

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

**Friday, 18th September, 2015**

**10.00 am**

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



## **AGENDA**

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

**Friday, 18 September 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<br>Representatives (3) | Mr D Brunning, Mr Q Roper and Mr A Tear   |

#### **Webcasting Notice**

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#### **UNRESTRICTED ITEMS**

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

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

A1 Introduction/Webcast announcement

A2 Apologies and Substitutes

To receive apologies for absence and notification of any substitutes present

A3 Declarations of Interest by Members in items on the Agenda

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

**A4 Future meeting dates 2016/17**

The Education and Young People's Services Cabinet Committee is asked to note the future meetings dates for 2016/17 as follows:

| 2016                   | 2017                  |
|------------------------|-----------------------|
| Thursday, 21 January   | Wednesday, 1 February |
| Thursday, 17 March     | Thursday, 30 March    |
| Wednesday, 11 May      |                       |
| Friday, 1 July         |                       |
| Thursday, 22 September |                       |
| Wednesday, 23 November |                       |

**A5 Minutes of the meeting held on 8 July 2015 (Pages 7 - 26)**

To consider and approve the minutes as a correct record

**A6 Verbal Updates (Pages 27 - 28)**

To receive verbal updates by 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 Procurement of SEN Transport provision for Phase 1 Schools (Pages 29 - 32)**

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

**B2 Early Help and Preventative Services Commissioning Intentions for 2016-17 (Pages 33 - 130)**

To receive a report by the relevant Cabinet Committee Members and Corporate Director for Education and Young People's Services to consider and endorse or make recommendations on a decision.

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

**C1 Performance of Early Help and Preventative Services (Pages 131 - 168)**

To receive a report by the relevant Cabinet Members and the Corporate Director for Education and Young People's Services that sets out the progress made to date in delivering an effective Early Help service, the current performance of the service and the performance monitoring arrangements that have been developed.



**C2 Teacher Recruitment and Retention Activity for 2015 (Pages 169 - 178)**

To receive the report by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services that provides a general update on Teacher Recruitment and Retention Activity for 2015 and any key issues in relation to teacher recruitment and retention in Kent schools.

**C3 Active Travel Strategy (Pages 179 - 182)**

To receive a report by the Cabinet Members for Environment & Transport and Adult Social Care and Public Health on the proposal to develop an Active Travel Strategy for Kent.

**C4 Work Programme 2015/16 (Pages 183 - 192)**

To receive a report by the Head of Democratic Services that gives details of the proposed Work Programme 2015/16 for the Education and Young People's Services Cabinet Committee.

**D - Monitoring of Performance**

**D1 Annual Equality and Diversity Report for Education and Young People's Services 2014-15 (Pages 193 - 260)**

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 sets out a position statement for services within the Education and Young People's Service (EYPS) Directorate regarding equality and diversity work and provides an update on progress in delivering Kent County Council's (KCC's) Equality Objectives for the year 2014-15.

**D2 Education and Young People's Services Directorate Scorecard (Pages 261 - 284)**

To receive the report by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services that reviews the performance Management Framework, a monitoring tool, for the targets and the milestones for each year up to 2018 set out in the Strategic Priority Statement and Service Business Plans.

**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)*

**Thursday, 10 September 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.*

## 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, 8 July 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 S C Manion, Mr M J Northey, Mr J M Ozog, Mr C R Pearman, Mr R Truelove, Mr T L Shonk, Mr A Tear and Mr M J Vye

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

IN ATTENDANCE: Mr P Leeson (Corporate Director Education and Young People Services), Mr K Abbott (Director of Education Planning and Access), Ms G Cawley (Director of Education, Quality and Standards), Mr D Adams (Area Education Officer - South Kent), Mr J Nehra (Area Education Officer - West Kent), Mrs M White (Area Education Officer - East Kent), Mr T Doran (Head Teacher of Looked After Children - VSK), Ms S Dunn (Head of Skills and Employability), Mrs J Ely (Head of SEN Assessment and Resources), Mr N Fenton (Interim Head of Kent Integrated Family Support Service), Mr R Hallett (Head of Business Intelligence), Mrs C Jenden (FTC - Review Team Manager), Mr I Watts (Area Education Officer – North Kent), Mr D Weiss (Head of Public Private Partnerships and Property Team), Mr N Wilkinson (Head of Youth Justice and Safer Young Kent) and Ms C A Singh (Democratic Services Officer)

### UNRESTRICTED ITEMS

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

Apologies were received from Mr Q Roper.

**76. Declarations of Interest by Members in items on the Agenda**  
(Item A3)

No declarations of interest were received.

**77. Minutes of the meeting held on 15 April 2015**  
(Item A4)

RESOLVED that, subject to Mr Cowan's declaration of interest as he is a foster parent being noted in Minute 67 (1), the Minutes of the meeting held on 15 April 2015 are correctly recorded and that they be signed by the Chairman.

**78. Verbal Updates**  
*(Item A5)*

1. The Cabinet Members, Mr Gough, Mr Oakford and Mr Hill; and the Corporate Director, Mr Leeson, gave their verbal updates highlighting the following:-
2. Mr Gough spoke on Special School Developments, advising that he welcomed the development on the Furness site and the work being carried out on the Ridge View School, Tonbridge. There had been some objections; and issues raised by Southern Water which lead to the decision to withdraw the planning application. An alternative proposal had been drawn up for Ridge View and was being brought forward for Ridge View to be on the Yeoman's field site, a playing field currently used by the Judd School. [Judd school was accelerating its development of playing fields which it had already bought] this was all subject to planning permission.
3. A small schools conference was held last week where speakers present included; Mr Leeson and Mr Tear. Those present considered a piece of work by Melanie Cox, former HMI looking at the issues on small schools; the challenges and the advantages and how to build up federations between schools across a variety of groupings to give them strength for a good future.
4. There had been much interest in the school funding since the recent general election. The F40 Group, which KCC was a member of, consisted of the lowest funded counties in the country. Kent was underfunded and was keen if there was any debate on this issue that Kent's voice was heard strongly. Mr Gough advised that he had written to Kent MPs setting KCC's position on key issues, particularly on the £390m designed to support some of the lowest funded authorities. Kent did not receive support from this funding pot and felt penalised for acting on what the government was keen that local authorities should devolve as much money into schools as possible; this lead to Kent schools appearing, on block, to be well-funded resulting in Kent not receiving additional funding. Mr Gough was keen for Kent not to be bypassed on issues regarding schools funding.
5. Mr Leeson advised that the provisional Key Stage 2 results had been received for this summer. 80% of pupils received level 4 in reading, writing and mathematics combined which was a 2% improvement on last year. Mr Leeson said that he expected the validated result to show a slight increase by 1%.
6. The Cabinet Committee was advised that the Education and Adoption Bill had been introduced which made provision for schools to be automatically sponsored by an academy trust if they failed an Ofsted inspection.
7. Mr Leeson explained that the government had produced new definition of a "coasting school". He considered that a reasonable explanation of a coasting school would be a school where even though the standards were high it was making less than expected progress or some groups of pupils were making less than expected progress. He advised that the new definition of a coasting school meant that a school would be coasting if it was not making the expected progress for pupils and if the school's attainment in GCSEs was below 60% for a Secondary school and the key Stage outcomes were below 85% of outcomes in Primary school. This would mean on the attainment measures that nearly half of Primary schools in Kent would

