young people achieved a level 3 qualification, which increased to 56.7%. This is in line with national figure. The FSM gap at 33.1 is considerably higher than the national figure of 25.2
- 3.8 The number of schools in an Ofsted category is higher than anticipated at 22 but is three fewer than reported in December 2014. The percentage of schools judged to be good or outstanding has increased by two percent from December 2014 76.7% to currently at 78.5% but is below this year's target of 82.0% The RAG rating for the previous year of 2013-14 is green.
- 3.9 The number of pupils being placed in independent or out-of-county special schools has broadly stayed the same as the figure reported for December at 628 but remains higher than target of 460. A redesign of the SEN service took place last year and the new structure and ways of working, together with ongoing work to plan increased provision of SEN school places, should support improvement in this area.

- 3.10 The percentage of 16 – 18 year old not in education, employment or training (NEET) has increased in March 2015 to 5.7% compared to 4.6% in December 2014. This is an improvement on the 2013/14 outturn of 5.9% but is amber as it has not met the 2013/14 target. The use of social media to identify the activities of young people has proved a successful addition to the tracking process and is used when contact cannot be made via the telephone. Close working between the Skills and Employability and Early Help & Preventative Services is seeking to improve both data capture processes and support given to young people who are NEET.
- 3.11 The number of permanent exclusions from Primary schools is higher than anticipated and has increased over the 12 month rolling period. A project is currently underway to work with a group of schools to explore a holistic approach to behaviour management with the aim of reducing both fixed term and permanent exclusions. The number of permanent exclusions from Secondary schools is also higher than the target by 20 pupils although at 59 is less than the previous year where 61 pupils were permanently excluded.
- 3.12 The percentage of Children Missing Education offered suitable education within 30 days of becoming known has increased from 63.4% to 65.0% (based on a rolling 12 month average). This is five percentage points below the target of 70%
- 3.13 The rate of re-offending by children and young people (CYP) has increased slightly (based on a 12 month cohort) to a rate of 35.5. This equates to 571 individuals. The number of re-offenders has continued to fall cohort on cohort although the decrease between the 571 in the most recent cohort and the 573 in the previous cohort was much smaller than the falls recorded for previous cohorts. The re-offending rate of CYP for England & Wales is 36.1, higher than that of Kent.

4. Recommendation

- 4.1 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 – April 2015 release (March 2015 data)

Contact details

Lead Officer

Name: Wendy Murray

Title: Performance and Information Manager


 03000 419417

 wendy.murray@kent.gov.uk

Lead Director

Name: Florence Kroll

Title: Director of Early Help & Preventative Services

 03000 416362

 florence.kroll@kent.gov.uk

This page is intentionally left blank

Education & Young People's Services Performance Management

Education & Young People's Services Directorate Scorecard

April 2015 Release (March 2015 Data)

Produced by: Management Information, KCC

Publication Date: 30th April 2015

This page is intentionally blank

Guidance Notes

POLARITY




- H The aim of this indicator is to achieve the highest number/percentage possible
- L The aim of this indicator is to achieve the lowest number/percentage possible
- T The aim of this indicator is to stay close to the target that has been set

RAG (Red/Amber/Green) ratings


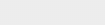
- GREEN** Green indicates that the 2013-14 outturn performance has met or exceeded the 2013-14 target
- AMBER** Amber indicates that the 2013-14 outturn performance has not met the 2013-14 target but is within acceptable limits*
- RED** Red indicates that the 2013-14 outturn performance has not met the 2013-14 target and is below an acceptable pre-defined minimum*

* For the majority of indicators a tolerance of 3% above/below the target has been applied

DIRECTION OF TRAVEL (DOT)

-  Performance has improved compared to previously reported data
-  Performance has worsened compared to previously reported data
-  Performance has remained the same compared to previously reported data

Incomplete Data

-  Data not available
-  Data to be supplied

Data in italics indicates 2012-13 data period

MANAGEMENT INFORMATION CONTACT DETAILS

- Matt Ashman 03000 417012
- Cheryl Prentice 03000 417154
- Ed Lacey 03000 417113
- Nas Peerbux 03000 417152

management.information@kent.gov.uk

Education & Young People's Services Scorecards

- EYPS Education & Young People's Services Directorate Scorecard
- SISE School Improvement and Skills & Employability Scorecard
- EY Early Years Scorecard
- EH Early Help Monthly Scorecard
- SEND Special Educational Needs & Disabilities Scorecard

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

Indicator Definitions

Code	Indicator	Definition
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	The difference between the achievement of non-FSM ever pupils and FSM ever pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	Definition to be confirmed.
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	The percentage of Kent Early Years settings (non-domestic premises only), judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent Early Years settings (non domestic premises only).
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	The percentage of pupils at the end of Key Stage 2 who achieve a level 4 or above in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	The percentage of pupils at the end of Key Stage 4 who achieve at least 5 or more GCSEs or equivalents including a GCSE in both English & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	The difference between the achievement of non-FSM ever pupils and FSM ever pupils in terms of percentage achieving level 4 or above in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE17	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	The difference between the achievement of non-FSM pupils and FSM pupils in terms of percentage achieving 5+ A*-C including English & maths at KS4. Includes Kent maintained schools and academies.
SISE13	Number of schools in Ofsted Category (special measures or serious weakness)	Number of Kent maintained schools and academies judged inadequate for overall effectiveness by Ofsted in their latest inspection.
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained schools and academies, judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent maintained schools and academies. Includes Primary, Secondary and Special schools and Pupil Referral Units.
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	Percentage of pupils with a statement of Special Educational Needs as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued during the last 12 months.
EYPS1	Number of pupils being placed in independent or out-of-county special schools	The number of pupils with statements of special educational needs that are placed in independent Special schools or out-of-county Special schools.
EYPS2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
EYPS3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
EYPS4	Percentage of surplus school places in Kent Primary schools	The percentage of spare school places: current Primary school rolls calculated as a proportion of Primary schools' capacities.
EYPS5	Percentage of surplus school places in Kent Secondary schools	The percentage of spare school places: current Secondary school rolls calculated as a proportion of Secondary schools' capacities.
SISE43	Percentage of young people with Level 2 attainment by age 19	The percentage of young people achieving the level 2 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 2 threshold by the end of the academic year in which they turn 19.

Indicator Definitions

Code	Indicator	Definition
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	This indicator reports the gap in attainment of level 2 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
SISE45	Percentage of young people with Level 3 attainment by age 19	The percentage of young people achieving the level 3 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 3 threshold by the end of the academic year in which they turn 19.
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	The gap in attainment of level 3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	The percentage of young people who have left compulsory education, up until their eighteenth birthday, who have not achieved a positive education, employment or training destination. Data collected under contract by CXK (Connexions).
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	The number of young people aged 16-18 completing an apprenticeship, as a percentage of starts. Source: National Apprenticeships service.
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	The number of young people aged 19-24 completing an apprenticeship, as a percentage of starts. Source: National Apprenticeships service.
EH39	Percentage of pupils who are persistently absent from Primary schools - all pupils	The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 15% or more of their expected sessions over the reported time period.
EH40	Percentage of pupils who are persistently absent from Secondary schools - all pupils	The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 15% or more of their expected sessions over the reported time period.
EH38	Number of permanent exclusions from Primary schools - all pupils	The total number of pupils that have been permanently excluded from a Kent maintained Primary school or a Primary academy during the last 12 months.
EH41	Number of permanent exclusions from Secondary schools - all pupils	The total number of pupils that have been permanently excluded from a Kent maintained Secondary school or a Secondary academy during the last 12 months.
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent Children's Centres judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all Kent Children's Centres.
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	Definition to be confirmed.
EYPS7	Rate of re-offending by CYP	The data is looking at a 12mth cohort that is tracked for 12mths to identify any further alleged offending. Tracked for a further 6mths to confirm the outcome of the alleged offending behaviour. This report uses data from the Police National Computer (PNC) published by Ministry of Justice (MoJ) and is only available at County level.
EH3	Number of notifications received by EH&PS (All notifications)	The number of notifications received during the current reported month. The data includes all notifications received by EH&PS. Data quality work is currently being undertaken on the information behind this indicator. Totals are liable to fluctuate until this work has been completed.
EH5	Number of EH&PS open cases (All open cases)	The number of open cases as at the end of the current reported month. The data includes all open cases received by EH&PS. Data quality work is currently being undertaken on the information behind these indicators. Totals are liable to fluctuate until this work has been completed.

Education & Young People's Services Directorate Scorecard

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on new EYFSP framework	2013-14 data from Keyphas online dataset	Aug 2014
EY16	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 Keyphas online dataset	Aug 2014
EY4	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
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	Early Years & Childcare Ofsted Spreadsheet	Inspections data as at March 2015	April 2015
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	Test/TA results for end of academic year	2013-14 DfE Published (LA) Keyphas (Distr)	Dec 2014
SISE12	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 Published (LA) EPAS (Distr)	Jan 2015
SISE16	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 DfE Published (LA) Keyphas (Distr)	Dec 2014
SISE19	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 DfE Published (LA) EPAS (Distr)	Jan 2015
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	MI Ofsted Database	Inspections data as at March 2015	April 2015
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections data as at March 2015	April 2015
TBC	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	DfE annual snapshot based on school census	Snapshot as at January 2014	Oct 2014
TBC	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	Impulse database - monthly reported data	Snapshot as at March 2015	April 2015
EYPS1	Number of pupils being placed in independent or out-of-county special schools	Impulse database - monthly reported data	Snapshot as at March 2015	April 2015
EYPS2	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
EYPS3	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
EYPS4	Percentage of surplus school places in Kent Primary schools	MI Calculations based on annual data	2013-14 Outturn Data	Sept 2014
EYPS5	Percentage of surplus school places in Kent Secondary schools	MI Calculations based on annual data	2013-14 Outturn Data	Sept 2014
SISE43	Percentage of young people with Level 2 attainment by age 19	EPAS online 14-19 annual reporting	2013-14 NCER 14-19 dataset	Dec 2014
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	EPAS online 14-19 annual reporting	2013-14 NCER 14-19 dataset	Dec 2014
SISE45	Percentage of young people with Level 3 attainment by age 19	EPAS online 14-19 annual reporting	2013-14 NCER 14-19 dataset	Dec 2014
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	EPAS online 14-19 annual reporting	2013-14 NCER 14-19 dataset	Dec 2014
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	MI monthly reporting	Snapshot data at end of March 2015	April 2015
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	Quality Data Services	2011-12 annual data	Sept 2014
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	Quality Data Services	2011-12 annual data	Sept 2014
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	MI Calculations based on Termly School Census	2013-14 annual data	Jan 2015
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	MI Calculations based on Termly School Census	2013-14 annual data	Jan 2015
EH38	Number of permanent exclusions from primary schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to March 2015	April 2015
EH41	Number of permanent exclusions from secondary schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to March 2015	April 2015
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted reporting	Snapshot as at December 2014	Jan 2015
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	Impulse database - monthly reported data	Rolling 12 months up to March 2015	April 2015
EYPS7	Rate of re-offending by CYP	Information, Quality and Performance Unit	Data for July 2012 to June 2013 cohort	April 2015
EH3	Number of notifications received by EH&PS (All notifications)	SKWO monthly reporting	Data for end of March 2015	April 2015
EH5	Number of EH&PS open cases (All open cases)	SKWO monthly reporting	Data for end of March 2015	April 2015

Directorate Scorecard - Kent

March 2015 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	Kent Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	69	↑	63	73	69	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	12	↑	18	11	12	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T	78	↓	79	83	78	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	90.4	↓	91.0	92	89.2	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	79	↑	74	83	79	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	58.0	↓	63.1	59	58.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	21	↑	25	14	17.8	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	34.3	↑	34.5	29	34.3	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	22	↑	25	12	28	RED
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	78.5	↑	76.5	82	74.6	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A	2.8	↔	2.8	2.7	2.8	GREEN
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	84.8	↓	87.5	95	92	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	628	↑	633	460	599	RED
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A	86.4	↑	85.1	86	86.4	AMBER
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A	84.2	↑	82.8	85	84.2	GREEN
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	5.2		7.0	4	5.2	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	9.9		8.7	10	9.9	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	82.7	↓	84.9	86	82.7	AMBER
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	24.1	↓	23.8	16	24.1	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	56.7	↑	55.9	58	56.7	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	33.1	↑	33.9	23	33.1	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.7	↓	4.6	4.0	5.9	AMBER
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A	69.6	↓	71.0	76	TBC	
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A	75.0	↓	77.5	81	TBC	
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.3	↑	3.1	1.5	2.3	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.2	↑	6.7	5.0	6.2	AMBER
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	39	↓	33	11	26	AMBER
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	59	↔	59	39	61	GREEN
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q	72			75	72	
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	65.0	↑	63.4	70	64.6	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q	35.5	↓	34.6	30	32.2	AMBER
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	1220		910			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	5380	↓	4389			

Directorate Scorecard - Ashford

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	District Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	66.0	↑	63.5	73	66.0	AMBER
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	13.5	↑	24.3	11	13.5	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	90.6	↓	95.5	92	92.9	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	77.0	↑	71.6	83	77.0	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	54.7	↓	59.2	59	54.7	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	17.9	↑	22.3	14	17.9	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	28.9	↑	30.3	29	28.9	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	2	↔	2		3	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	85.4	↔	85.4	82	78.0	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	95.0	↓	97.4	95	97.9	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	42	↑	43		37	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	3.5		3.9	4	3.5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	7.5		5.8	10	7.5	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	81.2	↓	83.2	86	81.2	AMBER
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	33.8	↓	23.2	16	33.8	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	53.0	↑	51.2	58	53.0	AMBER
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	30.1	↑	37.9	23	30.1	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.6	↓	4.3	4.0	5.3	AMBER
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	1.7	↑	2.9	1.5	1.7	GREEN
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.0	↑	6.9	5.0	6.0	GREEN
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	0	↔	0		0	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	0	↔	0		0	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	69.7	↓	72.0	70	80.8	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	121		104			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	612	↓	496			

Directorate Scorecard - Canterbury

March 2015 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	District Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	69.2	↑	68.0	73	69.2	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	13.5	↑	21.1	11	13.5	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	93.7	↑	92.5	92	93.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	80.6	↑	74.7	83	80.6	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	57.1	↓	59.0	59	57.1	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	17.3	↑	25.0	14	17.3	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	33.2	↑	40.0	29	33.2	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	2	↔	2		2	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	69.6	↓	71.7	82	70.8	RED
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	87.3	↓	92.2	95	93.3	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	59	↓	54		57	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	6.3		10.7	4	6.3	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	8.4		10.7	10	8.4	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	83.7	↓	84.2	86	83.7	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	23.3	↑	24.0	16	23.3	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	59.0	↑	56.0	58	59.0	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	34.7	↑	36.3	23	34.7	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.7	↓	4.5	4.0	4.7	GREEN
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.6	↑	3.3	1.5	2.6	RED
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.7	↑	7.2	5.0	6.7	AMBER
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	1	↑	2		3	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	0	↔	0		1	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	76.7	↑	71.1	70	73.5	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	136		94			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	529	↓	431			

Directorate Scorecard - Dartford

March 2015 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	District Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	68.1	↑	62.4	73	68.1	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	6.4	↑	11.6	11	6.4	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	89.8	↓	97.8	92	91.3	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	80.0	↑	75.2	83	80.0	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	71.6	↓	73.7	59	71.6	GREEN
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	14.7	↑	18.1	14	14.7	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	31.4	↑	33.0	29	31.4	AMBER
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	1	↔	1		1	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	80.0	↑	75.0	82	75.0	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	76.5	↑	74.3	95	73.1	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	40	↑	41		39	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	2.7		4.4	4	2.7	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	4.4		1.8	10	4.4	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	92.4	↑	90.5	86	92.4	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	31.3	↓	14.0	16	31.3	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	67.4	↑	60.1	58	67.4	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	38.6	↓	36.7	23	38.6	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.3	↓	4.4	4.0	5.2	AMBER
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	3.3	↑	4.5	1.5	3.3	RED
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	3.9	↑	4.9	5.0	3.9	GREEN
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	1	↓	0		0	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	8	↔	8		5	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	67.6	↑	61.0	70	50.7	RED
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	68		52			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	290	↓	222			

Directorate Scorecard - Dover

March 2015 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	District Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	69.7	↑	69.0	73	69.7	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	5.9	↑	7.3	11	5.9	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	90.2	↓	92.0	92	86.5	AMBER
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	81.1	↑	76.4	83	81.1	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	54.7	↓	54.8	59	54.7	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	18.2	↓	14.7	14	18.2	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	28.4	↑	32.4	29	28.4	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	1	↑	2		3	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	88.0	↑	82.4	82	82.4	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	92.3	↑	86.7	95	90.0	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	42	↑	43		40	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	9.8		13.8	4	9.8	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	10.6		11.9	10	10.6	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	82.5	↓	83.0	86	82.5	AMBER
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	18.5	↑	23.2	16	18.5	AMBER
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	54.3	↑	51.8	58	54.3	AMBER
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	28.8	↓	28.3	23	28.8	AMBER
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.7	↓	4.7	4.0	6.4	AMBER
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.1	↑	3.2	1.5	2.1	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.6	↑	6.7	5.0	6.6	AMBER
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	5	↓	2		0	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	1	↑	4		8	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	61.4	↑	53.9	70	54.0	AMBER
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	112		87			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	486	↓	381			

Directorate Scorecard - Gravesham

March 2015 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	District Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	64.7	↑	59.3	73	64.7	RED
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	7.1	↑	20.7	11	7.1	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	96.4	↑	92.6	92	96.4	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	75.3	↑	71.5	83	75.3	AMBER
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	65.0	↓	66.0	59	65.0	AMBER
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	21.5	↓	21.4	14	21.5	AMBER
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	31.7	↑	40.1	29	31.7	AMBER
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	2	↔	2		2	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	74.2	↓	75.0	82	68.8	RED
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	81.5	↓	90.0	95	96.6	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	36	↓	33		34	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	2.3		3.5	4	2.3	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	8.7		6.2	10	8.7	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	83.0	↓	85.2	86	83.0	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	18.4	↑	20.6	16	18.4	AMBER
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	58.6	↑	55.7	58	58.6	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	31.8	↑	33.9	23	31.8	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.0	↓	5.0	4.0	5.4	AMBER
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.7	↑	4.5	1.5	2.7	RED
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.0	↓	5.5	5.0	6.0	GREEN
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	1	↓	0		0	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	9	↓	6		4	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	55.2	↑	55.0	70	54.4	AMBER
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	81		50			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	360	↓	313			