be coasting schools and 57 of Kent's Secondary schools would be coasting schools if the progress measures were also not good enough.

8. Mr Leeson advised that 82% of Kent schools were now good or outstanding which was in line with the national average. The improvement rate in Primary schools was welcomed with 82% of Primary schools being good or outstanding overall in Kent; that represented a significant amount of hard work and very good leadership on the part of Primary school headteachers especially. Mr Leeson concluded that 83% of pupils in Kent were now attending a good or outstanding school, compared to 74% at the same time last year.

9. Mr Leeson referred to the new Common Inspection Framework that was being introduced by Ofsted from September 2015. The Framework would be used across Further Education, Early Years settings and independent and maintained schools, Adult education and Skills etc. It would continue to judge on the overall effectiveness, leadership and management, teaching and learning, and achievement and progress. There were two important developments which Mr Leeson noted; (i) it emphasised even more that pupil progress would be the key measure that inspectors would look at rather than just published data around outcomes. Mr Leeson welcomed this development, and (ii) a change to the inspection process. It would now be a short inspection or visit for good schools every 3 years to validate whether the school continued to be a good school. If there was an indication that the school had slipped then there would be a full inspection brought forward and if there were indications that the school had improved to outstanding there would also be a full inspection. Mr Leeson welcomed this development too.

10. Mr Leeson concluded that there had been a change in how the Ofsted inspectors were trained and recruited. It had brought this back in-house. All inspectors were directly employed and trained directly by Ofsted and organised on a regional basis therefore Ofsted was guaranteeing a better consistent quality of inspection and would be able to monitor the inspection activity closely in the local area.

11. The new Early Help and Preventative Service had been in place since April 2014, the service was designed to support vulnerable children and families who fell below the criteria for a referral to statutory Children Social Care. Kent's expectation was to support more children in Kent so that they do not need to have the statutory social care measures applied and that this would lead to a reduction in the number of children in the statutory social care service. This was important for the families that their needs do not escalate to specialist intervention and for Kent to use its resources more effectively. The trend was monitored on a monthly basis. Mr Leeson reported that the statistical trends from January to May this year indicated that referrals were down from 28% to 22%. There was also a reduction in the number of cases stepped up to Children's Social Care from Early help from 15% to 8%. There was also an increase in step down of cases from 22% to 27%. There was a significant increase in the number of closed cases with positive outcomes for the children and the families from 49% in January to 69% in May 2015. Cases were being tracked and monitored.

12. Mr Oakford advised that he had visited many children's centres across the county and welcomed the significant improvements that he observed. He made reference to positive comments by the staff and users of the service on the restructure of the children's centres, in particular the leadership of the service. There

was evidence of the children's centres and Social Services working together and improved relationships between the children centres and the schools. Mr Oakford mentioned his attendance at a briefing session on children centres attended by Sue Gregory an ex Ofsted inspector, staff and management, that he considered one of the most beneficial meetings he had attended at a County Councillor.

13. Mr Oakford advised that the Select Committee that been appointed to review the role of Corporate Parenting within Kent County Council had sought an extension of 2 months to carry out more in-depth research to produce a robust report.

14. Mr Oakford referred to the Unaccompanied Asylum Seeking Children (UASC) that recently entered Kent. He advised that in June 2015, 85 new UASC were brought into the care of KCC, and by 6 July, 42 additional UASC were brought in Kent. Mr Oakford reminded Members that Millbank Reception Centre could accommodate 50 young people to date there were 101 young people being accommodated at Millbank, this meant there were mattresses on floors and 3 people in a room. Measures were being taken to find an additional facility as a reception facility. He advised that agency social workers were being employed to cover the additional assessments and work with the UASC. Mr Oakford stated that there were additional pressures on services including; the Virtual School Kent, housing, education, health services; and the local community. Mr Oakford said that discussions were going to take place with the Home Office and Kent MPs on this issue.

15. Mr Hill advised Members on the current situation regarding Bewl Water Outdoor Centre, Lamberhurst, a residential education centre facility. Mr Hill advised that the sailing facility was in financial difficulty, although there was no direct impact on the education centre, there was a concern regarding this as an important facility used by children and adults of the centre, as this was a large and successful sailing club. The situation would continue to be monitored.

16. Mr Gough, Mr Oakford and Mr Leeson responded to questions by Members as follows:

- (a) Mr Oakford advised that the cost to Kent for the UASC was £3m before the rise in number in the last six weeks. Colleagues in Finance and Social Services were currently working on up to date data and statistics to aid the discussions with the Home office and Kent MPs.
- (b) Mr Oakford explained that the situation with the UASC in 2011 was different to how it was at present. He advised that there had been a decision to close Millbank Reception Centre because it was not being utilised and it was fortunate that this did not happen. He explained that there had been a 90% increase of UASC in the last few months. Following these recent developments the Home Office would be meeting with KCC this week to discuss the issue.
- (c) Mr Leeson advised that the Early Help and Preventative Service was designed to look at three ranges of services. (i) Children with multi disadvantage issues in their lives who do not meet the criteria for children in social care but have quite high areas of need were considered the most important group. (ii) Children who need a targeted need, a single service response in order to help address an issue and (iii) to provide a range of universal access to services that would make a difference to the more

vulnerable eg Children Centres and Youth hubs etc. so that needs do not escalate. Mr Leeson explained that there was an issue with managing expectations. He said that some schools were doing a great deal to support children that they recognised were vulnerable children and only referred those children when its support had been exhausted and required additional help to support a child and family. Work had been carried out by the Early Help and Preventative Service with schools to manage their expectations and sign posting the schools to the correct service they need, this had helped to reduce the number of referrals.

- (d) Mr Leeson explained that the number of children, presently 5500, being supported by the Early Help and Preventative Services was considered too high and some of their needs could be met elsewhere. The Service needed to be carefully targeted. He advised that the Service was tracking the referrals as part of its monthly data, and the response times were ambitious but could be met. He advised that when a school made a notification to Early Help it would hear back in two weeks with an explanation of what was being done. If an Early Help notification went forward to having an assessment and Early Help Plan this would take place in four weeks. The latest number of notifications had risen to 69%, which meant that nearly 70% of the work was happening within the timescale. If a school had concerns they were advised to invite the Local District Manager to the school and present them with the issues that needed to be addressed. The Service was clear that it was to deliver good outcomes. The Cabinet Committee noted that it would receive regular progress reports and that monthly data was being produced and was widely available.
- (e) Mr Gough said that the pressures for school places in particular areas of Kent were recognised. At present the UASC mentioned by Mr Oakford had yet to enter the system to be allocated a school place. He advised that some of the pressures on school places were due to the increase in the birth rate, housing development and migration from both inside and outside the UK. He considered that overall Kent was delivering good school places in line with parental preferences.

17. RESOLVED that the information given in the verbal updates and the responses to questions by Members be noted with thanks.

## **79. Expansion of Halfway Houses Primary School** (Item B1)

1. The Area Education Officer, East Kent, Mrs White and the Director of Education Planning and Access, Mr Abbott, introduced a report that gave details on the outcome of the public consultation on the proposal to permanently expand Halfway Houses (Foundation) Primary School from 2FE to 3FE and the Governing Body's decision to expand the school, pending approval by the Cabinet Member for Education and Health Reform to support this financially as set out in the recommendation of the report.

2. The Cabinet Committee noted that Halfway Houses had already taken additional pupils on a temporary basis into its current school buildings. As the school is now being rebuilt under Priority School Build 1 on the former Danley site, this was an opportunity to expand the school by an additional form of entry. A consultation

was carried out and 136 written responses were received by the governing body: 119 respondents supported the proposal; 6 objected to the proposal and 11 respondents were undecided. Mrs White advised that the objections received were mainly regarding the school becoming too large. In response parents were given the assurance that the structure and family atmosphere of the primary school would not be lost as the school was already a third of the way to the proposed cohort.

3. RESOLVED that the Education and Young People's Services Cabinet Committee endorsed the decision to be taken by the Cabinet Member for Education and Health Reform to:
  - a) 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.
  - b) 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; and
  - c) 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.

## **80. Capital Funding Approval** *(Item B2)*

*(Mr Cowan made a declaration of interest as he is a foster parent of a child that attends one of the schools)*

1. The Area Education Officer, South Kent, Mr Adams, and the Director of Education Planning and Access, Mr Abbott, introduced a report that sets out the allocation of capital funding to a number of school projects and sought the Cabinet Committees support for the proposed decisions to be taken by the Cabinet Member for Education and Health Reform for various Capital Programme projects.

2. Mr Adams, Mrs White and Mr Abbott, responded to questions by Members which included the following:

- Mrs White advised that the Highways works at Tunstall CE Primary School would commence in 23 July. This would include further works to culverts, highways lighting and a road crossing. The abnormal costs [a building term for costs outside the normal budget] entail the drainage works and foundation works for the school. Mrs White advised that the contractors were currently on



site and the expected completion date was 16 March 2016 [included in the contract].

- Mr Adams advised that there were significant capital pressures within the budgets and addressing the local community's needs that came with those expansions, such as perception on traffic and congestion, added to those pressures. The Highways Authority was a consultee in the school expansion process and had a view on what would need to happen to allow a development to be considered suitable, sustainable and deliverable. Those requirements had to be factored into the budget.

Mr Adams explained that a piece of work was being carried out, with colleagues in Growth, Environment and Transport Directorate, looking at all school estates to identify which schools could be expanded and what issues there might be in terms of physical infrastructure etc in achieving the expansions. This work would identify where highways works were required, so these could be costed in at an earlier stage, and be factored into requests for developer contributions where appropriate.

- Mr Adams agreed to look at the issue of funding for highways improvements at Green Park Community Primary School, Dover and discuss the matter with Mr Cowan.

3. RESOLVED that:-

(a) the responses to questions by Members be noted; and

(b) the Education and Young People's Services Cabinet Committee endorsed the decision to be taken by the Cabinet Member for Education and Health Reform 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 go ahead:

(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.

**81. The proposed amalgamation of Murston Infant and Junior schools**  
(Item B3)

1. The Cabinet Committee considered a report on the proposal to amalgamate Murston Infant School and Murston Junior School by closing the current Infant and Junior Schools and establishing a 1.FE, single Community Primary School and maintained Nursery unit for children aged 3 and 11 years.

2. The Area Education Officer, Mrs White, advised that the report was for information as the consultation was still in process and would conclude on 15 July 2015 and gave Members the opportunity to comment on the proposal. Mrs White explained that if following consideration of the responses to the consultation if the Cabinet Member agreed to issue a public notice, it was 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.

3. Mrs White advised that to date: 32 responses had been received and were in support of the proposal [a breakdown of 21 in support from the Infant school and 11 in support from the Junior school]; 2 undecided; and no objections had been received. The Local Member, Mr Bowles, had also expressed his support.

4. The Chairman advised that he had attended the public meeting and said that the Infant school was very positive regarding the Junior School.

5. Mrs White advised that a 2 Form Entry was not required at the school at this present time as there were vacancies but the position may change if a proposed housing development was realised in the future.

6. RESOLVED that the Education and Young People's Services Cabinet Committee endorsed the decision to be taken by the Cabinet Member for Education and Health Reform to amalgamate Murston Infant and Junior schools following consideration of the results of the outcome of the consultation and 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.

## **82. Closure of Furness School and Expansion of Broomhill Bank** *(Item B4)*

1. The Cabinet Member, Mr Gough, introduced a report that provided 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. He highlighted the information in paragraphs 1.1 and 1.3 regarding the aim to deliver better SEN school provision in West Kent in accordance with the SEND Strategy and the Commissioning Plan for Education by proceeding with the closure of Furness Special School and a consultation to be undertaken for Broomhill Bank Foundation Special School to expand onto the Furness School site with effect

from 1 September. He advised that the governing body were unanimous with this proposal.

2. Members congratulated the decision, which they considered would guarantee continuity. It was noted that parents were happy with the proposal for the consultation.