Directorate Scorecard - Maidstone

March 2015 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	District Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	70.5	↑	64.3	73	70.5	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	15.6	↑	24.8	11	15.6	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	89.0	↑	88.6	92	86.6	AMBER
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	76.4	↑	71.3	83	76.4	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	64.7	↓	70.7	59	64.7	AMBER
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	22.2	↑	26.2	14	22.2	AMBER
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	37.1	↓	31.1	29	37.1	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	4	↔	4		5	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	72.4	↑	65.5	82	61.9	RED
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	89.8	↓	94.1	95	100.0	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	54	↑	55		51	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	5.7		7.3	4	5.7	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	11.4		10.4	10	11.4	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	87.2	↓	89.9	86	87.2	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	20.6	↓	19.4	16	20.6	AMBER
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	63.7	↓	65.9	58	63.7	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	34.9	↑	36.5	23	34.9	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	5.1	↓	4.1	4.0	4.8	GREEN
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.1	↑	2.8	1.5	2.1	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	5.0	↑	6.3	5.0	5.0	GREEN
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	2	↔	2		0	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	16	↔	16		14	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	69.9	↑	64.1	70	61.4	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	105		59			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	425	↓	325			

Directorate Scorecard - Sevenoaks

March 2015 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	District Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	73.1	↑	65.3	73	73.1	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	18.7	↓	15.8	11	18.7	AMBER
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	86.7	↓	87.5	92	88.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	82.4	↑	77.6	83	82.4	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	41.0	↑	38.9	59	41.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	22.4	↑	26.0	14	22.4	AMBER
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	20.4	↓	11.5	29	20.4	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	1	↔	1		1	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	80.9	↑	78.7	82	73.9	AMBER
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	58.3	↓	66.7	95	82.6	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	62	↔	62		58	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	8.0		8.4	4	8.0	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	27.4		23.6	10	27.4	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	69.7	↑	67.8	86	69.7	RED
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	43.5	↑	47.2	16	43.5	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	37.7	↑	35.6	58	37.7	RED
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	22.3	↑	32.9	23	22.3	GREEN
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.0	↓	3.4	4.0	3.3	GREEN
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	1.9	↑	2.7	1.5	1.9	GREEN
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.7	↑	8.0	5.0	6.7	AMBER
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	3	↓	1		0	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	5	↓	3		2	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	68.1	↑	64.0	70	66.7	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	59		35			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	293	↓	227			

Directorate Scorecard - Shepway

March 2015 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	District Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	67.9	↑	58.2	73	67.9	AMBER
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	9.2	↑	16.9	11	9.2	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	86.7	↓	87.5	92	84.6	RED
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	78.8	↑	74.7	83	78.8	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	50.7	↓	58.4	59	50.7	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	14.1	↑	25.6	14	14.1	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	29.3	↓	26.3	29	29.3	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	2	↑	3		3	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	73.2	↑	71.4	82	73.8	AMBER
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	91.4	↑	89.5	95	93.9	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	22	↑	26		30	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	6.8		7.8	4	6.8	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	17.0		14.0	10	17.0	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	83.4	↓	86.3	86	83.4	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	16.5	↔	16.5	16	16.5	GREEN
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	49.6	↑	48.2	58	49.6	RED
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	21.9	↑	31.6	23	21.9	GREEN
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.9	↓	5.1	4.0	6.1	AMBER
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.4	↑	3.2	1.5	2.4	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	7.3	↑	8.0	5.0	7.3	RED
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	4	↓	2		3	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	5	↓	4		4	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	70.3	↑	63.3	70	59.3	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	80		68			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	451	↓	371			

Directorate Scorecard - Swale

March 2015 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	District Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	67.5	↑	64.6	73	67.5	AMBER
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	9.4	↑	19.8	11	9.4	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	86.4	↑	86.2	92	84.7	RED
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	76.3	↑	70.7	83	76.3	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	47.3	↓	59.2	59	47.3	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	14.6	↑	21.4	14	14.6	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	35.7	↓	34.7	29	35.7	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	3	↔	3		3	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	75.0	↓	75.9	82	76.4	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	88.7	↓	92.1	95	92.5	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	77	↓	75		66	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	3.0		5.0	4	3.0	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	6.7		4.4	10	6.7	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	82.4	↓	82.8	86	82.4	AMBER
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	23.1	↑	23.9	16	23.1	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	49.3	↓	52.4	58	49.3	RED
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	28.3	↓	24.8	23	28.3	AMBER
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	7.3	↓	6.5	4.0	6.6	AMBER
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.2	↑	3.5	1.5	2.2	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	9.1	↓	8.2	5.0	9.1	RED
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	5	↓	4		4	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	0	↑	5		11	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	56.5	↑	56.0	70	60.6	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	138		122			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	640	↓	492			

Directorate Scorecard - Thanet

March 2015 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	District Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	60.0	↑	55.2	73	60.0	RED
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	11.2	↑	13.2	11	11.2	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	90.2	↔	90.2	92	83.3	RED
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	76.2	↑	71.4	83	76.2	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	45.0	↓	57.0	59	45.0	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	16.4	↑	22.8	14	16.4	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	28.9	↓	23.3	29	28.9	GREEN
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	2	↑	3		2	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	73.8	↔	73.8	82	76.7	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	81.8	↓	86.3	95	92.2	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	70	↑	71		63	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	2.5		3.7	4	2.5	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	7.7		6.4	10	7.7	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	68.8	↓	81.5	86	68.8	RED
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	17.9	↑	20.4	16	17.9	GREEN
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	43.9	↓	48.6	58	43.9	RED
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	26.9	↓	20.6	23	26.9	GREEN
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	6.8	↓	5.6	4.0	7.4	RED
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.2	↑	3.3	1.5	2.2	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	6.1	↑	6.7	5.0	6.1	AMBER
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	12	↑	13		12	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	2	↑	3		3	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	66.1	↓	67.7	70	60.9	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	166		119			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	592	↓	496			

Education & Young People's Services Performance Management
 Directorate Scorecard - Tonbridge and Malling

April 2015

March 2015 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	District Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	73.7	↑	67.5	73	73.7	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	13.6	↑	21.7	11	13.6	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	93.3	↓	93.4	92	94.0	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	83.8	↑	75.9	83	83.8	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	60.4	↓	67.6	59	60.4	RED
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	15.6	↑	23.2	14	15.6	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	29.9	↓	28.6	29	29.9	AMBER
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	1	↔	1		1	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	85.7	↑	81.8	82	80.0	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	89.2	↓	94.4	95	94.7	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	48	↑	53		51	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	6.0		8.4	4	6.0	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	8.4		5.9	10	8.4	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	85.8	↓	87.6	86	85.8	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	23.3	↑	29.1	16	23.3	RED
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	61.8	↑	60.0	58	61.8	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	26.9	↑	34.6	23	26.9	GREEN
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.7	↓	3.5	4.0	3.9	GREEN
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	1.9	↑	2.5	1.5	1.9	GREEN
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	7.0	↓	6.6	5.0	7.0	AMBER
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	4	↑	6		3	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	8	↔	8		9	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	63.6	↓	66.7	70	77.8	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	99		68			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	417	↓	314			

Directorate Scorecard - Tunbridge Wells

March 2015 Data

Indicators		Polarity	Data Period	Frequency	Latest Result	DOT	Previously Reported Result	Target 2014-15	District Outturn 2013-14	RAG
EY15	Percentage of pupils at EYFS achieving a Good Level of Development	H	Snapshot	A	74.0	↑	65.3	73	74.0	GREEN
EY16	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	Snapshot	A	14.1	↑	23.5	11	14.1	GREEN
EY4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	Snapshot	T				83		
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	Snapshot	M	93.8	↑	93.2	92	91.8	GREEN
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	Snapshot	A	79.8	↑	76.7	83	79.8	GREEN
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)	H	Snapshot	A	73.2	↓	74.4	59	73.2	GREEN
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	Snapshot	A	20.7	↑	21.1	14	20.7	GREEN
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	Snapshot	A	37.9	↓	36.7	29	37.9	RED
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	Snapshot	M	1	↔	1		2	
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	M	81.4	↔	81.4	82	79.1	GREEN
SEND10	Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils	L	Snapshot	A				2.7		
SEND11	Percentage of statements of SEN issued within timescales (26 weeks) [No Exceptions] *20 weeks from 2017	H	Rolling 12 months	M	60.0	↑	53.8	95	87.5	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools	L	Snapshot	M	47	↑	48		46	
EYPS2	Percentage of parents getting first preference of primary school	H	Snapshot	A				86		
EYPS3	Percentage of parents getting first preference of secondary school	H	Snapshot	A				85		
EYPS4	Percentage of surplus school places in Kent Primary schools	T	Snapshot	A	7.3		7.7	4	7.3	
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	Snapshot	A	12.5		12.6	10	12.5	
SISE43	Percentage of young people with Level 2 attainment by age 19	H	Snapshot	A	91.5	↑	89.1	86	91.5	GREEN
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	L	Snapshot	A	18.7	↑	36.9	16	18.7	AMBER
SISE45	Percentage of young people with Level 3 attainment by age 19	H	Snapshot	A	74.1	↑	70.6	58	74.1	GREEN
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	L	Snapshot	A	51.7	↓	49.1	23	51.7	RED
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	L	Snapshot	M	4.4	↓	2.9	4.0	3.6	GREEN
SISE52	Percentage successful completion of apprenticeships 16-18 year olds	H	Snapshot	A				76		
SISE53	Percentage successful completion of apprenticeships 19-24 year olds	H	Snapshot	A				81		
EH39	Percentage of pupils who are persistently absent from primary schools - all pupils	L	Snapshot	A	2.3	↑	3.1	1.5	2.3	AMBER
EH42	Percentage of pupils who are persistently absent from secondary schools - all pupils	L	Snapshot	A	4.2	↑	4.7	5.0	4.2	GREEN
EH38	Number of permanent exclusions from primary schools - all pupils	L	Rolling 12 months	M	1	↔	1		1	
EH41	Number of permanent exclusions from secondary schools - all pupils	L	Rolling 12 months	M	5	↓	2		0	
EH29	Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	Snapshot	Q				75		
EYPS6	Percentage of Children Missing Education offered suitable education within 30 days of becoming known	H	Rolling 12 months	M	69.8	↓	78.0	70	70.3	GREEN
EYPS7	Rate of re-offending by CYP	L	Snapshot	Q						
EH3	Number of notifications received by EH&PS (All notifications)		Snapshot	M	55		52			
EH5	Number of EH&PS open cases (All open cases)	L	Snapshot	M	285	↓	211			

This page is intentionally left blank

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 – 8 July 2015

Subject: Ofsted Inspection Outcomes Update

Classification: Unrestricted

Electoral Division: County Wide

Summary:

This report summarises the performance of Kent schools in Ofsted inspections from 1 September 2014 to June 2015.

Recommendation:

The Education and Young People's Services Cabinet Committee is invited to note and comment on the information contained in this report.

1. Summary

- 1.1 As we near the end of this academic year 2014-15, 80% of schools in Kent are now good or outstanding. This is excellent progress towards meeting the 2015 target of 82% good or outstanding schools. It represents a significant increase of 5% more schools from the previous year and takes Kent above the Local Authority national average of 79%. It continues a very positive 4 year trajectory of improvement from 59% in 2012, to 70% in 2013 and 75% in 2014.
- 1.2 The proportion of schools in Kent judged to be Requiring Improvement (RI) currently this academic year 2014-15, has decreased to 16.6%. This now takes Kent below the national average of 18%. It represents a continued reduction in the number of RI schools from 36% in 2012, to 25% in 2013 and 20% in 2014.
- 1.3 Currently in this academic year 2014-15, 3.1% of schools in Kent are in an Ofsted category of concern. This is a decrease from the previous year and means Kent is now in line with the national average of 3% of schools judged to be inadequate by Ofsted. This is an improved picture compared to previous years; (4% in 2012 and 2013 and 5% in 2014)

2. Ofsted Inspections 1st September 2014 to 22nd May 2015

- 2.1 Between September 2014 and June 2015, of the 102 Kent schools selected by Ofsted to receive section 5 inspections, the proportion of schools judged outstanding was 15.7% (16 schools), good 55.9% (57 schools), requiring improvement 25.5% (26 schools) and 2.9% (3 schools) were judged inadequate.
- 2.2 Of particular note are the 29.4% (30 schools) that improved their judgement from requiring improvement (RI) to good or outstanding and the 7.8% (8 schools) that improved their judgement from good to outstanding. In addition 5.9% (6 schools) maintained their outstanding judgement and 18.6% (19 schools) maintained their good judgement. However, 3.9% (4 schools) dropped from outstanding to good.

- 2.3 Since September 2014, 3 schools have been placed in an Ofsted category and 11 schools have been removed. Currently 12 maintained schools and 3 academies are in Ofsted categories of concern, which represent a significant reduction on the 29 schools at the same time last year. Of the three judged inadequate in the past school year, the main areas identified for improvement were: the quality of teaching and acceleration of pupil progress; pupil achievement; leadership, management & governance; Early Years Foundation Stage Provision; safeguarding arrangements and behaviour and safety.
- 2.4 In addition, 17 RI schools continued to be judged RI. This is a cause for concern since they have made insufficient progress since their last inspection. In addition, 4 schools declined from good or outstanding to RI.
- 2.5 In order to achieve the ambitious 2018 Kent target of 90% of schools being judged to be good or outstanding, we need to ensure that there is no further slippage of schools currently judged good or outstanding to RI or below.

3. Inspection outcomes between 1 September 2014 and June 2015

Total number of inspections:
(based on published inspection outcomes only)

	Term 1	Term 2	Term 3	Term 4	Term 5	Overall
Outstanding	3	3	2	3	5	16
Good	9	8	10	14	16	57
RI	5	5	6	6	4	26
Category	2		1			3
Totals	19	16	19	23	25	102
Category to Good			3	1	2	6
RI to Good	4	2	4	7	11	28
RI to Outstanding		1			1	2
Good to Outstanding	2	2	1	2	1	8

4. Overall, Kent continues to achieve a positive trajectory of progress towards meeting its 2018 target of 90% of schools judged good or outstanding

Outstanding		Good		RI		Inadequate		Total
No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%	No. of schools
81	15.9%	329	64.4%	85	16.6%	16	3.1%	511

School Type	Outstanding		Good		RI / Satisfactory		Inadequate		TOTAL
	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools
Primary	53	13.5%	259	65.9%	69	17.6%	12	3.0%	393
Secondary	19	22.1%	51	59.3%	12	13.9%	4	4.7%	86
Special	7	30.4%	13	56.5%	3	13.1%	0	0.0%	23
PRU	2	22.2%	6	66.7%	1	11.1%	0	0.0%	9

TOTAL NUMBER OF SCHOOLS

Primary	448
Secondary	101
Special	24
PRUs	10
TOTAL	583

Numbers of schools with no inspection judgement

Primary	55	12.3%
Secondary	15	14.8%
Special	1	4.2%
PRUs	1	10.0%
Total	72	12.4%

As of June 2015 there are 410 (80%) good or outstanding schools in Kent. At the time of writing this report there are 2 schools that are not reported in the above figures as their reports are not yet in the public domain.

5. Requires Improvement to Good

The table below shows the numbers of RI schools by district and their current predicted date for moving to a judgement of good.

Area	District	No of RI schools			Good or better by July 2015		Good or better by July 2016		Good or better by July 2017	
		Total	LA	Academy	LA	Academy	LA	Academy	LA	Academy
South	Ashford	4	3	1	1	0	2	1	0	0
South	Dover	6	5	1	2	0	1	1	1	0
South	Shepway	8	5	3	0	2	3	0	0	1
East	Canterbury	10	9	1	0	0	8	0	1	1
East	Swale	6	3	3	1	0	0	0	2	1
East	Thanet	7	2	5	0	0	1	0	1	0
West	Tonbridge & Malling	6	6	0	1	0	1	0	0	0
West	Maidstone	10	8	2	2	0	3	0	0	1
West	Tunbridge Wells	6	4	2	1	0	1	1	0	0
North	Dartford	7	5	2	0	1	2	0	2	0
North	Gravesham	6	5	1	2	0	3	0	0	0
North	Sevenoaks	9	8	1	4	0	1	0	1	0
Total no. of schools		85	63	22	14	3	26	3	8	4
Predicted percentage of good or better schools					80.4%		83.0%		84.3%	
<i>Vision & Priorities for Improvement targets</i> <i>(percentage of schools judged by Ofsted as good or better)</i>					82%		84%		86%	

NB all projections are based on the current Ofsted framework (last revision published January 2015). It is likely that given changes to the Ofsted framework due for September 2015 that the projections from 2016 onwards will be liable to change.

6. Ofsted revised inspection framework

- 6.1 In September 2014 there was a revised Ofsted Inspection Framework. This initially, given the addition of no notice inspections, had a significant impact on Kent schools and a number of schools dropped into category below that expected. Schools did respond quickly and with support, by the end of term 2 we saw a recovery in the numbers of schools achieving at least a good judgement.
- 6.2 A new Ofsted framework will be in place from September 2015 and will no doubt bring additional challenge to raising standards in schools further. We continue to monitor all schools closely in particular those at risk of dropping to RI or an Ofsted category.
- 6.3 Despite the impact of the revised Ofsted framework between September 2014 and January 2015, the percentage of good and outstanding schools in Kent increased from 75% in July 2014 to 80% in June 2015. There are now 85 RI schools, a reduction of 24 schools from 109 in July 2014. This is very encouraging and we expect this to have reduced this number further by the end of the academic year 2015 meeting Kent's challenging target in this area.

7. Conclusion

- 7.1 Very good progress is being made overall but the challenge remains to improve the schools that have been previously rated as satisfactory or RI and to ensure they are providing a good quality of education. In the last five years, we have seen the position of schools in Kent improve significantly from 55% good or outstanding in 2010 to 80% good or outstanding in June 2015.
- 7.2 The work of the School Improvement Service is focused on supporting all schools to meet the challenge of continuous improvement and in particular to accelerate the rates of progress in schools requiring improvement and in Ofsted categories, whilst ensuring maintained standards and quality in good and outstanding schools.

8. Recommendation:

The Education and Young People's Services Cabinet Committee is invited to note and comment on the information contained in this report.

Lead Director

Gillian Cawley

Director of Education, Quality and Standards

03000 419853 Gillian.Cawley@kent.gov.uk

Background Documents

School Ofsted Reports

This page is intentionally left blank

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 – 8 July 2015

Subject: Free Early Education for Two Years Olds: Take Up

Classification: Unrestricted

Past Pathway of Paper: Update and Progress Report only

Future Pathway of Paper:

Electoral Division: All

Summary

This report provides information about Free Early Education for eligible two year old children and how this is delivered in Kent, with a particular focus on the current issue of the level of take up and how this is being addressed.

Recommendation

The Education and Young People's Cabinet Committee is asked to note the report, the actions taken to date and the next steps in promoting and supporting the take up of Free Early Education by eligible two year olds.