3. The Area Education Officer, North Kent, Mr Watts, advised that following a parents meeting, held at Broomhill Bank special school, there had been 26 requests and 26 offers made for places of which 12 were parents from the existing Furness School.

4. RESOLVED that:-

- (a) the comments by Members be noted; and
- (b) the update and the progress achieved in developing provision for the future on the Furness site for pupils with autistic spectrum disorder needs be noted.

**83. Proposed alternations to Five Acre Wood School and Holmesdale Technology College**  
*(Item B5)*

1. The Area Education Officer, West Kent, Mr Nehra, introduced a report on the results of the public consultation on the proposed changes to Five Acre Wood School (Maidstone) and Holmesdale Technology College (Tonbridge and Malling).

2. Mr Nehra advised that physiotherapists were employees of the National Health Service. Mr Leeson agreed to provide an update report that would also include the issue of commissioning speech therapy and language therapy, in the Autumn.

3. RESOLVED that the Education and Young People's Services Cabinet Committee endorsed the decision to be taken by the Cabinet Member for Education and Health Reform to issue a public notice to:

- (i)
  - 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

**84. Facing the Challenge**  
*(Item B6)*

1. The Market Engagement Team Manager, Mrs Jenden, introduced a report that provided a detailed account of the back office procurement process and documented the journey of the Customers Services (Contact Point and Digital Communications), Finance, HR, ICT and EduKent procurement project which is part of Phase 1 of Facing the Challenge.
2. The Chairman confirmed that further update reports would be submitted to each Cabinet Committee meeting and between meetings when necessary.
3. The Director of Transformation, Mr Hallett and the Market Engagement Team Manager, Ms Jenden, advised that nothing had changed with the information set out on page 75, in paragraph 2.5.6, of the report. Mr Hallett advised that comparing in-house with outhouse there was an independent value for money judgement between the bidders in terms of the lots that they were bidding for and the internal comparator ie what would happen if the contract was not allowed. He advised that the process was robust and there would be a further report when the process was completed. Mrs Jenden added that there were 2 bidders remaining CGI for Lot 1 and Agilisys Lot 3.
4. RESOLVED that the Education and Young People's Cabinet Committee noted and endorsed the progress of the procurement process to date and the next steps.

**85. The Local Authority, Academies and the implications of the Education and Adoption Bill**  
*(Item C1)*

1. The Cabinet Member, Mr Gough, introduced a report that provided an update on the current position of academies in Kent, the work that the Education and Young People's Services undertook in respect of academies and the potential implications of the key academy related elements of the Education and Adoption Bill.
2. Mr Gough referred to section 4 of the report headed "School Improvement" and explained that as the expansion of schools moved from Primary to Secondary the local authority would continue to work with academies on their expansion plans. Members were reminded that following the Academies Act 2010 the powers of intervention were moved to the Department for Education (DfE) with academies.

3. Mr Gough referred to the new measure for Ofsted of “coasting” schools which was wide ranging. He considered that the definition of “coasting” was critically important.

4. Mr Gough responded to questions by Members as follows:-

- A suggestion was made that the Cabinet Committee should receive separate reporting for schools that were not run by the local authority. Mr Leeson advised that the local authority adopted the approach that it had the responsibility for all the children in Kent. The local authority worked constructively with all academies in Kent and when academies did not do well the local authority was able to voice concerns to the DfE.
- Mr Tear advised that the diocese wanted to encourage the local authority to continue to engage with academy trusts on school improvement. Mr Leeson stated that there had been issues with academies run by national chains where there had not been sufficient improvement support given to those academies, he gave the example of Hextable. He suggested the way forward was to have smaller local academy trusts. Strong schools could affect other schools to bring about rapid improvement; he gave the examples of Swale, Stour and Coastal that had worked with other schools not in their Trust. He stressed that transferring to academy status did not mean automatically becoming a better school. Kent could not afford for another school to close.
- It was suggested that a way to foster good relationships with academies was to appoint local authority governors, which many academies already did.
- Mr Gough advised that he considered that it would be quite a while before all schools became Free schools or academies, but it had to be accepted that there would be an increase.
- A comment was made that it was concerning that there was no space for the local authority to influence what was on the school’s curriculum.

5. RESOLVED that the responses to questions by Members and the current position and the issues identified in the report be noted.

## **86. Community Learning and Skills Annual Performance Report 2013/14** *(Item C2)*

1. The Head of Skills and Employability, Mrs Dunn, introduced a report that explained the Community Learning and Skills (CLS) Performance Management Framework and provided an overview of the outcomes of the service for 2013/14. The Cabinet Member, Mr Hill, advised that he fully supported the report at a time when the local authority was becoming the commissioning authority.

2. The Corporate Director, Mr Leeson, and Mrs Dunn responded to questions by Members as follows:

- Mrs Dunn explained that the reason for the higher percentage of females to males in the data could be due to the types of services on offer. The CLS carried out a lot of research and tried to put on programmes for learners needs and what Kent communities ask for.

Mrs Dunn advised that for every £1 received from the government the CLS had to raise £2. She suggested that another reason may be that the CLS did not offer engineering and maths. Mr Leeson said that there was a trend for girls and women to participate more, whereas boys and young men tended to drop out of training more from secondary age onwards.

- A Member was pleased with the apprenticeships figures detailed in the report and thanked Mrs Dunn and her Team for all their work.
- Mrs Dunn confirmed that the CLS worked with the Jobcentre providing English and mathematics courses.

3. RESOLVED that responses to questions by Members and the CLS financial (2014/15) and operational (academic year 2013/14) performance outcomes and future strategic direction be noted.

## **87. Child Sexual Exploitation (CSE) Training for Schools** *(Item C3)*

1. The Head of Youth Justice and Safer Young Kent, Early Help and Preventative Services, Mr Wilkinson, introduced a report that outlined key national and local developments concerning Child Sexual Exploitation (CSE) and the safeguarding children within Kent schools. Mr Wilkinson highlighted key points in the report explaining that this was a national issue. There had been numerous reports written with many recommendations including Alexis Jay's regarding the CSE in Rotherham; Ann Coffey published "Real Voices" and Louise Casey's review into Rotherham MBC. There had been media attention on those national reports and earlier in the year the Prime Minister in a statement said that this was a national threat on the same lines as the issues on counterterrorism.

2. Mr Wilkinson advised that there were CSE training courses available at multiagency professionals. During 2014-15 staff from 22 schools attended the training, including schools most affected by Operation Lakeland. CSE training was mandatory for frontline Early Help and Preventative Services (EHPS). Officers within EHPS had been trained to conduct the KSCB CSE classroom training. Many schools had engaged in this training.

3. Mr Wilkinson noted comments and responded to questions by Members as follows:

- A comment was made that 22 schools attending the training was not many out of the total number of schools in Kent. It was hoped that this small number of schools attending was not due to people thinking that "it couldn't happen here".
- A suggestion was made, regarding paragraph 3.2 of the report that highlighted points from the Coffey report regarding the public attitudes and negative stereotypes towards children whom were sexually exploited and to address this, the whole community needed to be involved and a key player to bring this about was the local police, in a leadership role.
- Members commented that this was a good report and would be taken seriously.
- It was suggested that it was important that the training was far reaching to include every culture and agreed that this issue should remain a top priority.

4. The Corporate Director, Mr Leeson, advised that the schools were required to ensure that their safeguarding and child protection leads were trained on a regular basis on a yearly cycle and this was monitored to ensure that they did meet that expectation. In the last year more than 2000 teachers in schools attended safeguarding training for which CSE would have been some part.

5. RESOLVED that:-

- a) the comments and responses to questions by Members and the report be noted; and
- b) a further report be submitted to this Cabinet Committee later in the year in relation to the lessons learnt and recommendations of the Operation Lakeland multi-agency review and the impact of the introduction of the multi-agency Child Sexual Exploitation Team in Kent.

**88. Virtual School Kent Update**  
(Item C4)

1. The Headteacher, Virtual School Kent (VSK), Mr Doran, introduced a report and highlighted the following data on children in care's outcomes, the direction of travel in level 4 plus reading writing and mathematics combined over the last 3 years there had been a 9% improvement in attainment and a 3% narrowing of the gap of national outcomes, Kent had a significantly larger cohort than most local authorities. He broke this down as follows; 14% rise in mathematics and a reduction in the gap of 8%. There was an 11% improvement in attainment in reading and 7% reduction in the gap; and a 15% improvement in attainment in writing and a reduction of 7% in the gap. The Key Stage 4 outcomes, GCSE examinations, the picture was in two parts; (i) was the direction of travel in 2010 2013 was an 8.6% in improvement in attainment with 5A\*-C including English and Mathematics and reduced the gap with the national by 5.9%. (ii) 2014 results. He explained that The Office of Qualifications and Examinations Regulation (Ofqual) wrote to all Headteachers to say that 2014 results were not comparable to previous results for multiple reasons including vocational qualification equivalencies were downgraded and those children were far more successful with modular vocational qualifications. The shift in weighting of certain key examinations eg English GCSE moved the weighting of the final examination to 60% before it was 60% on the course work. There was also the introduction of the first entry county for the GCSE qualifications.

2. Kent had a 1.4% downturn to 13% achieving 5A\*-C including English and Mathematics looking at the first entry this dropped to 8%. The drop for best entry was line national for Children in Care. Nationally 3% of Children in Care were from an Unaccompanied Asylum Seeking Children (UASC) background, the vast majority were in care for just over 12 months. The year 11s cohort, 20% were UASC, nearly seven times the national average. In terms of their literacy and English as an additional language it was not possible to achieve 5A\*-C including English and mathematics.

3. Mr Doran stated that if the weighting was applied with Kent's outcomes that pulled Kent in line with the national outcomes of 3%, Kent would have exceeded the national outcomes.

4. Mr Doran explained that the identification of NEETS UASC enable the strengthening of the destination offer.

5. There had been case studies on the Pupil Premium, which identified positive work being carried out across Kent schools on a child by child basis. He gave the example of Leigh Academy that were doing work on managing feelings and emotions.

6. Mr Doran explained that his Teams area of work had increased in commissioning to extend support to 16-18 year olds in care in Kent, working closely with the Skills and Employability Team and other services within Education and Young People's Services Directorate.

7. Mr Doran responded to questions by Members as follows:

- Mr Doran explained that VSK took over the Education Assessment Service three years ago. That service was set up to support UASC and to carry out their initial education assessment. At their peak they were commissioned to carry out 18 education assessments per calendar month at the highest point they were delivering 38 education assessments per calendar month. Since June 24 until 7 July there had been 102 arrivals, four times higher than the Education Assessment Service had experienced before.
- A Member commented that there were concerns in Ramsgate too.
- A request was made for a picture of where UASC under 16 years old were in school and where all the remaining UASC were, 16 to 18 years old and beyond, to show the spread of achievements across the county. It was advised that the landscape was changing rapidly and so different to how it looked before. They would arrive at Milbank to be process and orientated and then they would be placed from there elsewhere in the County.
- A Member commented that it was difficult to have comparison with UASC as it took time for those children to be assessed and once assessed it took at least a year for them to settle them into school. He considered that the results of Children in Care were good as they came with many issues.

8. RESOLVED that:-

- a) the comments and responses to questions by Members be noted;
- b) the validated position on 2014 performance outcomes for Kent's children in care be noted; and
- c) the work of the Virtual School Kent (VSK) with particular reference to post 16 developments be noted.



**89. Progress Implementing the Troubled Families Programme**  
*(Item C5)*

1. The Cabinet Member, Mr Hill, introduced a report explaining that this was a very important issue and top of the corporate and political agenda. And had been pleased with the results of Phase 1 of the programme. It had been a major achievement to turn around 100% of the families in that cohort in a new area of work. Mr Hill read a statement from Louise Casey, Head of Troubled Families Programme giving praise to the achievements of the Kent Team. He highlighted that there were new challenges with the new cohort to be delivered with less funding, but this would be delivered.

2. The Head of the Troubled Families Programme, Mr Weiss, highlighted key points from the report advising that this programme was jointly governed by KCC at a county level, led by the Leader, Mr Carter, and the Cabinet Member, Mr Hill; and at a local level by all the borough and district councils. The Trouble Families was in two phases. Phase 1, which has been the last three years and Phase 2, which was the next five years. For Phase 1 2560 families had been turned round. The criteria was to get children back into school, to reduce crime and anti-social behaviour and to get members of the family that were unemployed, back into work. Kent had the third highest number of turn round families in the country and in terms of returning people back to work Kent had the second highest in the country. Phase 2 would be more challenging with three times more families to be turned round, 8960 families. The criteria had also broadened with a separate section on domestic violence, trying to encourage people to manage their health problems, engaging parents where children need early help, children in need or child protection.