1. Introduction

- 1.1 This report provides information about Free Early Education for two year olds (in Kent called 'Free for 2', or FF2), including
- History and background, including eligibility criteria
 - Delivery in Kent
 - Take up (historical and current)
 - Current activity
 - Next steps

2. Financial Implications

- 2.1 Free Early Education for two year olds is funded by the Government via the local authority to registered early education providers. The current level of funding provided by the Government is £4.94p per child per hour. KCC currently funds providers of two year old places at £4.95p per child per hour. Even though KCC passes on to providers a penny per child per hour more than it receives from the Government, the level of funding continues to lead to financial sustainability challenges for many providers.

3. History and Background

3.1 In September 2013, the Government introduced Free Early Education for approximately 20% of two year olds, increasing this to approximately 40% in September 2014. For a child to be eligible, parents must be in receipt of one of the following

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- support through part 6 of the Immigration and Asylum Act
- Child Tax Credit and/or Working Tax Credit and have an annual income under £16,190
- the guaranteed element of State Pension Credit
- the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)
- Universal Credit

Local authorities are advised of eligible children and families via lists sent periodically from the Department for Work and Pensions (DWP)

Children are also entitled to a place if

- they are a Child in Care
- they have a statement of special educational needs or an Education, Health and Care Plan
- they are in receipt of Disability Living Allowance
- they have left care under a special guardianship order, child arrangements order or adoption order

These children are identified within and by the local authority itself.

4. Delivery in Kent

4.1 In the context of the above criteria, approximately 7,000 two year olds in Kent are now eligible for a free early education place at any one time. The Early Years and Childcare Service ensures the supply and quality of places, proactively markets the FF2 scheme and also has a 'FF2 Delivery Team', which is responsible for the process and administration of FF2 places. The Service works closely with Children's Centres, where the responsibility for outreach, engagement and local take-up sits

4.2 Supply of places

Whilst ensuring the availability of sufficient places has been challenging, our overall supply is now strong. There are currently 10,261 places developed across the county which is made up of 7,774 places in the private, voluntary and independent sectors and 2,487 places with childminders. Eleven maintained nurseries are also signed up to offer FF2 places. Whilst there is a good supply of places in all districts, there may be localised pockets where group provision is not always readily available, however childminders can usually respond to need under these circumstances. All providers have signed up to offer this number of places subject to vacancies, however they are not able to hold places open as this will affect their business sustainability.

4.3 Quality of places

As judged by Ofsted, 90% of early years provision in Kent is good or outstanding. Currently, 91% of children accessing a FF2 place are attending a good or outstanding setting. Targeted support is provided for settings 'Requiring Improvement', to enable them to become at least good as quickly as possible. FF2 children are not placed in settings deemed by Ofsted to be inadequate, and FF2 children already attending a setting that subsequently receives such a judgement would be quickly found a place elsewhere.

4.4 Information and Marketing

Through the distribution of information and marketing materials we have sought to ensure that information about FF2 is available and shared with families who are eligible, including

- railing banners (supplied to early years providers with space to display and to children's centres)
- pull-up banners – used at seminars, conferences etc.
- posters and leaflets - distributed to all providers, children's centres, Jobcentreplus, housing associations, health colleagues etc.
- Bus panels (inside and out)
- Links to online information and application - www.kent.gov.uk/freefor2
- Social media adverts on Facebook and Mumsnet

4.5 Delivery Process

The FF2 Delivery Process is as follows

- The FF2 Team receives the DWP list
- A FF2 postcard is sent to all eligible parents
- Parents can then either apply by completing an application form
 - ✓ online at www.kent.gov.uk/freefor2
 - ✓ at a children's centre
 - ✓ at a registered FF2 provider / childminder
- The application form is received by the FF2 Team and processed to confirm eligibility
- Eligibility is confirmed either back to the parent, children's centre or provider (If necessary the children's centre or Children and Families Information Service will assist the parent in locating a registered FF2 provider)
- Parent agrees with their chosen provider, days and times required
- The child starts at the setting
- Information is sent to individual children's centres to inform them of children eligible within their locality and then refreshed periodically to advise of children who have and haven't taken up a place.

4.6 Children's Centres

Children Centres have a key role in supporting the take up of FF2 places and actively promote this at all available opportunities through a variety of means. There is an identified FF2 'champion' within each District and all staff within Children Centres are aware of the importance of, and significant benefits to be achieved for

the child, through taking up their entitlement. This message is re-inforced through the various strands of work that take place within centres, whether that is via individual or group work. Children Centres use the E-start database to identify potential children and this is complemented by information received from the FF2 Team that identifies eligible children who have been contacted by postcard but who have not replied. Children Centres then seek to follow up through a variety of means, e.g. phone calls and visits where practicable. A progress log is also kept on those that have applied but who are not within the age range at the time of application. Children Centres also have a role in supporting the delivery of an effective 'sell not tell' message to other professionals who have contact with parents of young children; e.g. health visitors, schools, and local child care providers.

Examples of the work that is undertaken in Children Centres include

- Marketing via banners, display boards and posters within centres with relevant and current information – which is regularly updated with information about the settings and child-minders that accept FF2
- Specific FF2 events to register families following receipt of the DWP data;
- Liaising with local providers to identify available FF2 vacancies and where places are not immediately available, providing weekly sessions for eligible parents in order to maintain contact until places do become available
- Training all staff, including support service and crèche workers, to promote FF2 at every available opportunity.
- Ensuring that staff and partner agencies have an understanding of the FF2 scheme via community meetings, appraisals and supervision
- Compilation of FF2 packs that contain application forms along with information on criteria and guidance, plus a list of local registered providers; (this is updated on a regular basis)
- Encouraging health visiting colleagues to refer any families from the two year development check, as well as alerting parents at the one year check.
- Working closely with Social Care colleagues to encourage take up from eligible families.
- Using questionnaires to identify who has actually taken up a FF2 places and how they went about accessing the service
- Promotion of the FF2 scheme via linking with other schemes such as Bookstart and, in some areas, with promotion of other benefits such as membership at a local leisure centre
- Staff routinely asking parents in groups and home visits if they know a child is coming up for age

5. Ff2 Take Up

5.1 The take up of places by eligible two year olds is presenting a challenge for us. As the numbers eligible for a free place have increased, take up is less than we would like it to be. FF2 take up is currently measured in different two ways.

- 1) Annually within Kent, as part of the Early Years and Childcare Strategy 2014 – 2017, being the total number of children in an academic year (September to August) who access a free place. In this context, for the academic year 2013-14, 78% of all children eligible during that period accessed a place.

This figure for 2014-15 from to September 2014 to March 2015 is 79%, so we are on track to achieve our target of 83% for the academic year September 2014 – August 2015.

2) Periodically by the DfE on a ‘snapshot’ basis, of the children actually accessing a place at any given time. On this basis, Kent’s monthly profile from September 2014 to date is shown below (percentages are rounded up to the nearest whole number)

- September 40%
- October 49%
- November 53%
- December 54%
- January 48%
- February 53%
- March 56%
- April 56%
- May 57%
- June 56% (snap shot taken on 16 June.)

Take up typically rises throughout each month as providers submit claims forms for that month, hence we can expect June take up at its highest to exceed the 57% figure for May.

5.2 While it is the choice of parents to use the free place for two year olds, we are encouraging and supporting more parents to take up their free entitlement. In this context, county-wide ‘snap shot’ targets have been set for 60% for July and 65% for October. Current take up and targets for increasing take up by district are

Weekly total of FF2 children in settings for summer term 2015				
Produced 16/6/2015				
District	Totals at 16/6/15	Feb 2015 DWP List	% Take up	Target agreed within District Performance Management cycle
Dartford	249	473	52.64%	65%
Gravesham	164	544	30.15%	65%
Sevenoaks	157	343	45.77%	65%
North Total	570	1360	41.91%	
Ashford	343	565	60.71%	80%
Dover	356	555	64.14%	70%
Shepway	361	529	68.24%	80%
South Total	1060	1649	64.28%	
Canterbury	320	540	59.26%	80%
Swale	421	782	53.84%	70%
Thanet	573	912	62.83%	80%
East Total	1314	2234	58.82%	
Maidstone	336	660	50.91%	65%
Tonbridge & Malling	215	406	52.96%	65%
Tunbridge Wells	156	280	55.71%	65%
West Total	707	1346	52.53%	
Total	3651	6589	55.41%	

5.3 The promotion of FF2 take up is now firmly embedded within the Performance Cycle of all Children Centres. Targets are set following the Annual Conversation that takes place in November. These are reviewed and adjusted as necessary on a quarterly basis by the District Advisory Board.

6. Reasons for low take up

6.1 While the overall trend figure is in the right direction the above table illustrates a considerable variation in take up between districts A recent 'mini survey' undertaken by the FF2 Team of 95 families who had been confirmed as eligible but had subsequently chosen to not take up a place provided the following information

- 34 responses (38%): Chosen setting full and preference is to remain on the waiting list rather than consider a place elsewhere (even if there were places available)
- 26 responses (29%): Place identified but choice is to wait until September until the child is a little older (i.e. parent thinks the child is too young)
- 4 responses (3%): in the process of moving house and want to wait until afterwards
- 6 responses (6%): Kent resident but accessing a place in Medway
- 4 responses (3%): 'health' reasons for child not accessing place
- 2 responses (2%): regularly attending 'stay and play' type activities and prefer this
- 19 families (20%) could not be contacted (this is being followed up)

N.B percentages are rounded up or down to the nearest whole number

6.2 We have also recognised particular issues in Gravesham and Sevenoaks.

- In Gravesham the key issues identified from parental feedback are a lack of provision (sometimes of choice rather than actual availability) both in terms of number of places and also their location, as well as a cultural choice. The availability of suitable premises in Gravesham for development of expansion continues to be a significant issue.
- In Sevenoaks analysis has shown that there is further work to do with regards to raising awareness of both the FF2 scheme as well as the different options others than settings, e.g. childminders. It is also the case that in more affluent areas it can be a challenge to ensure that providers, who are independent businesses, maintain sufficient FF2 places as there is considerable demand from working parents of 'non-eligible' children.

6.3 We are also in the process of carrying out some analysis on FF2 take-up (who typically does and doesn't take it up) using Mosaic as a tool for this, in order to target marketing and other activity in a highly differentiated way that is bespoke to particular communities.

7. Current Activity

7.1 Activity over recent weeks and months to improve take up has been

- Researching the potential for an 'on-line eligibility checker' through the purchase of a web based system, to enable parents to check their own eligibility on line. This has identified that our current options for eligibility checking (paragraph 4.5) already offer at least 75% of what an on-line eligibility checker can offer, hence we are now in the process of further developing our own digital solution to provide this 'uplift'
- Developing a differentiated approach to marketing and to the provision of information based on particular communities (a preliminary launch is scheduled for July with a full launch in September). This approach involves 'de-stigmatising' the FF2 offer by stating that all children are eligible for free early education though not all at the same time
- Correspondence from the Corporate Director, Education and Young People, to all early years providers, children's centres and schools, raising their awareness of the situation and seeking their support to promote and encourage take up
- Introducing the aforementioned children's centre district FF2 'champions'. In Gravesham and Sevenoaks these are senior staff members.
- Setting children's centre based FF2 take up targets to support the county-wide targets of 60% and 65% in July and October respectively
- Extending the involving a wider range of relevant partners and health particularly in ensuring the provision of information – health visitors will move to providing information at the one year check in addition to the check at 27 months
- Holding a 'Theory of Change' workshop to facilitate enhanced understanding of the situation and therefore how to move forward more effectively
- Recently attending a Statistical Neighbour Seminar to share effective practice
- Monitoring the situation overall to track progress and impact
- Extremely recently, an additional £150,000 has been identified to support the new marketing campaign

We anticipate seeing the cumulative benefit of this activity in take up figures with effect from September.

8. Next Steps

8.1 Further to the Theory of Change Workshop, the following next steps have been determined

- Develop and launch a county-wide campaign to further raise awareness with parents of the purpose and value of FF2 places
- Integral to this, introduce a campaign about the particular benefits of very young children being placed with a childminder
- Working with Early Years Collaboration Leaders, to identify where eligible children are on a waiting list for a preferred provider, to encourage them to access a place elsewhere
- Introduce 'parent champions' of FF2, being those for whom having a free place for their two year old has made a positive difference for both them and their child
- Further develop differentiated marketing by using Mosaic to provide a highly refined and locally bespoke approach to particular communities not generally accessing their free places
- Develop a 'Children's Centre Free Early Education Take-up Toolkit', which will have some core 'tools' plus some additional strategies and resources that (as informed by Mosaic) are mostly likely to have a positive impact for different communities

8.2 Enhancing Family Involvement in Children's Learning (EFICL)

In September the Kent EFICL programme will be introduced. EFICL is a refreshed drive developed in Kent to create pathways across the county to enhance family involvement in their children's learning. In consultation with multi-agency partners, EFICL has been developed to include a range of strategies which comprise a 'toolkit' for early years and childcare providers, as well as parents to support increased parental and whole family involvement in children's learning. The EFICL Toolkit consists of

- *Self reflection and audit tools* for early years settings and children's centres
- An *EFICL Calendar* in which each month shares a strategy which early years settings can use to engage families
- *Schema DVDs*, one which settings can share with parents to support their understanding of schema and the second which the Early Years and Childcare Service can use to support its training
- An *EFICL App* for parents called 'Smarter Play', including the opportunity for parents to keep an electronic diary of their children's learning, pop-ups for ideas on what parents can do to be involved with their children's play, a geo-location feature highlighting various family friendly areas and a link to websites and the CFIS and information on what to look for when looking for high quality childcare.
- The *Learning Links* training package for parents to be used in children's centres to support families to better understand their children's learning and development (in particular their schematic play)

Whilst EFICL had broader scope than FF2 Take up, its core purpose will promote and support increased understanding of the nature and value of early learning and hence encourage more FF2 eligible parents to access their place. The App particularly will have a direct link to information about FF2.

8.3 Health Involvement

From October 2015 local authorities will take over responsibility from NHS England for planning and paying for public health services for babies and children up to 5 years old, including health visiting and the Family Nurse Partnership Programme. This will provide an enhanced opportunity to embed the role of health visitors particularly in continuing to drive increased take up of FF2 places

9. **Conclusions**

9.1 In relation to Free Early Education for Two Year Olds in Kent, the supply of places and quality of provision is generally good or better. The particular issue is the take up of these places by eligible children and which we are seeking to significantly improve. A range of measures have been introduced over recent months with more identified going forward. Take up is being closely monitored and we anticipate seeing the impact of current and future activity in September and beyond.

<p>10. Recommendation: The Education and Young People's Cabinet Committee is asked to note the report, the actions taken to date and the next steps in promoting and supporting the take up of Free Early Education by eligible two year olds.</p>

11. Contact details

Report Authors

Alex Gamby:
Head of Early Years and Childcare
Telephone number
Alex.gamby@kent.gov.uk

Nick Fenton
Head of Early Help (West Kent, 0 – 5 County Lead)
03000 416084
Nick.fenton@kent.gov.uk

Directors

Gillian Cawley
Director Quality and Standards
03000 419853
Gillian.cawley@kent.gov.uk

Florence Kroll
Director Early Help and Prevention
03000 416362
Florence.kroll@kent.gov.uk

This page is intentionally left blank

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 – 8 July 2015**

Subject: **Special Educational Needs & Disability Strategy 2013-2016**

Classification: **Unrestricted**

Future Pathway of Paper: **Cabinet**

Electoral Division: **County Wide**

Summary: This report provides the Education and Young People's Services Cabinet Committee with a summary of progress implementing Kent's SEN & Disability (SEND) Strategy.

Recommendations: The Education and Young People's Services Cabinet Committee is asked to note the progress delivering the SEND Strategy;

- (i) Significantly more children and young people with SEN in Kent are receiving a better quality education and provision to meet their needs has increased; and
- (ii) Emerging effective joint commissioning is improving services and we must maximise further opportunities to address inequalities in access to health services

Purpose of the report

The purpose of the report is to provide a summary of progress implementing Kent's SEN & Disability (SEND) Strategy formally launched in January 2014, which forms the County Council's policy for SEND and its strategy to deliver the special educational need requirements of the Children and Families Act, which came into force from September 2014.

1. Background

1.1. In January 2014, we formally launched the SEND Strategy to achieve three overarching aims to:

- 1) **Improve** the educational, health and emotional wellbeing **outcomes** for Kent's children and young people with SEN and disabilities
- 2) Ensure Kent delivers the **statutory changes** (required by the Children and Families Act 2014)

- 3) Address the **gaps in provision** for children and young people with SEN and disabilities, improve the quality of provision, develop the broadest range of providers, and encourage a mixed economy of provision.

- 1.2 The Strategy forms the County Council's policy for SEND and our plans to deliver the special educational need requirements of the Children and Families Act, which came into force from September 2014. The Strategy anticipated the changes including the new arrangements for education, health and care plans (EHCP) to replace Statements of SEN for school age children and Learning Disability Assessments (LDA) for students in Further Education Colleges, the development of the local offer, and better outcomes and progress for disabled children and those with special educational needs.
- 1.3 The Strategy is focused on ensuring good SEN practice in every school and a stronger commitment to inclusion. Through the core standards delivered by a skilled workforce across all schools we will improve outcomes. To deliver the cultural and practice improvements needed, the SEND Strategy is supported by a workforce development plan which aims to ensure teachers have the skills to support children particularly those with autism, speech and language difficulties and behavioural needs.
- 1.4 The Strategy sets out a vision of a well-planned continuum of provision, from birth to age 25. It builds on earlier investment in Kent Special schools, setting out key priorities to improve and expand provision in mainstream and Special schools. It recognises that this will lead to less reliance on out of county placements and that in order to keep in step with the demand for Special school places, as a result of changing needs, a priority is to provide additional capacity e.g. in Special Schools, mainstream schools and specialist resourced based provision (sometimes called units).
- 1.5 The Strategy acknowledges that parents and carers should have a greater influence over the way in which services are delivered. Kent's role as a SEND Pathfinder helped to establish new ways of working in partnership with parents and the strategy builds on existing engagement with parents through the relationship with the Kent Parent Carer Forum (KPCF), through voluntary and community sector organisations and through direct work with individual parents and carers. Statutory changes have introduced a new duty to ensure parents 'co-produce' plans which affect their children. At a Strategic level, KPCF's participation means the views of Kent families directly influence the decision making of the statutory bodies.

2. Improving outcomes

- 2.1 The most significant aim of the strategy is to ensure young people with learning difficulties and those with disabilities make good progress and are engaged in purposeful education and training up to age 25. Our services need to be more flexible in order to meet individual needs and we want all children and young to be accessing SEN provision which is good or better.