3. Mr Leeson and Mr Weiss noted comments and responded to questions by Members as follows:-

- Members congratulated the Team for all the work carried out to achieve this success.
- Mr Weiss advised that the vast amount of families were identified through notifications to Early Help, this could be through schools, Community Safety Teams, Police or someone from the local community. If families did not come forward the Team would look through the data and try to identify families that way. He stated that there were very few resistant families which included families who in the past had not wanted to cooperate through Social Care or Social workers but had accepted intervention through a family project worker. He considered that it was the relationship that had been forged with those families that had made the difference.
- Mr Weiss advised that in Phase1 there were not the tools to track families once they were turned around but very few families returned to the Team. He agreed that it was important to understand that this was sustainable and was the change meaningful. In Phase 2 families would be tracked for a year and if a family started to have problems we or another agency would reengage at the earliest time. Mr Leeson explained that when a notification was received a Triage Team would look at the data to identify whether the child or the family had been helped in the past, so that it would be obvious when an Early Help notification was made that a family had or had not previously been supported by the Troubled Families Programme.

- Mr Wiess advised that there were good links with the Department for Work and Pensions and Job Centre Plus that had seconded staff into the Programme and helped families onto a path back to work.

4. RESOLVED that comments and responses to questions by Members and the success of the Troubled Families Programme in Phase 1 and the approach to delivering the Expanded Programme in Phase 2 be noted.

**90. Work Programme 2015**  
(Item C6)

1. A request was made for a report on how the NHS worked with the Education and Young People's Services Directorate to include a list of the commissioned services and how they are monitored.
2. RESOLVED that, subject to the request detailed above being included, the Work Programme for 2015 be noted.

**91. Education and Young People's Services Directorate Scorecard**  
(Item D1)

1. The Corporate Director, Mr Leeson, introduced a report that monitored 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.
2. RESOLVED that the new Education and Young People's Services performance scorecard which had been designed to reflect the expanded scope of the work of the Directorate be noted.

**92. Ofsted Inspection Outcomes Update**  
(Item D2)

1. The Corporate Director, Mr Leeson, introduced the report that summarised the performance of Kent Schools in Ofsted inspections from 1 September 2014 to June 2015.
2. Mr Leeson introduced the newly appointed Director of Quality and Standards, Ms Gillian Cawley. Ms Cawley said that it was good to bring a positive report to her first meeting. Some of the outcomes in the report were now improved and the target of 82% had been met for this year. The percentage of schools requiring improvement was down to 16% and the figure of school in Ofsted category was below national averages at 2.5%. In terms of comparison to September 2014, when Kent had 29 schools in category there were now 13, a significant reduction which meant that 12249 children were in good or better schools.
3. Ms Cawley advised that the rate of improvement for those academies that were judge to require improvement would be monitored and suggested that many may be on their way to being judged good.
4. RESOLVED that response to a question and the information in the report be noted.

**93. Free Early Education for Two Years Olds: Take Up**  
(Item D3)

1. The Head of Early Help (West Kent, 0-5 County Lead), Mr Fenton introduced a report highlighting that there were 7000 eligible 2 year olds to take up a Free Early Education place for 2 year olds. There were 10,000 places available at present. Although the challenge had been met to get providers, more work needed to be carried out to improve the take up of those places to meet the 70-70% target, the take up was currently 56%.
2. Mr Fenton responded to questions by Members as follows:
  - Members thanked Ms Gamby and Mr Fenton and their Team for all the work undertaken.
  - Members noted that £150k had been identified for promoting the scheme.
  - A suggestion was made that by providing quality preschool provision children should do better at school, this should be tracked. Mr Leeson advised that 91% of children were accessing good or better placements. This would be tracked through to Early Year Foundation stage. This was one of the narrowest gaps between Children in Care (CiC).
3. RESOLVED that:-
  - a) the comments and responses to questions by Members be noted; and
  - b) 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 and the report be noted.

**94. Special Educational Needs & Disability Strategy 2013-2016**  
(Item D4)

1. The Cabinet Member, Mr Gough, introduced a report with a summary of progress implementing Kent's SEN and Disability (SEND) Strategy. He highlighted section 4.9 of the report that detailed the work that continued for extra capacity both at Special schools and units with mainstream schools to cope with an expanding need while seeking to reduce the number of out of County placements. He then referred to the implementation of the Children and Families Act and the challenge of the Education, Health and Care Plan detailed in paragraphs 3.5 and 3.6. The Head of SEN Assessment and Resources, Mrs Ely, and her Team were working to raise the quality of family and children's engagement and would form an important part of the Education and Young People's Services Directorate.
2. The Corporate Director, Mr Leeson, advised that this was one of the key strategies. The local authority had a major responsibility regarding this but this was a multiagency strategy. There were joint commissioning arrangements with Health and Social Care that had to be right.
3. Kent agreed to help Ofsted carry out a pilot inspection of their new Framework by inspecting Kent's SEND arrangements. The feedback was mostly positive regarding the quality of our strategy and our approach to the Health and Care

planning process. The feedback was particularly positive regarding the engagement with parents and the needs of their children; and what was required in the future.

4. Mrs Ely highlighted the contribution that had been made by the Kent Special Schools and the leading role that they had to deliver the strategy, the outreach and local inclusion Forum Teams which was the way that schools were providing support to each other to increase the level of expertise and drive forward the changes, mentioned in 4.12 and 4.15. Mrs Ely advised that this was a 4 year process.

5. Mr Gough and Mr Leeson respond to comments and questions by Members as follows:

6. Mrs Crabtree congratulated Mrs Ely and her Team and commented that the report did not fully convey the extent of the work that Mrs Ely and her Team had carried out over the past year and half to ensure its success. She listed some of the projects that the Team had delivered including; the local offer and a website.

7. RESOLVED that the progress delivering the Special Educational Needs Disability Strategy be noted as follows:

(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.

## **95. Future Provision of Secondary Education in Kent** *(Item D5)*

1. The Cabinet Member, Mr Gough, introduced a report highlighting various points. Paragraphs 4.9 and 4.10 detailed the standards and performance achieved by maintained Secondary schools and academies. He advised that flat cash Dedicated Schools Grant (DSG) settlement would continue. There would be a gradual acceleration of expansions for year 7 at present but this would pick up in 2020s. There were issues with post 16 funding. Mr Gough referred to pressures where secondary schools were underperforming and the support that vulnerable secondary schools would continue to receive to avoid closures like Oasis Academy School and Chaucer Technology School, which had a considerable cost to pupils and school staff.