- 2.2 As at June 2015, 81.8% of pupils attend a good or outstanding Kent school. A rise of 6.8% from the previous year (75%). This includes 78.4% of Primary pupils, 85.3% of Secondary pupils, 93.9% of pupils attending Special schools and 96.2% of pupils attending a PRU. This equates to significantly more children and young people receiving a better education in Kent compared with the previous year. It means 15,000 more children are now attending good or better schools compared to the previous year.
- 2.3 The attainment and progress of pupils with special educational needs in Kent, in the 2014 results, was significantly above or in line with national attainment levels. It is recognised that there is a gap between the attainment of pupils with SEN and that of other learners. These gaps remained largely the same as in 2013 which was disappointing. However pupils with SEN in Kent performed better than equivalent children nationally; 50% of pupils at school action in Key stage 2 achieved Level 4 in Reading, Writing and Maths compared with 47% nationally. Of those at school action plus in Kent 42% achieved level 4 compared with 36% nationally. Both these results were significantly above national performance. The most complex children, those with a Statement, achieved in line with the national level; 13% compared with 15% nationally. We have set ourselves a target for 2015 of 16%.
- 2.4 At Key Stage 4, 33% of pupils in Kent at school action attained 5 or more A-C grade GCSEs (including English and Maths) which was significantly above the national average of 24%. Similarly at school action plus 24% of pupils in Kent Schools achieved 5 or more A-C grade GCSEs compared to 20% nationally. 8% of Kent pupils with a Statement attained 5 or more A-C grade GCSEs. The national average was also 8%.
- 2.5 Feedback from families recognises that where we are joining up assessment and commissioning of services we are reducing waiting times for equipment, providing access to a good school with staff trained to meet needs and supporting transitions. This is improving outcomes for them.

3. Delivering statutory changes to assessment and commissioning

- 3.1 The Strategy sets out a commitment to support and engage parents, children and young people. Section 19 of the Children and Families Act places a new duty on authorities with regard to ensuring families are supported to participate in decisions about them.
- 3.2 We have established on the Kent.gov website the Local Offer by schools, early years providers, FE colleges, health and social care services, including services that promote transition to adulthood, short break services and services commissioned by health CCGs. The local offer was developed through co-production with parents, carers and a range of content authors from partner agencies. We have established a multi-agency steering group to monitor its quality and the relevance of information for families. The content is being regularly reviewed and in light of user testing and live system feedback is being improved. To ensure transparency, the minutes of the steering group and a “you said, we did” approach to feedback are being published on Kent.gov. Feedback through Kent’s digital services team and

external evaluation of kent.gov has highlighted that the local offer is already being well used by parents who consider it helpful and easily accessible. We will continue to develop this as an informal, helpful and easily accessible resource for parents of children with SEND and young people.

- 3.3 Since launching the Strategy we have made good progress in improving performance in completing SEN statutory assessments in 26 weeks reaching 92% in Kent, compared to 82% nationally. However from September 2014, the new assessment process requires completion in 20 weeks and it is evident from data published by the DfE in May 2015 that the impact of dual systems and preparation for statutory changes has reduced performance nationally.
- 3.4 In Kent 90.4% of new statements issued in 2014 were completed in 26 weeks which compares favourably with the South East Region performance of 85% (which fell 9.6% over the same period) and the National performance of 89%. This data excludes those assessments where there was an allowable medical exception to the timescale. Including all cases, there were national and regional reductions in performance against 2013 for all assessments, with Kent achieving 84.7% in 26 weeks compared to the South East region of 79.8% and nationally 79.1%.
- 3.5 Nationally there are now 4205 children and young people subject to EHCPs compared to 235,980 with Statements. In the South East Region there are 655 EHCPs with 230 of these in Kent. The DfE has acknowledged that EHC assessments are taking longer (nationally 61.5% completed in 20 weeks) because they are unfamiliar. Although Kent completed the highest number (85) in the South East Region, 12% were completed in 20 weeks. West Berkshire and Bucks achieved 100% but only completed 5 each. We remain committed to high quality personalised plans co-produced with families. We have received positive feedback on this approach through Ofsted's discussions with parents and pupils (para 5.1) during the recent pilot inspection.
- 3.6 All local authorities are required to transfer existing Statements to EHC Plans by 2018. The DfE report 1.2% of all statements had been transferred by January 2015. Kent has transferred 2.3% of its Statements. Progress has been limited because of the demands of converting existing Statements to EHCPs, however additional resources have been identified to address this and reduce assessment delay. We have set ourselves a target to have embedded the new 20 week process firmly by 2016 and be achieving 95% of Education, Health and Care plan (EHC) assessments in 20 weeks.
- 3.6 We have established jointly commissioned 'dispute resolution and mediation' arrangements which will allow Kent parents who do not feel their views have been heard or who are considering an appeal to have a joined up mediation across all three agencies. Whilst there is a legal duty to offer mediation, this is an innovative approach which 13 other local authorities have followed, joining Kent's procurement arrangements and increasing the procurement benefit for Kent. We have also brokered arrangements on behalf of Kent's settings and schools. KCC has been selected by the DfE as a pilot area to test new arrangements for Tribunal appeals which are expected to come into force in 2017. This pilot gives Kent families extended

rights of appeal against health and care elements of their EHC Plans although the decisions will be recommendations rather than be legally enforced. This approach means that we are offering Kent families a joined up approach to mediation and a single right of appeal if they remain unhappy about the provision for their child.

- 3.7 To ensure there is more effective commissioning and easier access to occupational therapy equipment for disabled children and young people, and those with more complex special educational needs, we have extended the remit of the Integrated Community Equipment Service (currently commissioned from Commercial Services Kent and Kent Community Health Trust) to all physically disabled children and young people including those who do not have a Statement or EHC plan (who were previously not eligible for this service). This means that specialist equipment can be recycled to support therapy needs and intervene earlier.
- 3.8 A key priority is to develop a Kent wide approach to supporting early years settings, children's centres and schools to meet the speech, language and communication needs (SLCN) of children and young people. Currently, we are undertaking a county wide strategic needs assessment of children and young people 0-25 with speech, language and communication needs (SLCN). This recognises the change in the statutory framework from September 2014. The assessment will inform joint commissioning from 2016 and help us to address some of the current health inequalities.
- 3.9 We have developed a joined up approach across social care and education to introduce personal budgets, which we are extending to health and which will deliver health, care and education personal budgets specified in EHC plans. We have already introduced Personal Transport Budgets for families as an alternative to the existing service and over 100 families are participating in the scheme.
- 3.10 Through the Early Years and Childcare Service we have established a targeted, bespoke support to early years and childcare providers in the private, voluntary and independent sectors, to offer increasingly accessible and inclusive early education and childcare. We have developed Best Practice Guidance which mirrors the mainstream core standards for schools and which we have provided in printed format for settings and providers. This guidance and newly established Early Years Local Inclusion Forums (LIFT) is supporting settings to increase their expertise in supporting children with SEND.
- 3.11 User surveys evidence high levels of satisfaction across the 3 existing Multi-agency service hubs (MASH); 81% in Swale, 96% in Ashford and 97% in Thanet. We are developing an action plan to extend the multi-agency hub model to deliver a single point of access for families to advice, information and practical support, building on the work of the MASH centres. We are replacing the existing child development centre in Swale with a co-located provision on the site of the new Special school in 2016.
- 3.12 We have completed a mapping exercise for all transition points from 0-25 to improve integrated working and joint strategic commissioning to ensure a smooth transition to adult services.

- 3.13 We have delivered a range of high quality, and age appropriate short breaks in partnership with the voluntary and community sectors in light of parent carer feedback on how we can support them.

4. Improve the quality and range of provision

- 4.1 Our strategy set out an intention to provide at least 275 additional places for pupils with autism (ASD) or behavioural, emotional and social needs (BESN) and increase Special school places from 3491 to over 3700 by 2016. We have achieved a total of 3555 places which is an increase of 229 additional places since October 2014. This figure is expected to rise by a further 21 places once statutory proposals for Grange Park School have concluded in the autumn term. The total number of places will therefore be 3576, as set out in our Education Commissioning Plan.

- 4.2 A capital programme is in place to improve the quality of Special school accommodation through rebuilding, refurbishment and remodelling of the ten remaining schools to benefit from the Special School Review that has taken place over the past few years. £41.25m is currently committed to investing in the Special school building programme which is at the following stages:

Two projects are complete:

- Oakley (West Kent) – Extension and refurbishment to both junior and senior sites.
- Stone Bay (East Kent) – New Emergency Fire Exit

Three projects are in progress:

- Broomhill Bank (West Kent) - Additional and extended classbases, together with improved changing facilities and new studio hall
- Laleham Gap (East Kent) - EfA managed new build
- St Antony's (East Kent) - New sports hall and ancillary spaces

Two projects are at Tender and/or Contract Award stage:

- Foreland (East Kent) - Relocation and new build project
- Foxwood and Highview (South Kent) - Relocation and new build

Three projects are at the planning stage:

- Ridge View (West Kent) – Relocation and new build
- Five Acre Wood (West Kent) - Extension on existing site
- Portal House School (South Kent) – New build on existing site

- 4.3 We have established satellite provision for three of our PSCN Special schools. These satellites are based on mainstream school sites. Pupils who attend will be on the roll of the Special schools, but integrate into the mainstream with support where this is appropriate for the individual:

- **Five Acre Wood School** (Maidstone) – provision for up to 15 pupils with moderate to severe learning difficulties has been established at East Borough Primary School (Maidstone). We are currently consulting on a proposed satellite provision for

secondary and post-16 students at Holmesdale Technology College.

- **Oakley School** (Tunbridge Wells) - satellite provision will be incorporated in to the new Skinners Kent Primary School (Tunbridge Wells) to provide up to 12 places for pupils with ASD. The provision will open incrementally from September 2015 whilst the new primary school becomes established.
- **St Nicholas School** (Canterbury) – satellite on the Chartham Primary School site from September 2015.

4.4 The SEND Strategy identified Autistic Spectrum Disorder (ASD) as the most prevalent need type in Kent, and Behavioural, Emotional and Social Needs (BESN) the second most prevalent need type in Kent mainstream schools. This remains the case. We continue to work on establishing further satellites for St Anthony's School (Thanet) and Ridge View School (Tonbridge & Malling) - in a local mainstream school. Whilst we have proposed the closure of Furness Special School which was redesignated in September 2014 for pupils with autism (formerly for pupils with BESN), we are proposing that the building be used to host a satellite for Broomhill Bank increasing places for ASD.

4.5 We have refocused provision through re-commissioning to ensure more Secondary provision pupils with autism and speech and language difficulties and we have expanded existing good provision for speech and language to include autism places in Primary schools. In North Kent we are working with Oasis Academy Hextable to move SLCN to the Leigh Academy Trust. The Leigh Academy Trust also proposes to establish a Specialist Resourced based Provision (SRBP) for pupils with autism, at Wilmington Academy. For South Kent we are re-commissioning Castle Community College (Deal) to become Secondary SLCN provision, providing up to 20 places.

4.6 Across Kent there are six new Primary schools opening from September 2015 each of which will provide SRBPs for ASD, BESN and SLCN.

4.7 We have also successfully commissioned places for ASD at Oakfield Primary School and York Road Junior School in North Kent and are moving forward statutory proposals to add a 15 place SRBP at West Minster Primary School (Sheppey) for SLCN. For West Kent we have already created additional provision at Holmesdale Technology College and statutory proposals are underway to create a new SRBP for up to 50 students with a statement of SEN or EHCP equivalent for ASD for September 2015 at Hugh Christie Technology College.

4.8 The Strategy set out our intention to provide more special provision so that we can reduce the number of children whose needs cannot be met in local schools. Nationally 47% of statements or plans are for children taught in Special schools. In the South East region this figure rises to 51%, with Kent being 56%. Nationally the percentage of pupils with SEND statements in maintained mainstream schools has fallen from 60.1% of statements in 2012 to 52.4% in 2015 (52.3% of statements plus 53.7% of EHCPs). In the South East region this figure has also fallen from 61.5% to 50.6% (50.5% of

statements plus 51.9% of EHCPs). However, in Kent the number supported in a local mainstream school has risen from 48.5% to 51.1% (50.4% of statements and 57.5% of EHCPs).

- 4.9 We have successfully reduced the proportion of pupils with Statements placed in the non-maintained sector as at January 2015 to 12.1% of all SEN placements (from 13.3% in 2014) with the actual placements as at April 2015 are 526. However this fell short of the target of 499. We anticipate that new provision which is planned will mean we are able to make further reductions.
- 4.10 The Strategy sets out to ensure more effective procurement of timely and cost-effective placements with external providers and to deliver this we have introduced a dynamic procurement system (DPS) with West Sussex County Council (WSCC). KCC is continuing to develop a partnership with providers based in the independent and non-maintained sector to drive down the overall cost of placements and transport. This work has attracted interest from the Department of Education and WSCC has received innovation grant funding to develop the DPS as a national tool for Specialist Schools and Colleges, (and Specialist Childrens homes with or without education). This DfE funding will enable Kent to second a key officer to ensure that the DPS can be further improved to support procurement in Kent. Through a multi-agency decision making forum (JRAP) we are ensuring joint funded placements can be expedited and DPS providers evidence more cost effective outcomes for education, health and care needs.
- 4.11 The Strategy sets out action to ensure access to an appropriate route for 16-24 year olds. The KCC Skills and Employability Service has been working with 52 vulnerable young people with SEND, supporting them into education, training and apprenticeships. This number exceeds the target of 30 for this year. To date seven of those young people are now employed in apprenticeship placements. The post 16 programme for BESN (behavioural, emotional and social needs) learners has been successful in reducing NEETS for this vulnerable group. The service has supported 173 young people from BESN Special Schools over the past year 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.
- 4.12 A key focus of the outreach work from Special schools has been to ensure a direct and positive impact on the support for pupils with SEN and disabilities in mainstream schools. Through the work of the devolved Specialist Teaching and Learning Service we are increasing the level of expertise in mainstream schools. September to November 2014 data shows 97% of interventions had some level of impact; 86% good or better. Feedback from schools (211 responses) showed that 87% of schools rated the overall impact of STLS intervention on progress of the child as good, very good or excellent. This is helping us to identify schools requiring support and robustly challenge the over identification of SEND. Information regarding the LIFT and STLS has been included within the KELSI website. Schools now have good up to date guidance through the Local Inclusion Forum

Teams (LIFTs). We are continuing to further develop the devolved model for the Specialist Teaching and Learning Service through a partnership model with 12 lead Special Schools (one in each district) to improve support to mainstream schools for special educational needs. We have consulted on a model which will more closely align the outreach support and the role of the STLS.

- 4.13 To support schools to intervene earlier and improve pupil outcomes we have successfully implemented a new system of high needs funding for pupils with special educational needs. Alongside this we have reviewed and improved the arrangements to provide SEN funding (known as SCARF) to support severe and complex children access early years settings.
- 4.14 The Workforce Development Plan in place to underpin the SEND Strategy ensures we are able to provide a district training offer led by Special schools which includes training in Autism Spectrum Disorder (ASD), Behavioural, Emotional and Social Needs (BESN) and Speech and Language Needs (S&L).
- 4.15 As part of the workforce development plan we established a pilot to develop a professional development framework to influence at a strategic level, the culture and practice across the whole workforce. Participating settings achieved externally accredited awards from the Continuing Professional Learning Development (CPLD) and Inclusion Quality Mark (IQM) and individual professionals were accredited by Christchurch Canterbury University. Awards were presented as a result of the first stage to:

Name of School	CPLD Award Level	IQM Award Level
St Thomas More Pre School	Bronze	
Ridge View School Early Years Department	Silver	
The Abbey School	Bronze	Inclusion Quality Mark
Cliftonville Primary School	Bronze	Inclusion Quality Mark
The Foxwood and Highview Federation	Gold	Inclusion Quality Mark
Hartsdown Academy	Silver	Flagship
Invicta Girls' Grammar School	Bronze	Centre of Excellence
Joy Lane Primary School	Not assessed	Inclusion Quality Mark
Kingsnorth CEP Primary School	Bronze	Inclusion Quality Mark
Longfield Academy	Bronze	Inclusion Quality Mark
Paddock Wood Primary School	Bronze	Centre of Excellence
Maidstone Skills Centre (Education Catch 22)	Bronze	Inclusion Quality Mark
The Malling School	Silver	Centre of Excellence
The McGinty Speech & Language Centre/West Malling CEP School	Not assessed	Inclusion Quality Mark
Temple Ewell CE Primary School	Silver	Centre of Excellence
The Royal School for Deaf Children	Not assessed	Centre of Excellence
Westgate College	Not assessed	Centre of Excellence
East Kent College	Bronze	Inclusion Quality Mark
Springfield Education & Training	Single Award Level	Inclusion Quality Mark

Profile Education and Training	Single Award Level	Inclusion Quality Mark
Nisai Group	Single Award Level	Inclusion Quality Mark

5. Ofsted pilot

- 5.1 In March 2015, the DfE outlined its intention to put in place new inspection arrangements for the SEN reforms in the Children and Families Act 2014. Ofsted invited Kent to participate in a pilot exercise in developing the inspection framework. This participation provided a further opportunity to ensure Kent's Local arrangements are achieving better outcomes. A fieldwork team of Ofsted HMI and CQC (health and social care inspectors) visited KCC in May, covering Early Years settings, schools and colleges as well as hosting a webinar for parents.
- 5.2 The findings were positive. Kent's SEND Strategy was acknowledged by the team as well articulated and aspirational, with clear targets and outcomes. Kent's Parent Carer Forum was recognised as having a really strong role. Kent's approach to EHC Plans was judged to be truly child centred at all age phases although the inspectors recognised the demands of converting 7,000 Statements to EHC Plans. They recognised the multi-agency approach co-producing plans with parents and carers and good examples of where impact evaluation was built into the joint commissioning process e.g. Dispute Resolution/Mediation. They reported the very positive views of parents about the new SEND process. However they also found wide dissatisfaction about unequal access to health services and challenged Kent to address the health inequalities which currently exist in different districts of Kent. The visit was not graded and will be unreported, and the new inspection framework will be introduced from January 2016.

6. Next steps

- 6.1 Monitoring and review of the SEND strategy is undertaken through the Kent Children's and Young People's Health & Wellbeing Standing Group for disabled children and young people and those with special educational needs (CHWB-SEND). This is chaired by the Corporate Director, Education and Young People's Services. The group, which has representation from NHS partners and Kent Parent Carer Forum, has been established to oversee the development of multi-agency governance to ensure KCC and Clinical Commissioning Group partners are able to meet their new statutory obligations to deliver integrated Education, Health and Care Plans. The standing group's role is to ensure services are co-produced with parents and carers, recognising that whilst the lead role rests with the local authority, successful implementation of the SEND Strategy requires effective partnership and engagement by other partners.