2. The Corporate Director, Mr Leeson, advised that there was a need to deliver a significant number of secondary school places in the forthcoming years; 20 forms of entry in the next two years and 60 forms of entry in the succeeding years. A number of those schools that may need to expand were having financial difficulties and some were underperforming. Mr Leeson highlighted that 11 secondary schools were vulnerable and would need additional resources. [An inadequate rated school cannot be expanded]. This issue was being raised with the Education Funding Agency, to pursue the ability to have more flexibility in the funding formula and the ability to respond to what is envisaged as a short term problem for most of the schools to get over a two year period of where an increasing financial difficulty would hamper their

effort to bring about improvement that was needed, so that they could expand and provide additional places in the next two to three years.

3. The Director of Planning and Access, Mr Abbott, advised that KCC was working with academies. There had been discussions with one academy and the Education Funding Agency (EFA) about options on the formula that could give back some flexibility, which was lost through national changes 2013, at no cost to the government. This would apply to both maintained and academy schools. The financial difficulties needed to be addressed before they escalated.

4. RESOLVED that the necessary actions taken to support 'vulnerable' Secondary schools to increase Secondary school capacity to meet the demands of a growing Secondary school population detailed in the report be noted.

**96. Review of the Kent Commissioning Plan for Education 2015-19**  
*(Item D6)*

1. The Cabinet Member, Mr Gough, introduced a report that reviewed the progress made since November 2014 and the achievement was sufficient places for the September 2015 intake of pupils in Primary and secondary schools.

2. The Area Education Officer, South Kent, Mr Adams, advised that there had been temporary school expansion put in place to ensure that every child had a school place. He highlighted that there was a struggle in the North West of the County because of Oasis Academy, Hextable closing.

3. RESOLVED that the progress achieved and the issues identified for further development that will feature in the next version of the Commissioning Plan in autumn 2015 be noted.

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By: Mr R W Gough, Cabinet Member for Education and Health Reform  
Mr P J Oakford, Cabinet Member for Specialist 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 People's Services Cabinet Committee –  
18 September 2015

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

Classification: Unrestricted

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The Education and Young People's Services Cabinet Committee is invited to note verbal updates on the following issues:-

*Cabinet Member for Education and Health Reform*

- Provisional GCSE and A Level Results

*Corporate Director for the Education and Young People's Services*

- An update on the plan to deliver the Commissioned Service option for Community Learning and Skills
- Schools results, both Primary and Secondary, plus the Early Years Foundation Stage.
- Update on the latest Ofsted outcomes
- School places for all children starting Primary and Secondary school in September 2015

*Cabinet Member for Specialist Children's Services*

- Unaccompanied Asylum Seeking Children (UASC) Update

*Cabinet Member for Community Services*

*No items for this meeting*

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

**Mr Patrick Leeson – Corporate Director – Education and Young People's Services**

**To: Education and Young People's Services Cabinet Committee - 18 September 2015**

**Subject: Procurement of SEN Transport provision for Phase 1 Schools**

**Key decision –** Expenditure or savings of > £1m – including if over several phases. Procurement for Phase 1 is expected to be over £1m, with total procurement of all Phases approximately £20m.

**Classification: Unrestricted**

**Past Pathway of Paper:** None

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

**Summary:** There is an opportunity to improve the quality and experience of learners accessing Special schools whilst reducing the cost to the local authority. This report seeks Cabinet Committee endorsement for the award of contracts for the provision of Special Educational Needs (SEN) Transport into three schools (identified as Phase 1) following a competitive tender process and in accordance with chosen evaluation methodology stated in published Invitation to Tender. The decision will encompass both the award for the initial contract term of three years, and if required for any of the two potential extensions that may be invoked.

Members are advised that there will be no changes to transport policy or the entitlement of individual students as a result to endorsing this approach to procurement.

**Recommendation:**

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision for the award of contracts for SEN Transport Provision in Phase 1 following completion of the procurement process for the provision of SEN Transport provision on a single school basis.

## **1. Introduction**

- 1.1 SEN Transport is currently procured on a route by route basis. This report seeks to introduce whole school contract awards so quality and consistency can be improved whilst generating cost savings as contracts centre around a single school site.

- 1.2 KCC provides home to school transport for students with special educational needs (SEN). In 2015/16 the council spend circa £20m on the provision of such transport, transporting 4000+ students to over 100 establishments, through the letting of over 1300 contracts.
- 1.3 SEN Transport was selected as one of the Phase 2 reviews of the Facing The Challenge Transformation programme. In May 2015, the Outline Business Case presented a number of opportunities for consideration, and it was agreed (TAG 03/03/15) that a small number of schools (up to four) would be selected to pilot the opportunities around route optimisation and procurement to test viability.
- 1.4 There is no intention to review transport policy or pupil eligibility assessments as current policy reflects best practice nationally.
- 1.5 Three schools were identified and agreed, and have been working closely with both Public Transport and EYPS to ensure the needs of their pupils continue to be considered whilst delivering an improved service for children, parents and schools.

## **2. Body of the report**

- 2.1 SEN Transport is currently procured on a route by route basis, with the Eligibility team within EYPS (Fair Access) passing on to Public Transport the requirement for SEN pupil transport.
- 2.2 This procurement supports the existing SEN Transport Policy. There is no change to any policy or eligibility criteria.
- 2.3 Route optimisation is assessed by the Transport Planning team on a four year cycle (based on current route procurement). By using GIS and working alongside the schools to ensure pupils needs continue to be met, new routes have been identified into the three Phase 1 schools which reduce vehicle numbers whilst maintaining (or reducing where possible) journey times. It is important to note that route optimisation outputs are endorsed by the school, to ensure that childrens needs are continued to be met.
- 2.4 The new procurement for Phase 1 will not be on a route by route basis but will be based on a whole school network, with a single provider for each school. This is a step change in the delivery of SEN Transport and the council is seeking to work with the market, to develop new service standards and improved value for money.
- 2.5 The project is seeking to achieve multiple benefits including potential financial savings for the local authority, as well as improvements to service and consistency for both schools and families by providing a single accountable provider per school.
- 2.6 Contractual compliance will still be critical to any award, and Public Transport will continue to monitor compliance during the life of the contract.