7. Recommendation

Recommendation: The Education and Young People's Services Cabinet Committee is asked to note the progress delivering the SEND Strategy;

(i) Significantly more children and young people with SEN in Kent are receiving a better quality education and provision to meet their needs has increased

(ii) Emerging effective joint commissioning is improving services and we must maximise further opportunities to address inequalities in access to health services

8. Glossary

ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional and Social Needs
CCG	Clinical Commissioning Group
CHWB-SEND	Children's Health & Wellbeing Standing Group for disabled children and young people and special educational needs
CPLD	Continuing Professional Learning Development
CQC	Care Quality Commission
DfE	Department for Education
EHCP	Education, Health and Care Plan
FE	Further Education
GCSE	General Certificate of Education
HMI	Her Majesty's Inspector
IQM	Inclusion Quality Mark
KCC	Kent County Council
KCPF	Kent Parent Carer Forum
KELSI	Kent Education Learning Skills Information
LA	Local Authority
LDA	Learning Disability Assessment
LIFT	Local Inclusion Forum Team
PSCN	Profound, Severe and Complex Needs
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SLA	Service Level Agreement
SLCN	Speech, Language and Communication Needs
SRBP	Specialist resourced based provision
STLS	Specialist teaching and learning service

9. Background Documents

Strategy for Special Education Needs and Disabilities

Education Cabinet Committee report – 21 June 2013

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

Commissioning Plan for Education Provision 2015/19

10. Contact details

Lead Officer:

Julie Ely

Head of SEN Assessment & Resources

Relevant Director:
Keith Abbott
Director of Education Planning and Access

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

To: Education and Young People's Services Cabinet Committee – 8 July 2015

Subject: Future Provision of Secondary Education in Kent

Classification: Unrestricted

Electoral Division: All

Summary: This report sets out for Cabinet Committee the requirements for the provision of Secondary education in Kent over the next several years, following on from the significant increase in the number of pupils attending Primary Schools who will shortly require additional places in Secondary schools. The report includes the necessary strategies to continue to manage the supply of school places, in a way which secures improved educational standards and financially viable schools.

The priorities are to:

- (i) ensure that all young people have access to Secondary schools within reasonable travelling distance, judged good or outstanding by Ofsted, which meet the floor standards at Key Stage 4, and provide good pathways to high quality post 16 education or training;
- (ii) plan for the immediate small, very short term decrease in Secondary numbers, and support the schools most affected by that, followed by a large sustained increase;
- (iii) support more 'vulnerable' schools while numbers are low;
- (iv) and commission new provision to meet rising demand.

The report sets out the context of Secondary education in Kent, and its strategic direction for the next several years. The contents of this report will be set out in more detail in autumn 2015, in the next iteration of the Education Commissioning Plan.

Recommendation:

The Education and Young People's Services Cabinet Committee is asked to consider and endorse the report, and in particular to note the actions that are necessary to support 'vulnerable' Secondary schools and to increase Secondary school capacity to meet the demands of a growing Secondary school population.

1 Introduction

- 1.1 This report sets out the priorities for Secondary education in Kent in the next several years, to increase capacity to meeting the rising demand of pupil numbers.

1.2 These priorities include:

- Maintaining and improving standards in the context of a period of significant pupil growth at the same time as school funding is reducing in real terms
- Preparing for the large increase in Secondary numbers as a consequence of increased birth rates and inward migration to Kent which will require 60 additional forms of entry across the county by 2018 and beyond (as set out in the *Commissioning Plan for Education Provision in Kent 2015-2019*)
- Providing effective support to 'vulnerable' Secondary schools that in the short term are experiencing falling numbers on roll and consequent budgetary difficulties
- Continued development of the diverse market in educational provision whereby most Secondary schools in Kent are academies or part of academy trusts, and new schools require academy sponsors, so that the local authority has to be a successful commissioner working effectively with governing bodies, academy trusts, the Education Funding Agency, the Regional Schools Commissioner and other partners.

1.3 The report presents a strategic overview of these priorities and sets out general principles to guide future actions.

2 Financial Implications

2.1 This report does not include a spending decision, however it draws attention to the potential financial implications for the Council of the substantial increase in Secondary school places required to meet known future demand; and to the arrangements for funding Secondary schools and academies, and supporting those in difficulty.

3 Policy Framework

3.1 The report relates to the existing policy and plans for commissioning and managing school provision, as set out in the Education Commissioning Plan.

4 The Report

4.1 This report is presented at a time when the Secondary school population is at its lowest for a decade, just before it starts to increase dramatically, requiring an additional 60 forms of entry by 2018 and beyond. Powers and responsibilities relating to Secondary school provision are widely dispersed and require new approaches to partnership working. The participation age has now been raised to 18 with implications for schools and colleges. Promoting high standards of achievement remains a core concern and responsibility of Kent County Council.

4.2 In order to ensure that all young people attending Secondary schools in Kent get the best educational opportunities the Council must work in this new and changing context to ensure that schools and academies achieve high standards, have the required capacity, and are sufficiently resourced. The increased numbers of pupils

who will require Secondary places mean that all existing capacity will be required, and new capacity will have to be commissioned.

Number and Type of Schools

- 4.3 There are currently 102 mainstream Secondary schools in Kent, of which 71 are non-selective and 31 grammar schools. Two non-selective schools (Chaucer and Hextable) are closing as a result of previous decisions of the Council and the Secretary of State. A small number of new free schools are currently under discussion between potential sponsors and the Regional Schools Commissioner.
- 4.4 Of the currently open establishments 67 are academies and 4 are free schools (including one University Technical College) – all 71 of which receive their funding, via the Kent Schools Funding Formula, from the Education Funding Agency through funding agreements with the Secretary of State.
- 4.5 The 31 remaining schools are “maintained schools” – community, voluntary aided or voluntary controlled – maintained by Kent County Council.
- 4.6 The Education and Adoption Bill will bring forward measures that would require inadequate and coasting schools to become academies. This, as well as any action initiated by school governing bodies, is likely to lead to an increasing number of Secondary schools becoming academies.
- 4.7 The powers and responsibilities of the Council in relation to maintained schools and academies are very different, however they all educate Kent children and it is the role of the Council to ensure that standards of achievement are high in all types of school.

Standards

- 4.8 Parents, employers, colleges, universities and the wider community expect schools to achieve high standards and give young people the best opportunities to succeed in life. Ofsted inspections are one important measure of standards, another is GCSE results at the end of Key Stage 4. In general the majority of Kent non-selective secondary schools and academies do well and have steadily improved over the past ten years. Grammar schools perform well in terms of inspections and results.
- 4.9 Overall 83% of Secondary schools are judged good or outstanding by Ofsted and 85% of Secondary age pupils attend a good or better school. This includes 25 schools that are outstanding and 56 schools that are good. 14 schools require improvement and 3 schools have an inadequate inspection judgement. In the 2014 GCSE results 22 Secondary schools were below the floor standard.
- 4.10 Whilst some academies are outstanding, there are more non-selective academies in categories 3 and 4, (requiring improvement and inadequate) both in number and percentage terms, than there are maintained schools. Improving them will require action by their sponsors, as well as KCC and the Regional Schools Commissioner on behalf of the Secretary of State.
- 4.11 The most widely reported indicator of school performance at Key Stage 4 is the percentage of pupils who achieve 5 GCSEs at grades A*-C including English and Maths.

4.12 A floor target of 40% 5 A*-C (EM) was introduced in 2013. A further change was introduced in 2014 where only first entry results were counted (not retakes). This proved more challenging for some schools to achieve. The median result for Kent non-selective schools fell from 51% to 43%. This does **not** indicate a fall in standards from the perspective of individual students – only in the way in which school level results are reported in the DfE Performance Tables.

Non-selective schools		
	2013	2014
<40%	9	27
40-49%	22	20
50-59%	24	13
60-69%	8	5
>=70%	4	2

4.13 Schools are adapting to the new requirements by making fewer early entries for GCSEs (unless pupils are clearly ready) and thus reducing the number of retakes.

4.14 Those schools that have not met the floor target are potentially more vulnerable and may need support to reach the required standard. The schools which did not meet the 2014 floor target were disproportionately in coastal areas and in some isolated rural and small town locations, suggesting that these areas face additional challenges. In some cases these challenges include serious levels of deprivation and long histories of low performance. Some schools may have difficulties in recruiting staff either because of the effects of deprivation, or of affluence (leading to high housing costs).

Provision planning

4.15 The Commissioning Plan for Education Provision in Kent 2015-2019 was presented to the Education and Young People’s Services Cabinet Committee on 24th September 2014. It provided demographic information about children in Kent schools and academies and summary forecasts of future demand at district level. It showed how the birth rate and number of births had increased since 2000, and how inward migration would add to the number of children requiring school places. In some parts of the county inward migration will result from the very large housing construction projects under way. Whilst there was just under 10% surplus capacity for Year 7-11s in 2013, the Commissioning Plan indicated that this would turn into a 9% deficit by 2023-24 (paragraph 9.18 and Figure 9.15) if new capacity is not added.

4.16 The Commissioning Plan concluded that 13 new forms of entry (FE) in Secondary schools would be required across the county by 2016-17, a further 7 FE by 2018-19 and a further 60 FE by and after 2018-19 (Figure 13.2). These numbers will have increased following the closure of Oasis Academy Hextable as reported to Cabinet Committee on 15th April 2015. The scale of this increased demand is equivalent to almost 1FE in every secondary school or 10 (8FE) new Secondary schools.

4.17 The future growth in Secondary numbers contrasts with a steady decline over the past ten years and more. This is unlikely to be the pattern in the decade to come. Schools which currently have low numbers on roll will fill up as the larger cohorts of children in Primary school reach Secondary age. Not only will all the existing provision be required: new places will also have to be commissioned.

- 4.18 Paragraph 6.4 of the Commissioning Plan sets out a number of planning guidelines for Secondary schools. It states that published admissions number (PANs) for Secondary schools “will not normally be less than 120 or greater than 360”. There are currently two schools in Kent below this range and two above.
- 4.19 The Commissioning Plan also states that “over time we have concluded that the ideal size for the efficient deployment of resources is between 6FE and 8FE”. This equates to PANs of 180 and 240. By this measure there are 24 non-selective schools with PANs smaller than the “ideal size” and 23 grammar schools. In addition there are 7 non-selective schools that are bigger. Schools can be made to work efficiently at a range of sizes – but very small schools are generally challenging to run if a broad and balanced curriculum is to be offered. The PAN however is only the starting point: the actual number on roll is generally more significant.
- 4.20 In January 2015 at the time of the schools census there were 17 non-selective schools with fewer than 120 pupils on roll in Year 7, and a further 27 with between 120 and 179. The number on roll at a given school reflects a) the local demography, and b) the operation of parental preference. The schools with the smallest numbers, particularly those where numbers have fallen and which are therefore carrying the burden of a large number of surplus places, must be considered vulnerable – even if their medium and longer term prospects appear good. Analysis shows that the schools with low and falling numbers are often schools with poor Ofsted outcomes and/or low performance at Key Stage 4.
- 4.21 Parents have the right to express a preference for the schools they wish their children to attend. Schools and admissions authorities must meet parental preference wherever possible. Analysis of schools with low numbers on roll in Kent has demonstrated that parents prefer schools within their local area with a sustained trend of higher performance over several years. Rebalancing the demand for school places is therefore closely connected with school improvement and raising standards. Whilst less popular schools may fill in the next few years as a result of demography, if this is not accompanied by improvements in performance parents may find that they are allocated places at a school they would not choose. Therefore school improvement and provision planning must be coordinated if schools are to thrive and parents are to be satisfied with the quality of provision available in their area.
- 4.22 While Local Authorities retain responsibility for school place planning, they must seek academy and free school sponsors for new schools, and work with existing providers to expand. In nearly all cases this will involve working with the Regional Schools Commissioner (RSC), an official ultimately accountable to the Secretary of State.
- 4.23 The academy programme is well advanced in Kent, and while some further maintained schools are likely to acquire academy status, academisation in the secondary sector is rapidly reaching a point where it can go no further. It will therefore become increasingly important to manage future provision planning in partnership with existing and new academy sponsors.

Finance

- 4.24 School budgets are driven by formulae, with age weighted pupil funding being the principal component. Other components reflect disadvantage (the pupil premium) and special educational needs. The minimum funding guarantee limits the amount by which a school budget can drop from year to year. A fixed sum is allocated to all schools equally to reflect aspects of the central administration. This is of some limited benefit to smaller schools. A factor may be introduced to recognise the challenge of running schools in sparsely populated areas.
- 4.24 School budget shares can be problematic for schools which are very small (even if they are popular and well subscribed). They can be a problem for schools where numbers are declining (even with the minimum funding guarantee). They can be a problem for schools that have low numbers of disadvantaged pupils and low numbers of children with special educational needs.
- 4.25 On the expenditure side, some schools have high overheads as a result of poor, energy inefficient buildings, with high maintenance costs. Top heavy staffing structures, or inappropriate deployment of teaching and support staff can also result in high costs. A very small sixth form may have to be “subsidised” from funding intended for statutory age pupils. Sometimes the current management of a school has to cope with the consequences of poor decisions made by predecessors many years previously. Whilst Kent County Council knows the budget share allocated to all schools and academies, it knows very little about the expenditure of academies, unless they choose to share that information.
- 4.26 The recent closure decisions of one maintained school and one academy were both prompted to a large extent by the serious budgetary situations they faced. In the case of the maintained school the direct costs of closure to the Council amounted to approximately £4 million. The costs of the closure of the academy to its sponsor and the EFA are unknown, and there will be costs to the Council in relation to the ongoing security of the Hextable site when it is returned. While running a school with budgetary difficulties is challenging, closure is not a cost free option.
- 4.27 There are currently up to six other schools which are likely to be experiencing financial difficulties at various levels of severity as a result of low and falling numbers on roll. In each case demography will ultimately see numbers rise and thus budget shares improve. Before the upturn it is important that the quality of education does not suffer.
- 4.28 The EFA can and does provide discretionary funding to academies and free schools, and it provides loans (in the form of advance allocation of future funding) although its criteria for doing so are not always clear. Kent County Council is constrained in how it can distribute school funding by government regulations.
- 4.29 In the current context it would be a better use of public money to support schools going through short and medium term financial difficulties (providing that they have effective strategies for school improvement, and there is good evidence that their numbers will rise in the medium to long term) rather than incurring the substantial costs incurred in school closure and the re-commissioning of capacity in the same area. Discussions have already taken place with EFA officials in support of some academies seeking financial assistance. More flexibility in the regulations

governing its own distribution of funding through the formula would be helpful to the Council in providing support to maintained schools.

Sixth Form and Post 16

- 4.30 All young people must now participate in education or training until the age of 18, whether at school, college, through an apprenticeship or other types of training provider with employment. The majority of Kent non-selective schools have a sixth form and offer post 16 learning opportunities. The type, scale and quality of provision offered in school sixth forms are variable. Nearly all offer traditional academic A-levels, and most are able to do so at a scale which gives students a good choice of courses. Others offer vocational courses in work related areas. Some vocational provision can be expensive to deliver because of the specialist facilities required. Any course will have a minimum number to be truly viable, although schools may choose to offer courses even where numbers are low. A number of schools have small sixth forms and provide a limited curriculum offer, with gaps particularly in vocational options for young people who need them. For example, nearly all 16 year olds who are eligible for free school meals cannot or do not remain in school sixth forms, but go on to study in colleges or work based training providers.
- 4.31 New requirements have been introduced requiring higher standards of post-16 learners in English and Maths. This will alter the programme of courses that some students will need to follow if they did not reach the required standard at age 16. The impact of the requirements for all to achieve at least a C grade in English and maths by age 19 and the availability of new technical and vocational qualifications is significant, requiring a major re-design of the curriculum offer in many schools in collaboration with other schools and nearby colleges. The need for this in schools with small sixth forms is more urgent.
- 4.32 Funding in schools for post-16 learning has been constrained and reduced in the past 3 years. This means that some schools are finding it difficult to deliver effective programmes depending on the courses they are offering and number of students taking them up. This can then lead to cross-subsidisation from funding for statutory age (11-16) pupils.

Grammar Schools

- 4.33 On average grammar schools are smaller than non-selective schools. They tend to attract less funding in relation to the pupil premium and special educational needs than non-selective schools. They have also been particularly affected by the impact of the reductions in Post-16 funding by the EFA over the past few years. A relatively high proportion of grammar schools are maintained schools (usually voluntary aided) rather than academies. As a result their funding is more directly a concern of the Council. Some of the smaller grammar schools face financial challenges which may require them to take the opportunity to expand as the Secondary age population expands.
- 4.34 There are several examples of successful sponsorships by grammar schools of nearby academies which have led to sustained improvement – transforming low performing and unpopular schools into highly successful establishments.

5 Options

5.1 The Council recognises that support for 'vulnerable' Secondary schools is essential in order to secure the best education of children attending those schools, and to ensure provision continues to be available for the additional numbers required in Secondary schools in the near future. It is not possible or desirable to envisage the closure of any other school in the immediate future on the basis of low numbers, budget difficulties or a deficit situation and declining standards, in any area where there will be a need for additional Secondary provision within 2-3 years. However, the remedies and short term support mechanisms for these schools are not directly forthcoming, especially when some of these schools are academies.

5.2 The notion of 'vulnerable' Secondary schools is based on the following:

- Schools below 600 for the number of Year 7-11 pupils currently on roll
- The total number of Year 7 pupils on roll (initial year of admission) – with cohorts less than 120
- Schools in financial difficulty or facing a deficit situation because of low numbers
- Schools with lower than expected performance and below average progress rates
- Schools where demography will not help to remedy the situation quickly in the next 2-3 years.

Approximately 11 Secondary schools fall into the above category and all are rated by Ofsted as either inadequate (2 schools) or requiring improvement. Seven schools are academies, and in the coming year one will close and another will amalgamate with another school.

5.3 The Local Authority is already taking, or proposing to take, the following actions:

- Meeting with individual schools to review the budget situation and options for re-structuring the budget, and in the case of KCC schools agreeing a financial recovery plan
- Supporting academy schools to make a case to the EFA for a loan, which is in effect an advance of funding from future allocations which may be difficult to pay back in the short term
- Agreeing some expansions of provision or partnership with another school to develop more cost saving arrangements
- Providing additional support for the school's improvement in Ofsted performance and examination results
- Brokering collaborative post 16 arrangements between schools and with colleges to improve the curriculum offer and reduce sixth form costs
- Meeting with the Regional Schools Commissioner and the EFA to agree a secure way to ensure the necessary 'good' quality provision is there to meet future needs

- Writing to the EFA and the Secretary of State for Education to request some greater flexibility in the factors used in the schools' funding formula, to allow for short term pressures to be funded across all the schools affected.

5.4 Whilst the powers of local authorities have been reduced in relation to academy schools, and are now shared with governing bodies, academy trusts, the Regional Schools Commissioner and the Education Funding Agency, KCC retains a responsibility to secure sufficient school places, to promote school improvement, to coordinate admissions, provide home to school transport, and to support children with special educational needs. In this context all these schools are our priority to secure improved educational outcomes and the school places of the right quality we need in the coming years.

6. Legal implications

6.1 The principal legislation relevant to this report is the Academies Act 2010 and the Education and Inspections Act 2006. An Education and Adoption Bill will be introduced in the current parliament. Any actions taken by the Council will be in accordance with all relevant legislation. .

7. Equalities implications

7.1 There are no direct implications relating to equalities this report. The Equalities Act 2010 Part 6, Chapter 1 Sections 84 to 89, sets out the requirements on schools and admissions authorities. If Kent County Council is able to better support vulnerable Secondary schools this is likely to benefit young people with the protected characteristics specified in the Act.

8. Property portfolio

8.1 Large investment in new Secondary school buildings will be required over the next ten years to meet the demand from the large cohorts of children currently in the Primary phase. As stated above the Education Commissioning Plan concluded that 13 new forms of entry (FE) in Secondary schools would be required across the county by 2016-17, a further 7 FE by 2018 and a further 60 FE in the years following 2019. The scale of this increased demand is equivalent to almost 1FE in every secondary school or 10 (8FE) new Secondary schools in the next ten years.

8.2 The ownership of the Secondary school estate is complex. Some schools remain fully in the ownership of Kent County Council, however academy sites are generally leased to their trust for a period of 125 years. The governing bodies or trusts of voluntary aided, trust and foundation schools generally own the freehold of their school sites. Sometimes the ownership of playing fields is different to that of the school buildings. Land in the ownership of the Council may be required by the government to facilitate the establishment of new free schools. In view of the scale of additional capacity required to meet the demand for Secondary school places it is likely that some new sites will be required.

8.3 Kent County Council will have a direct involvement in capital works at maintained schools, and may have an interest as freeholder in works at academies. It will have an interest in its role as commissioner of school places, and as advocate for standards in investment in all school buildings in the county.

9 Conclusions

- 9.1 Secondary education in Kent faces major challenges in relation to standards, provision planning and finance, at a time of rapid growth and continuing legislative change.

10. Recommendation: The Education and Young People's Services Cabinet Committee is asked to consider and endorse the report, and in particular to note the actions that are necessary to support 'vulnerable' Secondary schools and to increase Secondary school capacity to meet the demands of a growing Secondary school population.

11. Background Documents

[Education Commissioning Plan 2015-19](#)

12 Contact details

Andrew Hind
Project Manager
andrew.hind@kent.gov.uk

Relevant Director: Keith Abbott
Name and title: Director of Planning and Access
Telephone number 03000 417008
Email address keith.abbott@kent.gov.uk

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

Roger Gough, Cabinet Member for Education and Health Reform

To: **Education and Young People's Services Cabinet Committee – 8 July 2015**

Subject: **Review of the Kent Commissioning Plan for Education 2015-19**

Classification: **Unrestricted**

Past Pathway of Paper:

Education and Young People's Cabinet Committee - 25 September 2014, Cabinet November 2014.

Summary: This report informs Members of the progress made in implementing the Kent Commissioning Plan for Education 2015-19 since its adoption by Cabinet in November 2014.

Recommendation(s):

The Education and Young People's Services Cabinet Committee is asked to note the progress achieved and the issues identified for further development, and consider the report prior to the next version of the Commissioning Plan in autumn 2015.

1. Introduction

- 1.1 In November 2014 Kent County Council published the latest Kent Commissioning Plan for Education 2015-19. This sets out how the County Council, as Strategic Commissioner of Education Provision, will provide sufficient school places of good quality, and other education provision across all types and phases of education in the right locations, to meet the demands of increased pupil numbers and parental preferences. The Plan is updated annually with progress being monitored six to nine months after publication.
- 1.2 This report reviews the progress made since November 2014 and the achievement is sufficient places for the September 2015 intake of pupils in Primary and Secondary schools.
- 1.3 This Review of the Plan covers the following topics:
- Progress in implementing the expansion of school places;
 - Review of forecasting accuracy;
 - Progress against our targets;
 - Progress in implementing the review of school places for SEN pupils;
 - Progress and achievements in relation to Early Years provision; and

- Progress and achievements in relation to post-16 commissioning.

1.4 In summary, this Review demonstrates that:

- Commissioning and implementing the planned number of new school places overall for September 2015 has been successful and targets have been largely met. Delivery of a small number of projects has been adjusted in response to changing contexts during the year and these are set out in paragraph 2.2 below.
- We remain committed to our programme to rebuild or refurbish our Special Schools. This programme, together with the re-designation of pupil numbers, has so far provided an additional 229 places in Special schools.
- The accuracy of our forecasting methodology is within 1% of accuracy, apart from Reception Year forecasts which are accurate to within 1.8%.
- Surplus capacity in the Primary School sector is at 5.4% in Reception Year and 5.2% across all Primary School year groups (target is at least 5% surplus). The surplus in districts varies across the County from 1.1% in Gravesham to 8.7% in Dover. Surplus capacity in Year 7 and across the Secondary School sector remains high both across the County and in districts, apart from Canterbury which is below 4%.

2. Progress in Expanding School Place Numbers

2.1 The Plan identified the need, by 2015-16, for:

	Primary			Secondary
	Permanent Year R	Temporary Year R	Temporary Years 1-5	Temporary Year 7
Need identified in Plan	29.3FE	195 places	90 places	60 places
Places delivered (by May 2015)	18.7FE	309 places	90 places	30 places
Difference	-10.6FE	+114 places	0	-30 places

2.2 Table 1 below sets out the variations between what we planned to commission and what we have commissioned for September 2015 (Appendix 1 provides the full detail). Included in the variations are “needs” that have not been commissioned, alternatives, and additions.

We did not deliver some 10FE of the planned permanent primary provision for September 2015. The reasons for this are:

- In one case, the forecast demand did not materialise and additional accommodation was not therefore provided.
- 90 temporary places were provided across three schools whilst the consultation on the permanent expansion of the schools is underway.
- 30 temporary places were provided in 2014/15 at one school (earlier than proposed). A permanent expansion is planned.
- In one case a planned 1FE expansion was replaced by 45 temporary places (in two schools). A 2FE free school will be opening in this planning area in 2016.

- In two cases we were unable to identify suitable schools. We will continue to try and it is hoped that places will be provided either during 2015/16 or for September 2016.
- We were unable to find a solution for one planning area but additional capacity was provided in neighbouring planning areas.

Table 1 shows that whilst we still have pressure on places in Dartford, Gravesham and Swale we can nonetheless confirm that all children in Kent have been offered a place for September 2015, albeit journeys for some of these pupils will be longer than ideal.

Table 1: Variations from the Commissioning Intentions for 2015-16

District	Planning Group	To be Commissioned	Variation	Reason	Impact
Canterbury	Whitstable		30 Year 3 places commissioned	Current pressure on Year 2	Positive – flexibility for incoming parents
	Herne Bay	30 Year 1 & 2 place in Herne Bay for 2014/15	Unable to secure 30 Year 1 places	Unable to reach agreement with any school	Pressures in Year 2 addressed, but Year 1 remains a pressure point
	Secondary	30 Y7 temporary places.	Not commissioned	Numbers lower than forecast and other school's increased PANs	Nil
Swale	Sheerness	30 temporary places (years 2 and 3)	Not commissioned	Site constraints and planning issues	Negative – pressure for places remains high. Children are being transported to Sittingbourne schools at a cost of £314 per day.
	Halfway and Minster	30 temporary places (years 4 and 5)	Not commissioned but agreed with Minster-in-Sheppey PS governors for September 15 subject to internal accommodation changes.	Site constraints, planning issues and teacher recruitment issues	Negative – pressure for places remains high
	Iwade	1FE primary places	Additional Year R places created in year (2014/15)	Pressure for places required action. In essence brings forward planned expansion by 1 year	Positive – pressure addressed
	Secondary	30 Y7 temporary places	Not commissioned	Other schools increased PANs	Nil
Dartford	Dartford East	1FE primary places	Not commissioned	Unable to identify school capable/willing to expand	Negative – pressure for places remains high. Continued migration may result in some admitting over PAN in 2015/16. The situation will be monitored and we will continue to work with schools to identify possible options.
	Dartford West	1FE primary places	Not commissioned	Unable to identify school capable/willing to expand	
	Dartford North	1FE primary places	30 Year R places commissioned at Temple Hill PS. Will consult on permanent expansion for 2016	Timing required places to be allocated before formal expansion decision could be made	Nil – commissioning intention delivered
Gravesham	Gravesend East	30 Year R places	Not commissioned. Singlewell PS will admit additional pupils from September 2016	Unable to reach agreement in time for 2015	Negative – pressure for places remains high. Capacity in Gravesend East has, in recent years, met the pressures on Gravesend West. We will continue to work with schools to identify options for additional classes for 2015/16 and from September 2016

District	Planning Group	To be Commissioned	Variation	Reason	Impact
					onwards. However in the short term schools may need to admit over PAN during 2015/16
Sevenoaks	Sevenoaks	30 Year R places	30 places commissioned in neighbouring planning group (Seal CEPS)	Not able to secure places within the planning group.	Minor – places available at a good school, which is accessible
	Sevenoaks Rural West	1FE primary places	30 Year R places commissioned at Edenbridge PS. Will consult on permanent expansion for 2016	Timing required places to be allocated before formal expansion decision could be made	Nil – commissioning intention delivered
	Swanley /Hextable	1FE primary places	30 Year R places commissioned at Hextable PS. Will consult on permanent expansion for 2016	Timing required places to be allocated before formal expansion decision could be made	Nil – commissioning intention delivered
Ashford	Ashford South	30 Year R places	Not commissioned	Numbers lower than forecast	Nil
Maidstone	Maidstone North	1FE primary places	Not commissioned	No solution found within the planning group	Minor – planned additional capacity in neighbouring planning groups has been delivered
Tonbridge and Malling	Tonbridge North/South/Hildenborough	1 FE primary places	Commissioned 15 temporary Year R places at St Margaret's Clitherow RCP and 30 temporary Year R places at Sussex Road PS	2FE Free School, Bishop Chavasse, has been agreed by DfE for September 2016 opening	Nil – commissioning intention delivered and exceeded
	Secondary		30 Year 7 places commissioned (Judd School)	Pressure for places. Brings forward planned expansion from 2016	Positive – flexibility for incoming parents

- 2.3 Last year's review informed Members that sponsors had been appointed for five new academy schools which are to open in September 2015 (Kings Hill, Holborough Lakes, Leybourne Chase – all in Tonbridge and Malling and all Valley, Invicta Academy Trust; Martello Grove (Shepway) and Thistle Hill (Swale) – Lilac Sky Academy Trust). We have now completed the commissioning process for the two further new Primary academy schools which will open in September 2015:

Area	School	Size	Promoter
Tunbridge Wells	Skinner's Kent Primary School (Knights Park)	1 FE	The Skinner's Foundation
Ashford	Finberry Primary School (Cheeseman's Green)	1 FE	Stour Academy Trust

3. Review of Forecasting Accuracy

- 3.1 The Plan set out forecast roll numbers (by planning areas at Primary school level and by District at Secondary school level) across each District in Kent. The forecasting system enables the production of both school based and residency based forecasts, thereby enabling provision to be made in the right locations.

Forecasting Accuracy for Reception Year Numbers

- 3.2 Table 2 below sets out the forecast Primary school roll data for January 2015 against the actual roll data as at January 2015 for Reception age pupils. It shows that for Kent overall, forecasts are accurate to within 1.8%. Although still relatively accurate this is a greater variation than in previous years and our stated aspiration (plus or minus 1%). This is due to high migration in the previous year which will have influenced the migration factor in the forecast model.

Table 2: Reception Year

Area and District	Forecast Year R roll (2014/15)	Actual Year R roll Jan 2015	Difference (forecast less actual)	Over / under forecast (%)	Comment
East Kent	4971	4880	91	1.9%	
Canterbury	1432	1425	7	0.5%	
Swale	1911	1888	23	1.2%	Marginally outside aspired tolerance
Thanet	1628	1567	61	3.9%	In-migration is usually at its lowest point in January and increases during the summer months.
North Kent	4264	4159	105	2.5%	
Dartford	1444	1408	36	2.6%	High migration levels in previous years, which would impact on the forecasting, seem to be reducing.
Gravesham	1369	1357	12	0.9%	
Sevenoaks	1451	1394	57	4.1%	Data suggests that where parents are unsuccessful in securing their preferred

Area and District	Forecast Year R roll (2014/15)	Actual Year R roll Jan 2015	Difference (forecast less actual)	Over / under forecast (%)	Comment
					school, some opt for the independent sector
South Kent	3973	3883	90	2.3%	
Ashford	1573	1480	93	6.3%	Significant variation - very high migration in 2013/14 influenced the migration factor in the forecast model. Migration in 2014/15 has reduced to previous levels.
Dover	1227	1214	13	1.1%	Marginally outside aspired tolerance
Shepway	1172	1189	-17	-1.4%	As one of only two districts which were under forecast, it indicates in-migration rates have increased slightly.
West Kent	4596	4569	27	0.6%	
Maidstone	1800	1788	12	0.7%	
Tonbridge and Malling	1558	1569	-11	-0.7%	
Tunbridge Wells	1238	1212	26	2.2%	Inward migration has reduced slightly.
Kent Totals	17803	17491	312	1.8%	

Forecasting Accuracy of Primary School Roll Numbers

- 3.3 Table 3 below sets out the forecast Primary School roll data for January 2015 against the actual roll data as at January 2015 for Primary age pupils. Across Kent, forecasts were 0.8% higher than actual rolls, with four of the 12 districts showing forecasts 1% higher than roll numbers. This demonstrates a high degree of accuracy.

Table 3: Primary Age Pupils

Area and District	Forecast primary roll (2014/15)	Actual primary roll Jan 2015	Difference (forecast less actual)	Over / under forecast (%)	Comment
East Kent	33153	32811	342	1.0%	
Canterbury	10074	9928	146	1.5%	No obvious reason for variation
Swale	12159	12119	40	0.3%	
Thanet	10920	10764	156	1.5%	As Table 2 – high summer migration
North Kent	27409	27162	247	0.9%	
Dartford	9204	9044	160	1.8%	High migration in 2013/14 influencing forecasts. Migration in 2014/15

					reduced
Gravesham	9040	9039	1	0.0%	
Sevenoaks	9165	9079	86	0.9%	
South Kent	26815	26620	195	0.7%	
Ashford	10476	10327	149	1.4%	High migration in 2013/14 influencing forecasts. Migration in 2014/15 reduced
Dover	8257	8229	28	0.3%	
Shepway	8082	8064	18	0.2%	
West Kent	30615	30420	195	0.6%	
Maidstone	11891	11816	75	0.6%	
.Tonbridge and Malling	10470	10384	86	0.8%	
Tunbridge Wells	8255	8220	35	0.4%	
Kent Totals	117993	117013	980	0.8%	

Forecasting Accuracy for Year 7 Pupils

- 3.4 Table 4 below sets out the forecast Secondary school roll data for January 2015 against the actual roll data as at January 2015 for Year 7 pupils. There is some under and over-forecasting shown but the numbers of pupils involved are within the capacity levels of local schools. Across Kent there were 0.3% more pupils in Year 7 than forecast, which is a very high degree of accuracy. The most extreme change, in Sevenoaks, is due to the opening of The Trinity Free School which was a change in parental preferences and the provision available.

Table 4: Year 7 Pupil Numbers

Area and District	Forecast Year 7 roll (2014/15)	Actual Year 7 roll Jan 2015	Difference (forecast less actual)	Over / under forecast (%)	Comment
East Kent	4454	4390	64	1.4%	
Canterbury	1547	1524	23	1.5%	Fluctuation in migration
Swale	1536	1513	23	1.5%	Fluctuation in migration
Thanet	1371	1353	18	1.3%	Marginally outside aspired tolerance
North Kent	3084	3123	-39	-1.3%	
Dartford	1471	1422	49	3.5%	Interrelated with Gravesham and Sevenoaks
Gravesham	1172	1198	-26	-2.2%	Interrelated with Dartford and Sevenoaks. Inward migration from the EU and increased small-scale housing developments (under 10 units) appear to be the significant factors.
Sevenoaks	440	503	-63	-12.5%	Trinity School open, and parental preferences

					changing.
South Kent	3439	3452	-13	-0.4%	
Ashford	1331	1330	1	0.0%	
Dover	1163	1126	37	3.3%	It is likely that parents chose Shepway schools above Dover schools.
Shepway	946	996	-50	-5.0%	Interrelated with Dover.
West Kent	4765	4822	-57	-1.2%	
Maidstone	1864	1894	-30	-1.6%	Popular schools admitting additional pupils
Tonbridge and Malling	1594	1562	32	2.1%	Interrelated with Maidstone and Tunbridge Wells
Tunbridge Wells	1308	1366	-58	-4.3	Lower than previous proportion of pupils going into the independent sector, a greater number coming to the district's Secondary schools from neighbouring districts
Kent Totals	15742	15787	-45	-0.3	

Forecasting Accuracy of Secondary School Roll Numbers

- 3.5 Table 5 below sets out the forecast Secondary roll data for January 2015 against the actual roll data as at January 2015 for all Secondary age pupils (Years 7-11). Overall these demonstrate a very high degree of accuracy.

Table 5: Secondary School Pupil Numbers

Area and District	Forecast secondary roll (2014/15)	Actual secondary roll (2014/15)	Difference (forecast less actual)	Over / under forecast (%)	Comment
East Kent	22227	22057	170	0.8%	
Canterbury	7545	7464	81	1.1%	Marginally outside aspired tolerance
Swale	7654	7588	66	0.9%	
Thanet	7028	7005	23	0.3%	
North Kent	14786	14880	-94	-0.6%	
Dartford	6953	6900	53	0.8%	
Gravesham	5844	5911	-67	-1.1%	Marginally outside aspired tolerance
Sevenoaks	1989	2069	-80	-3.9%	Pupil numbers are increasing as Trinity School develops
South Kent	17213	17263	-50	-0.3%	
Ashford	6428	6445	-17	-0.3%	
Dover	5889	5862	27	0.5%	
Shepway	4896	4956	-60	-1.2%	Marginally outside aspired tolerance

West Kent	23723	23731	-8	0.0%	
Maidstone	9110	9125	-15	-0.2%	
Tonbridge and Malling	7721	7655	66	0.9%	
Tunbridge Wells	6892	6951	-59	-0.9%	
Kent Totals	77949	77931	18	0.0%	

4. Progress in Achieving Our Targets

- 4.1 The targets which relate to providing sufficient school places are set out in 'Vision and Priorities for Improvement', and are reproduced in table 6 below.
- 4.2 Maintaining sufficient surplus capacity in schools across an area is essential both to meet increased demand and to enable parental preferences to be met. We strive to maintain at least 5% surplus capacity in school places in line with demand and parental preferences, each year.
- 4.3 Table 6 below shows that surplus capacity in Reception classes across Kent is at 5.4%. Four districts are operating below 5% surplus Year R capacity, four at between 5%-7% surplus, and the remaining four districts operate above 7% surplus capacity. Across all Primary School year groups (Reception to Year 6) five districts are operating below 5% surplus capacity, four at between 5%-7% surplus, and the remaining three districts operate above 7% surplus. This is an improvement on last year when seven of the 12 Districts had less than 5% surplus Year R capacity, and five had less than 5% surplus across all year groups.
- 4.4 Across the Secondary School age range there is a high percentage of surplus capacity overall, reflecting a period of reduced demand due to the size of the Secondary School population. As the increased numbers of Primary aged pupils transfer to Secondary Schools over the next few years, demand will rise and surplus capacity will return to an effective operating level. However, the surplus in Canterbury is slightly below the preferred operating capacity of 5% surplus.

Table 6

Targets	January 2015		
Maintain at least 5% - 7% surplus Primary School capacity in each District.	District	Year R	Yrs R-6
	Ashford	7.2%	4.3%
	Canterbury	6.7%	6.6%
	Dartford	3.6%	2.0%
	Dover	8.9%	8.7%
	Gravesham	1.0%	1.1%
	Maidstone	5.1%	6.2%
	Sevenoaks	7.1%	8.4%
	Shepway	6.5%	5.8%
	Swale	2.3%	2.6%
	Thanet	5.0%	2.9%
	Tonbridge and Malling	4.7%	6.6%
	Tunbridge Wells	7.8%	8.0%
	Kent	5.4%	5.2%

Targets	January 2015		
Maintain at least 5% - 7% surplus Secondary School capacity in each travel to learn area.	Area	Year 7	Yrs 7-11
	Dartford, Gravesham & N. Sevenoaks.	9.7%	11.1%
	S. Sevenoaks, Tonbridge & Tunbridge Wells.	9.7%	9.8%
	Maidstone & Malling.	11.1%	12.7%
	Ashford	12.6%	9.0%
	Canterbury	2.8%	3.7%
	Dover	17.2%	12.6%
	Shepway	16.7%	17.9%
	Swale	10.2%	9.3%
Thanet	12.9%	9.6%	
	Kent	10.9%	10.6%

- 4.5 We set targets for the percentage of families securing their **first preference schools** for entry in September 2015. For Primary schools the target was 85% and on Offer Day 85.8% of parents secured their first preference.
- 4.6 For Secondary schools the target was 84%, and 80.5% of parents secured their first preference. The target for first and second preferences for both primary and secondary schools was 94%, with 93.4% of parents securing their first or second preference.
- 4.7 There are two main reasons why we did not meet the Secondary first preference target of 84% this year. These was an increase in the number of applications since last year (from 17,662 to 18,193), and within this out-county applications increased by 18.6%; coupled with a decrease in the Year 7 capacity which fell by 1.2% from 17,724 to 17,512 places.
- 4.8 Comparative data showing percentages of first preferences in neighbouring Local Authorities (little data is available) is set out in Table 7 below. This indicates we are performing in line with other authorities in respect of meeting Primary School preferences. However, we secured a significantly lower percentage of first preference Secondary placements than East Sussex.

Table 7

Local Authority	Primary	Secondary
Kent	85.8%	80.5%
Surrey	83.1%	82.4%
Medway	87.1%	80.1%
East Sussex	84.7%	90.5%

- 4.9 Comparative data showing percentages of preferences received across South East Authorities will be published by the DfE on 16 June 2015 and the information will be made available on our website at that time.

5. Progress in implementing Changes to Provision for SEND Pupils

- 5.1. Our Strategy to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND) recognised that our current SEN capacity had not kept pace with changing needs, and that we continue to commit a significant level of resources to transporting children to schools away from their

local communities. Therefore, the Commissioning Plan set out our commissioning intentions to improve access to local provision.

- 5.2 Our Workforce Development Plan is in place to underpin and develop our capacity to meet a wider range of special educational needs in mainstream schools. The plan continues to provide a district training offer which includes training in Autism Spectrum Disorder (ASD), Behavioural, Emotional and Social Needs (BESN) and Speech and Language Needs (S&L). Table 8 below sets out training accreditation achieved by schools across the county as part of the specific piece of work to pilot a framework for cultural change to support inclusive practice.

Table 8 CPLD and IQM Presentation Order and Awards Level

Name of School	CPLD Award Level	IQM Award Level
St Thomas More Pre School	Bronze	Not assessed
Ridge View School Early Years Department	Silver	Not assessed
The Abbey School	Bronze	Inclusion Quality Mark
Cliftonville Primary School	Bronze	Inclusion Quality Mark
Foxwood School	(assessed as federation)	Inclusion Quality Mark
Highview School	(assessed as federation)	Inclusion Quality Mark
The Foxwood and Highview Federation	Gold	
Hartsdown Academy	Silver	Flagship
Invicta Girls' Grammar School	Bronze	Centre of Excellence
Joy Lane Primary School	Not assessed	Inclusion Quality Mark
Kingsnorth CEP Primary School	Bronze	Inclusion Quality Mark
Longfield Academy	Bronze	Inclusion Quality Mark
Paddock Wood Primary School	Bronze	Centre of Excellence
Maidstone Skills Centre (Education Catch 22)	Bronze	Inclusion Quality Mark
The Malling School	Silver	Centre of Excellence
The McGinty Speech & Language Centre/West Malling CEP School	Not assessed	Inclusion Quality Mark
Temple Ewell CE Primary School	Silver	Centre of Excellence
The Royal School for Deaf Children	Not assessed	Centre of Excellence
Westgate College	Not assessed	Centre of Excellence
East Kent College	Bronze	Inclusion Quality Mark
Springfield Education & Training	Single Award Level	Inclusion Quality Mark
Profile Education and Training	Single Aware Level	Inclusion Quality Mark
Naisai Group	Single Award Level	Inclusion Quality Mark

- 5.3 The capital programme continues to prioritise the County Council's commitment to ensure sufficient Special School places exist, and these are in high quality environments. The 10 Special School projects contained within the programme are at the following stages:

Two projects are complete:

- Oakley (West Kent) – Extension and refurbishment to both junior and senior schools.
- Stone Bay (East Kent) – New Emergency Fire Exit

Three projects are in progress:

- Broomhill Bank (West Kent) – Provision of additional and extended classrooms, together with improved changing facilities and new studio hall.
- Laleham Gap (East Kent) - EfA managed relocation and new build project
- St Anthony's (East Kent) - New sports hall and ancillary spaces

Two projects are at Tender and/or Contract Award stage:

- Foreland (East Kent) - Relocation and new build project
- Foxwood and Highview (South Kent) - Relocation and new build

Three projects are at the planning stage:

- Ridge View (West Kent) – Relocation and new build
- Five Acre Wood (West Kent) - Extension on existing site
- Portal House School (South Kent) – New build on existing site

5.4 The refurbishment and rebuilds of Five Acre Wood School, Portal House and Ridge View Schools have all encountered difficulties in respect of planning and budget. All three remain high priorities for bringing to swift, satisfactory conclusions.

Increasing the Designated Numbers in Special Schools

5.5 Table 9 below shows the current designated number of Special schools. We have achieved a total of 3555 places, which is an increase of 229 additional places since October 2014. This figure is expected to rise by a further 21 places once statutory proposals for Grange Park School have concluded in the autumn term. The total number of places will therefore be 3576 as set out in our 2015/19 Commissioning Plan.

Table 9: Re-designation of Special School Numbers since October 2014

School	Need Type Provision	District	Current Designated Number	Proposed Designated Number	Basic Need
Goldwyn School	BESN	Ashford	115	115	0
Wyvern School, The	PSCN	Ashford	165	165	0
Orchard School, The	B&L	Canterbury	96	96	0
St Nicholas' School	PSCN	Canterbury	144	200	56
Rowhill School	B&L	Dartford	106	106	0
Harbour School	B&L	Dover	96	96	0
Portal House School	BESN	Dover	60	80	20
Ifield School, The	PSCN	Gravesham	190	190	0
Bower Grove School	B&L	Maidstone	183	183	0
Five Acre Wood School	PSCN	Maidstone	210	275	65
Furness School	ASD	Sevenoaks	60	60	0
Milestone School	PSCN	Sevenoaks	203	203	0
Valence School	PD	Sevenoaks	80	80	0
Foxwood School	PSCN	Shepway	122	148	26
Highview School	PSCN	Shepway	160	188	28
Meadowfield School	PSCN	Swale	209	209	0
Foreland School, The	PSCN	Thanet	200	200	0

Laleham Gap School	ASD	Thanet	170	170	0
St Anthony's School	B&L	Thanet	96	112	16
Stone Bay School	ASD	Thanet	66	66	0
*Grange Park School	ASD	Tonbridge & Malling	79	100	21
Ridge View School	PSCN	Tonbridge & Malling	180	180	0
**Broomhill Bank School	ASD	Tunbridge Wells	136	136	0
Oakley School	PSCN	Tunbridge Wells	206	218	12
Total			3326	3576	250

*

Statutory consultation underway

- 5.6 Following a statutory consultation process, we are continuing with the proposal to discontinue Furness School. It is proposed that **Broomhill Bank School be expanded to incorporate satellite provision on the Furness site, enabling pupils on the roll of Furness School to continue with their education on the same site.
- 5.7 We have identified place pressure at Wyvern (Ashford) and Meadowfield Schools (Swale) which require expansion at each school.

Specialist Resource Base Provision (SRBP)

- 5.8 The Autistic Spectrum Disorder (ASD) remains the most prevalent need type in Kent, while Behavioural, Emotional and Social Needs (BESN) remains the second most prevalent need type in Kent mainstream schools. Table 10 below sets out the SEND Specialist Resource Base Provision commissioned to help address these needs. Table 11 shows SRBPs that we have commissioned since the Commissioning Plan (2015 – 19) was published.

Table 10: SRBPs Established and Places 2015-2017

School	School Type	SRBP Type	District	Places added		
				2015	2016	2017
Thistle Hill (new)	PRI	BESN	Swale	4	8	14
Martello Grove (new)	PRI	ASD	Shepway	4	8	12
Valley Invicta Primary School at Leybourne Chase (new)	PRI	BESN	Tonbridge & Malling	4	6	8
Valley Invicta Primary School at Holborough Lakes (new)	PRI	BESN	Tonbridge & Malling	4	6	8
Valley Invicta Primary School at Kings Hill (new)	PRI	ASD	Tonbridge & Malling	6	8	12

Oakfield Community Primary School	PRI	ASD	Dartford	12	12	12
Holmesdale Technology College	SEC	ASD	Tonbridge & Malling	4	8	12
Nonington CE Primary School	PRI	BESN	Dover	3	4	6
River Primary School	PRI	SCLN	Dover	4	8	12
Total				45	68	96

Table 11 New Proposed SRBPs

School	School Type	SRBP Type	District	Places added		
				2015	2016	2017
Finberry Primary School , Cheeseman's Green (new)	PRI	BESN	Ashford	4	8	14
West Minster Primary School	PRI	SLCN	Swale	4	9	15
Total				8	17	29

- 5.9 We continue to monitor the growth in the Secondary School population and respond accordingly with new SEN provision where required. For West Kent we have already created additional SEND provision at Holmesdale Technology College and statutory proposals are underway to create a new SRBP for up to 50 students with a statement of SEN or EHCP equivalent for ASD for September 2015 at Hugh Christie Technology College.
- 5.10 In North Kent we are working with Oasis Academy Hextable to move the SLCN provision to the Leigh Academy Trust, on closure of the Hextable Academy. The Leigh Academy Trust also propose to establish a SRBP for pupils with ASD, at Wilmington Academy, Common Lane, Wilmington, Dartford, Kent, DA2 7DR.
- 5.11 For South Kent we are re-commissioning Castle Community College (Deal) Secondary SRBP for dyslexia to become Secondary SLCN provision, providing up to 20 places (consisting of 16 places for pre-16 and 4 places for post-16 pupils).

Special School Satellite Provision

- 5.12 We have established satellite provision for three of our PSCN Special schools. These satellites are based on mainstream school sites. Pupils who attend will be on the rolls of the Special schools concerned, but pupils will integrate in to the mainstream school's classes, with support, where this is suitable and appropriate for the individual pupil.
- **Five Acre Wood School** (Maidstone) – this school is currently at its physical capacity and development is underway to refurbish and extend the school. However, in order to address some of the PSCN place pressure in Maidstone satellite provision for up to 15 pupils with moderate to severe learning difficulties has been established at East Borough Primary School (Maidstone).
 - We are currently consulting on a further proposal to establish a satellite provision at Holmesdale Technology College for secondary and post-16

students. This will provide continuity of provision for pupils attending the East Borough PS satellite.

- **Oakley School** (Tunbridge Wells) - satellite provision will be incorporated in to the new Skinners Kent Primary School (Tunbridge Wells) to provide up to 12 places for pupils with ASD. The provision will open incrementally from September 2015 whilst the new primary school becomes established.
- **St Nicholas School** (Canterbury) – satellite on the Chartham Primary School site from September 2015.

5.13 We continue to work on establishing further satellites for:

- St Anthony's School (Thanet) - in a local mainstream school.
- Ridge View School (Tonbridge & Malling) - in a local mainstream school.

6. Early Years and Childcare Provision

6.1 The Early Years and Childcare element of the Commissioning Plan 2015/19 included the following key features:

- All districts had surplus early education places
- The duty introduced in September 2013 to ensure that the most disadvantaged 2 year olds were able to access free early education provision represented a challenge for Kent but that good progress was being made
- Over and above the provision and availability of early education for two, three and four year olds, there were gaps in childcare provision (0-4), across ten of Kent's twelve districts
- There were gaps in provision for childcare for school-aged children, particularly in Thanet, Swale, Shepway and Canterbury.
- Work was being undertaken with schools to engage them in local planning for early years and childcare provision and to encourage more schools with maintained nurseries to expand their provision to offer early education places for 2 year olds.
- With effect from April 2014 the Free Early Education Entitlement for three and four year olds had been "extended", so that where providers were able to accommodate this, it became available during school holidays in addition to the more traditional offer of term time only.

Progress and Achievements

6.2 Early Education for Two Year Olds

Kent's target number of places for September 2014 was 6,501. However, based on our aggregate take up for September 2013 – August 2014 the anticipated actual need was 5,136 places. In September 2014, there were 5,872 places available or in development, showing a potential surplus against anticipated actual need of 736. Since then, significantly more places have become available, as follows:

- Private, voluntary and independent provision 7,608 places

- Childminders 2,572 places
- Maintained nurseries 16 places
- **Total 10,196 places**

6.3 The district with the most significant challenges throughout has been Gravesham. However, with the lowest level of take up of places, the supply has always been and continues to be sufficient to meet demand.

Childcare Sufficiency

6.4 A key issue is to constantly ensure KCC is fulfilling its statutory duty in securing sufficient childcare as required. The Childcare Sufficiency Assessment for 2014/15 did not take into account any unregistered childcare in schools, (afterschool clubs, breakfast clubs and holiday play schemes), which is a significant contributor to meeting the need for out of school childcare provision. In order to address this issue, a survey was commissioned to ascertain where unregistered provision was operating in schools and contributing to the supply market. The survey had an excellent response rate of 82%. The information from the survey has been aggregated with information about Ofsted registered out-of-school childcare provision and captured in a new 'Childcare Sufficiency Model', which more accurately reflects the provision available and has had a positive impact on the supply figures.

Key issues

6.5 Capital Funding
Where gaps are (or may be) identified in the supply of free early education places for two, three and four year olds and/or out of school childcare for older children, the absence of capital funding and the significant lack of developer contributions can be a prohibitive factor in establishing the required provision.

6.6 Sustainability: Funding for places for Two Year Olds
The Kent hourly rate paid to providers for free early education places for two year olds is £4.94 per hour. This is the full amount provided to the Local Authority from the Government. However, this is still proving to be a challenge in some parts of the County where the rate is lower than providers charge on the open market. Although supply now exceeds the required number of places for two year olds, this may, over time, become a sustainability issue.

7. Post-16 Commissioning

7.1 The post-16 commissioning element of the Commissioning Plan 2015/19 included the following current priorities:

- implementing the raising of the participation age to 18
- supporting vulnerable learners to participate and achieve good outcomes
- responding to national changes in the funding regime for post 16 learning
- responding to new requirements for all learners to meet higher standards at GCSE English and Mathematics; and
- meeting the changing skills needs of the Kent economy and of young people to gain employment.

Progress and Achievements

7.2 Continued Participation:

- Overall, participation levels (86%) as at April 2015 are similar to those reported in January 2014. There is a slight reduction in the percentage of the total cohort participating, though the actual number of young people participating has increased.
- In 2014-15 increasing the number of 16-18 year old apprenticeships has been a major campaign for all providers. This has been a highly successful activity in Kent as this year's figures show an additional 300 16-18 year old apprentices have been recruited to date.
- The percentage of learners who are in Further Education in April 2015 (9758) is just slightly below January 2014 figures (9720). (There was an increase from January 2015 (8101) to April 2015 (9758) which was likely caused by the clarity of understanding across colleges of part and full time education as reported to the DfE.)
- 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
- Through the use of District Data packs, which have influenced the planning decisions of partners, and there is increased take up of vocational training at post-16.
- Locally, providers need to continue to work collaboratively on the 14-19 vocational offer to ensure that there continue to be realistic opportunities for young people to progress to Level 3 programmes, as smaller school provisions are likely to offer diminished outcomes.
- There are still gaps in provision at district level for good quality entry level, level 1 and 2 provision that supports a sustainable pathway into employment. The district offers are going some way to meet this. But there is more provision needed. Apprenticeships at level 3 are too few.

7.3 Ongoing initiatives to support increased participation through to 18 include:

- 16-19 Study Programme linked to LMI (including the 2-1-2 model)
- Improving employer representation on the ELS Partnership Board
- Ensuring employability skills are better developed in schools, colleges and work-based learning providers
- Shaping the future direction of the five Learning and Employment Action Zones
- Improving Careers guidance including employer engagement
- Helping to reduce barriers to learning through use of the Kent Post-16 Travel Card, thus enabling Kent learning providers to meet the requirements of Full Participation in learning to 18 years of age.

7.4 Supporting Vulnerable Learners

The key vulnerable groups include young offenders, SEND, Children in Care and Elective Home Educated young people. Support for these groups is a priority moving forward. One main priority is to commission provision specifically for vulnerable groups.

7.4.1 For young people with SEND / Learning Difficulties the priorities going forward are:

- 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
- 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 age 14 in Year 9.

7.4.2 16-19 Bursary Funding is targeted to support vulnerable learners with things such as resources to support their learning or travel assistance.

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

7.4.4 The main initiatives to support the progress of the most vulnerable learners include:

- Developing and improving job mentoring and coaching
- Improving the support for vulnerable young people, by employers, job coaches and mentors
- Developing further the Assisted Apprenticeships Programme
- Developing the 14-24 pathways for SEND learners into employment or assisted employment

7.5 Responding to Post 16 Funding Changes

7.5.1 In recent years there has been an incremental reduction in schools' sixth form funding to ensure equity across the post 16 sector with FE colleges. This has encouraged providers to review their offer to ensure funding can be maximised.

7.5.2 One key element is to ensure opportunities exist for learners to achieve GCSE English and Maths if required within post 16 programmes of study, in schools, colleges and work based training providers. If providers do not offer this they will forego funding for the entirety of those students' study programmes.

7.5.3 In reaction to the removal of specific funding streams in recent years, collaborative working between partners has increased. For example, following the removal of aim higher funding, a new partnership between the University of Kent, Canterbury Christ Church University, the University of the Creative Arts, Kent County Council, Medway Council and 44 partner schools was maintained. This is now held up as an example of good practice nationally.

7.5.4 There are now regular district briefings which are focused on the post 16 programme offer, use of funding, curricular change and innovation (including English and maths provision) and sharing good practice in programme design.

7.6 Higher Standards at GCSE English and Maths

- 7.6.1 One of the Authority's KPI's is that 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.
- 7.6.2 The 2014 results for Key Stage 4 achievement of 5 or more GCSE A*-C grades (including English and maths) were 59% (57% first entry) in Kent and the national average was 54%* (2013 results showed 5 or more GCSE A*-C grades including English and maths at 63%, and 61% in 2012).
- 7.6.3 As stated above, if learners do not achieve the required standards in English or maths it is now the responsibility of post 16 providers to ensure opportunities still exist for learners to achieve the required grades. Through regional briefings, the sharing of good practice will facilitate providers in ensuring appropriate courses of study are provided.

7.7 Meeting the changing skills needs of the Kent economy

- 7.7.1 Part of the strategic role of the Local Authority is to inform education and training providers of the skill needs of the local (and wider) economy. This enables providers to shape their curriculum offer appropriately. Such information is included in *District Datapacks* published and distributed by the KCC Skills and Employability Service annually.
- 7.7.2 The service has produced an Adult Learning Employment and Skills Strategy to complement the 14-19 Learning Employment and Skills Strategy. This document outlines the challenges regarding adult skills and responds to the Key Performance Indicators (KPIs). The Strategy was written in consultation with other relevant departments of the Local Authority and with key partners from Further Education, Job Centre Plus, Kent Association of Training Providers and employers. The KPIs will inform a joint action plan, currently being written in collaboration with key stakeholders. This will be published in August.
- 7.7.3 Work has been undertaken to determine employment 'priority sectors' at a County and Regional level. The South East LEP (which covers the areas of Kent & Medway, Essex and East Sussex) has identified the following as its priority sectors: Advanced Manufacturing; Transport and Logistics; Life Sciences and Health Care; Environmental Technologies and Energy; Creative, Cultural and Media and the Visitor Economy. Kent has contributed to the LEP Skills Strategy and has also determined the following additional local priorities: land based industries and food production; construction; and higher education.
- 7.7.4 KCC's Regeneration Team is currently engaged in sector conversations with local industry in order to further determine sector skill requirements for the forthcoming years. The LEP will distribute ESF skills funding (£82m) to 2021, and priority will be given to the above sectors in the allocation of funding.
- 7.7.5 Since the Commissioning Plan was written last year, unemployment, including youth unemployment, has fallen, broadly in line with the national trend. However, both youth unemployment and overall unemployment remain above national levels in five districts (Thanet, Dover, Swale, Shepway and Gravesham).

7.7.6 The skill levels of the Kent population as measured at every level, are steadily improving. Again, this is in line with the national trend. Kent fares better than the national average on most measures, but at every level is behind the average for its south east neighbours. The KPIs in the Adult strategy reflect this picture, and seek to at least catch up with average South East performance; and reduce Kent unemployment levels, particularly in the Districts listed.

8. Other changes to schools 2014/15

8.1 Table 12 below sets out other changes to schools during the academic year 2014/15. These changes are academy conversions, amalgamations of infant and junior schools and closures.

Table 12

School(s)	District	Change	Date	Academy sponsor
Adisham CE Primary School	Canterbury	Academy	01/09/14	The Stour Academy Trust
Archbishop Courtenay CE Primary School	Maidstone	Academy	01/09/14	The Canterbury Diocese
Beaver Green Community Primary School	Ashford	Academy	01/04/15	Swale Academy Trust
Charlton CE Primary School	Dover	Academy	01/03/15	Aquila (Canterbury Diocese)
Chaucer Technology College	Canterbury	Closure	31/08/15	-
Chilton Primary School	Thanet	Academy	01/03/15	Chilton Academy Trust
Godinton Primary School	Ashford	Academy	01/03/15	Godinton Academy Trust
Kennington CEJS	Ashford	Academy	01/11/14	Diocese of Canterbury Academies Trust
Lansdowne Primary School	Swale	Academy	01/11/14	The Stour Academy Trust
Loose IS & JS	Maidstone	Amalgamation	01/09/14	-
Lydd Primary School	Shepway	Academy	01/03/15	The Village Academy Trust
Madginford Park IS & JS	Maidstone	Amalgamation	01/09/14	-
Marlowe Academy	Thanet	Closure	31/08/15	
More Park RC Primary School	Tonbridge & Malling	Academy	01/10/14	Kent Catholic Schools Partnership
Oasis Academy Hextable	Sevenoaks	Closure	(31/08/16)	-
Our Lady of Hartley RC Primary School	Sevenoaks	Academy	01/11/14	Kent Catholic Schools Partnership

School(s)	District	Change	Date	Academy sponsor
Rosherville CE Primary School	Gravesham	Academy	01/11/14	Rochester Diocesan Multi Academy Educational Trust
Shorne CE Primary School	Gravesham	Academy	01/12/14	Alethia Anglican Academy Trust
South Avenue IS & JS	Swale	Amalgamation	01/09/14	
South Borough Primary School	Maidstone	Academy	01/02/15	Swale Academies Trust
St Albans Road IS	Dartford	Academy	01/11/14	Leigh Academies Trust
St Albans Road IS & York Road Junior Academy	Dartford	Amalgamation (Dartford Primary Academy)	01/02/15	-
St Botolph's CE Primary School	Gravesham	Academy	01/12/14	Alethia Anglican Academy Trust
St Joseph's RC Primary School	Gravesham	Academy	01/12/14	Kent Catholic Schools Partnership
St Peter's RC Primary School	Swale	Academy	01/10/14	Kent Catholic Schools Partnership
St Richard's RC Primary School	Dover	Academy	01/10/14	Kent Catholic Schools Partnership
Stansted CE Primary School	Tonbridge & Malling	Closure	31/08/15	-
Stella Maris RC Primary School	Shepway	Academy	01/01/15	Kent Catholic Schools Partnership
Ursuline College	Thanet	Academy	01/01/15	Kent Catholic Schools Partnership
York Road Junior Academy & St Alban's Road IS	Dartford	Amalgamation (Dartford Primary Academy)	01/02/15	-

9. Progress on the New Priorities Highlighted for 2014/15

- 9.1 Monitor the trend of inward migration and develop a profiling analysis of the increasing population: The profiling analysis has been developed.
- 9.2 Creation of all-age schools: St George's Secondary School in Thanet is in the process of becoming an all-through school from September 2016 with the addition of a new building for the Primary phase on site.
- 9.3 In areas of the County where Secondary school places will be needed in the future, consider the vulnerability of schools with reducing numbers and budgets, to ensure their future viability: We are reviewing potentially vulnerable Secondary schools and producing Action Plans.

- 9.4 Continue reviewing separate Infant and Junior schools to consider amalgamation where circumstances permit: As can be seen in Table 10 above, four Infant schools and their linked Junior schools became all through Primary schools for the September 2014/15 academic year.
- 9.5 Commission a survey of unregistered childcare in schools: As will be seen in paragraph 6.4 above this survey has been conducted and the results incorporated into existing data.

10. Next Steps

- 10.1 We will continue reviewing separate Infant and Junior schools as current policy sets out the need to consider amalgamation or federation of separate Infant and Junior schools where circumstances permit. We also propose to continue to explore ways to support parents of children in Infant Schools to secure a Year 3 place at a school in areas where Junior schools have changed their status to become all through Primary schools.
- 10.2 The January 2015 pupil headcount data from schools and the pre-school data provided by the Public Health Observatory are both now available. This, together with housing trajectories and land supply information form the basis of information which is utilised by the forecasting system. Forecasts will be available during the summer months and the analysis of the forecasts will form the next iteration of the Education Commissioning Plan, together with the analysis contained in this review report. The forward plan for school expansions and building new schools will be updated in the Commissioning Plan to reflect any changes in the need for provision.
- 10.3 It is proposed that the next iteration of the Plan for 2016-20 will broadly follow the format of the current Plan. The Draft Plan will be brought to Education and Young People's Services Cabinet Committee in December 2015 for consideration.

11. Recommendations:

The Education and Young People's Services Cabinet Committee is asked to note the progress achieved and the issues identified for further development, and consider the report prior to the next version of the Commissioning Plan in autumn 2015.

11.1 Vision and Priorities for Improvement:

[Vision and Priorities for Improvement](#)

11.2 Kent Commissioning Plan for Education Provision 2015-2019:

[Kent Commissioning Plan 2015-19](#)

Report Author and Relevant Director:

- Keith Abbott
- Director of Education Planning and Access
- 03000 417008
- keith.abbott@kent.gov.uk

Appendix 1

District	Planning Area	Short Term Commissioning intentions set out in September 2014	March 2015 position
Maidstone	Across Maidstone	Model future need as the core strategy for Maidstone develops	A number of projects have been identified and will be included in the Commissioning Plan 2016-20.
Maidstone	Maidstone West	The Jubilee (Free) PS is expected to provide an additional 1FE from September 2015.	Jubilee PS opened in September 2014 with 1 FE of primary provision. The school will offer up to 2FE for September 2015.
Maidstone	Maidstone North	Commission 1 FE of provision	The additional places at South Borough PS and Jubilee PS will help to meet the forecast demand in Maidstone North. We continue to work closely with existing schools to identify suitable expansion projects.
Maidstone	Maidstone Central & South	Commission 1 FE of provision	Commissioned 30 temporary Year R places at South Borough PS.
Tunbridge Wells	Tunbridge Wells Town	Commission up to an additional 2FE of Primary capacity linked to the Knights Park development on a site yet to be determined for September 2015.	Skidders Kent PS to open September 2015 providing 1FE of primary provision. The school will also host satellite provision managed by Oakley School for pupils with a statement of SEN / EHCP.
Tunbridge Wells	Paddock Wood	Commission 30 Year R temporary places to meet the "spike" in demand	Commissioned 30 temporary Year R places at Paddock Wood PS.
Tonbridge & Malling	Kings Hill & Mereworth	Commission the first FE of a new Primary school in Kings Hill for September 2015.	Valley Invicta PS at Kings Hill to open September 2015 offering 30 Year R places and 15 places in each of years 1 to 4. The school will also host an ASD SRBP for pupils with a statement of SEN / EHCP.
Tonbridge & Malling	Larkfield & Leybourne	Commission a new 1 FE primary school linked to the Leybourne Chase development for September 2015.	Valley Invicta PS at Leybourne Chase to open September 2015 offering 30 Year R places and 15 places in each of Years 1 to 4. The school will also host a BESN SRBP for pupils with a statement of SEN / EHCP.
Tonbridge & Malling	Snodland	Commission a new 1 FE primary school linked to the Holborough Lakes development for September 2015.	Valley Invicta PS at Holborough Lakes to open September 2015 offering 30 Year R places and 15 places in each of years 1 to 4. The school will also host a BESN SRBP for pupils with a statement of SEN / EHCP.
Tonbridge & Malling	Tonbridge North / South / Hildenborough	Commission up to 1 FE additional primary provision.	Commissioned 15 temporary Year R places at St Margaret Clitherow RCPS and 30 temporary Year R places at Sussex Road PS.

District	Planning Area	Short Term Commissioning intentions set out in September 2014	March 2015 position
Tonbridge & Malling	Tonbridge & Malling	Commission 1FE selective secondary provision.	Commissioned 30 temporary Year 7 places at the Judd School, Tonbridge. Permanent expansion project is currently underway and expected to complete for September 2016.
Dartford	Dartford East	Commission up to 1FE of additional provision.	Two feasibility studies have been commissioned to identify the better option.
Dartford	Dartford North	Commission an additional 1FE.	Commissioned 30 temporary Year R places at Temple Hill Primary School. A consultation will take place on a proposal to make the expansion permanent from September 2016.
Dartford	Dartford West	Commission up to 1FE additional provision.	Two feasibility studies have been commissioned to identify the better option, but it is unlikely that any new capacity can be commissioned for 2015.
Dartford	Swanscombe and Greenhithe	We have commissioned an enlargement of 1FE at Knockhall CEPS.	Knockhall CEPS remains the subject of a temporary enlargement. It is planned that the enlargement will be made permanent for 2016.
Gravesend	Gravesend East	Commission 30 Year R places.	Dialogue is underway to secure additional capacity in Gravesend East. Two options are under consideration, one of which would add 30 Year R places to the area.
Sevenoaks	Sevenoaks	Commission an additional 30 Year R places.	Commissioned 30 temporary Year R places at Seal CEPS. A consultation will take place on a proposal to make the expansion permanent from September 2016.
Sevenoaks	Sevenoaks Rural South East	(See 2016-17) - (2016-17) Commission an additional 10 places by 2016, possibly for 2015 if funding aligns	Commissioned temporary capacity of 10 places at Edenbridge PS for 2015. A consultation will take place on a proposal to make the expansion permanent from September 2016.
Sevenoaks	Sevenoaks Rural West	Commission an additional 1FE.	Dialogue is underway to secure additional capacity in Sevenoaks Rural West, with two options being considered, which together will provide 20 Year R places.
Sevenoaks	Swanley and Hextable	Commission an additional 1FE.	Commissioned 30 temporary Year R places at Hextable PS. A consultation will take place on a proposal to make the expansion permanent from September 2016.
Ashford	Ashford South East	Open new academy (initially off-site) for Finberry (Cheeseman's Green). Open with Years R, 1 and 2 (1FE).	The new academy will open off-site in September 2015. The school building will be ready for occupation by September 2016.
Ashford	Ashford South	Commission 30 Year R places	Places have not been required.

District	Planning Area	Short Term Commissioning intentions set out in September 2014	March 2015 position
Ashford	Hamstreet and Woodchurch	Not shown.	Woodchurch CEPS will increase its PAN from 20 to 26 for September 2016 and can provide 6 additional Year R places for September 2015.
Shepway	Folkestone East	The new 1FE Martello Grove Academy will open in September 2015.	The new academy will open off-site in September 2015. The school building will be ready for occupation by September 2016.
Shepway	Folkestone West	Commission 30 Year R places at Cheriton PS.	30 Year R places have been commissioned for September 2015.
Shepway		Not shown	All Souls' CEPS increased its PAN from 40 to 45 (which will ultimately provide an additional 35 places).
Dover	Dover Town	White Cliffs Primary College for the Arts will expand by 1FE.	White Cliffs Primary College will permanently expand by 1FE from September 2015.
Dover	Whitfield / or Dover Town	Commission 15 Year R places	Green Park Community PS will expand from 1.5FE to 2FE from September 2015. The consultation has ended.
Dover Page 21	St Margaret's at Cliffe	<ul style="list-style-type: none"> Commission places at Guston CEPS (0.3FE). Work with local schools to ensure all local pupils are placed. 	Guston CEPS will provide up to 30 places in Reception in 2015.
Canterbury	Canterbury	1 FE has been commissioned at The Canterbury PS	EFA managed project underway and due for completion September 2015
Canterbury	Whitstable	1FE has been commissioned at Joy Lane PS.	Permanent expansion of Joy Lane PS is underway and awaiting planning agreement for Phase 2 of the building project.
Canterbury	Whitstable	Not shown	A bulge Year 3 class has been agreed with Whitstable Junior school for 2015/16.
Canterbury	Herne Bay / Herne	<ul style="list-style-type: none"> Commission 30 additional Reception Year places on a temporary basis for 2015/16 Commission a total of 30 additional temporary places for Years 1 and 2 for 2014/15 	<ul style="list-style-type: none"> A bulge Year R class has been agreed with Hampton Primary Academy for 2015/16. A bulge Year 2 class opened at Reculver School in January 2015
Canterbury	Secondary	Commission 30 additional Year 7 places at The Spires Academy to ensure sufficient places are available for 2014 and 2015 entry	Additional capacity was not required for Year 7 entry September 2015. An additional 1FE capacity will be commissioned for 2016/17
Swale	Sittingbourne South	We have commissioned an additional 1FE at Tunstall CEPS	Build project for the relocation and expansion of Tunstall CEPS is underway with completion due for March 2016.

District	Planning Area	Short Term Commissioning intentions set out in September 2014	March 2015 position
Swale	Iwade	We have commissioned an additional 1FE at Iwade Community PS	Permanent expansion underway.
Swale	Sheerness	<ul style="list-style-type: none"> We have commissioned an additional 1FE at Rose Street School Commission 30 temporary places across Years 2 and 3. 	<ul style="list-style-type: none"> Permanent expansion underway at Rose Street School. Currently we cannot commission temporary places across Years 2 and 3 as we are unable to provide additional accommodation on any of the school sites.
Swale	Halfway and Minster	<ul style="list-style-type: none"> Permanent expansion of Halfway Houses PS (2FE to 3FE) has been commissioned. A new 2FE entry school at Thistle Hill has been commissioned. Commission 30 temporary places across Years 4 and 5. 	<ul style="list-style-type: none"> Permanent expansion for 2015/16 agreed by the Governing Body. The project to relocate and expand the school to 3fe on the Danley School site is being managed by the EFA. The new building is due to open in September 2016. Building project underway. The school will open in temporary accommodation in September 2015 with two Year R classes, one Year 1 and one Year 2. Possible bulge year class in Minster-in-Sheppey PS from September 2015 subject to a building solution being found.
Swale	Faversham	Permanent expansion of Ospringe CEPS will not proceed as expected.	We are providing the school with sufficient accommodation for the current number of pupils.
Swale	Secondary	Commission 30 temporary Year 7 places at Sittingbourne Academy	Additional temporary capacity was not required for September 2015. An additional 1FE permanent capacity will be commissioned for 2016/17.
Thanet	Ramsgate	A new Free School has been approved to open in September 2015, initially providing 1FE capacity. It will expand to 2FE in the medium term.	The new Free School will open in temporary accommodation on the Chilton Academy PS site with one Year R class and one Year 3 class.
Thanet	Broadstairs	<u>Shown in 2013-18 Commission Plan:</u> Permanent expansion of Bromstone PS to provide an additional 1FE.	Planning was not agreed for permanent expansion and we will therefore be providing the school with sufficient accommodation for the current number of pupils.
Thanet	Margate	We have commissioned 1FE at Cliftonville PS	The building project is underway.

This page is intentionally left blank