- 2.7 This procurement includes a series of market briefings and engagement to support local Kent business in continuing to engage our SEN Transport provision
- 2.8 The schools in scope for Phase 1 are: St Nicholas School, Ifield School and Grange Park School, including any associated colleges and units.
- 2.9 It is recognised that communication to parents and schools is critical in the success of this project.
- 2.10 The headteachers at the schools in scope have been engaged, and are clear on the project, its aims and the plan for delivery. The schools have been working closely with Public Transport to ensure that route optimisation work takes into account the needs of their pupils, and all have been asked to endorse any changes made, to ensure that they are clear and supportive of changes made to individual routes. A presentation has been given to the Kent Association of Special Schools, and ongoing face to face meetings are planned with the schools throughout the procurement process and to ensure that contract mobilisation supports the schools through any changes to service provision.
- 2.11 Each school has also supported parent communications, with joint letters being sent to all affected parents (distributed via the schools). A specific email address and telephone number have been set up for parents to contact public transport to discuss any changes to their provision. The schools have also invited the Public Transport team to attend parents evenings, and the team have attended summer parents evenings at the three schools. They will also be attending parents evenings in September, and will be following up initial letters with parents to ensure communication is consistent and constant throughout the procurement process.
- 2.12 An extended mobilisation period has been allowed for in the implementation plan, to ensure that new operators are given the opportunity to meet with both schools and parents. The mobilisation plan will be worked up jointly with the schools to ensure a joined up approach to managing the contractor.
- 2.13 It is envisaged that the new contract award will take place following the Easter holidays, April 2016.

### **3. Financial Implications**

- 3.1 The proposed contract spend across these three schools will be over £1m. The current cost of SEN Transport provision into these schools is £2million. New contracts will be awarded on a three year basis, with a two year extension period.
- 3.2 There is potential to secure financial savings through these new contracts, whilst improving the quality of service to families.

### **4. Legal implications**

- 4.1 A transparent and accountable procurement process will be used to select the providers. Legal will be engaged alongside the procurement team to support the

contract award.

## **5. Equalities implications**

- 5.1 Please refer to the EQIA initial assessment.
- 5.2 There is no change to any policy or eligibility criteria.

## **6. Other corporate implications**

- 6.1 This procurement has implications on both EYPS in terms of any financial impact it may have, and Growth, Environment & Transport in terms of service delivery.

## **7. Governance**

- 7.1 The Corporate Director for Education and Young People's Services will be the delegated officer under the Officer Scheme of Delegation.

## **8. Conclusions**

- 8.1 A robust procurement process is being undertaken to identify providers for a single provider school contract for SEN Transport provision. There is potential to secure financial savings through the new contract and ensure that the needs of vulnerable children continue to be met by the local authority.

## **9. Recommendation:**

- 9.1 The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision for the award of contracts for SEN Transport Provision in Phase 1 following completion of the procurement process for the provision of SEN Transport provision on a single school basis.

## **10. Background Documents**

- 10.1 FED list submission

## **11. Contact details**

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|--|--|

From: Peter Oakford, Cabinet Member for Specialist Children's Services  
 Roger Gough, Cabinet Member for Education and Health Reform  
 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 –  
 18 September 2015

Subject: **Early Help and Preventative Services Commissioning Intentions for 2016-17**

**Future Pathway of Paper:** Corporate Board - 28 September and Cabinet -12 October

**Electoral Division:** All

**Summary:** Early Help and Preventative Services hold a significant range of contractual and grant arrangements which are being re-assessed to ensure a flexible and integrated model of support is in place which achieves the best outcomes for children and young people and the most efficient use of resources.

The report outlines the proposals for future commissioning intentions, central to which is the alignment of approaches with Public Health to ensure the maximum utilisation of resources and integrated approaches to service delivery.

**Recommendation:**

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Members for Specialist Children's Services on the proposed decision to proceed with the outlined commissioning intentions, and to re-commission Early Help services in 2016.

## 1. Introduction and background

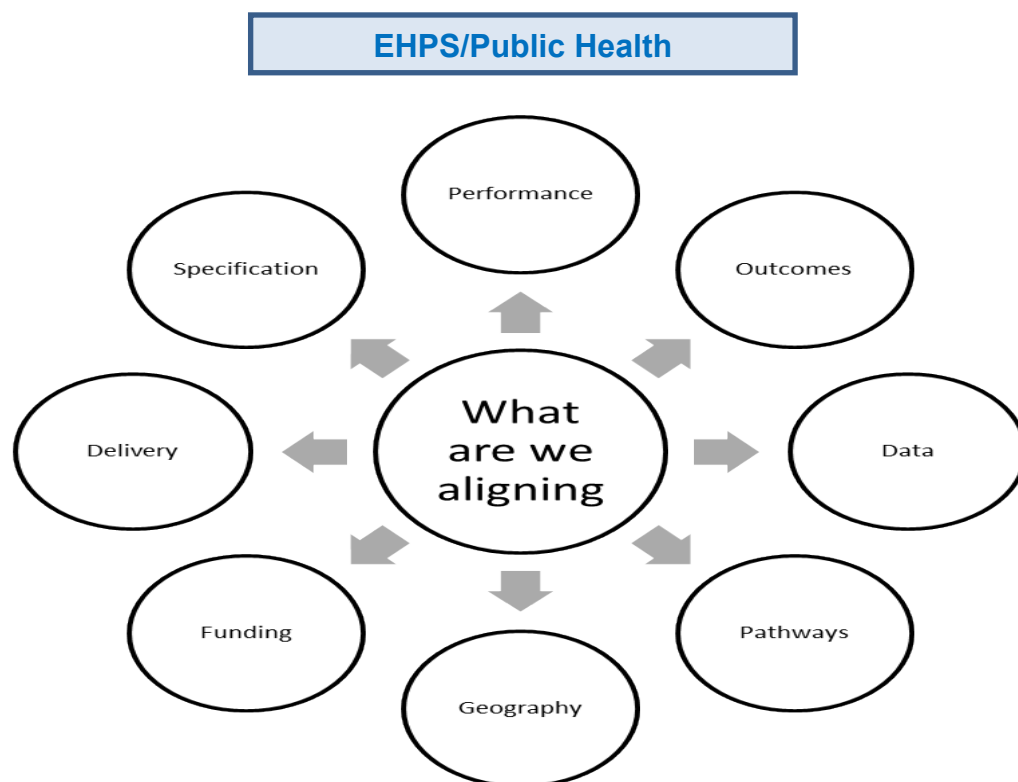
1.1 The role of Early Help and Preventative Services is to deliver effective early help and prevention to achieve improved outcomes for vulnerable children and families and reduce demand for social care services. The key outcomes we aim to address are listed in the Education and Young People's Services document *Vision and Priorities for Improvement*. They are to:

- Reduce the need for statutory social care and provide more effective support for children and young people on the edge of care so that there are fewer numbers of children in care, child protection cases and children in need
- Increase the numbers of children and young people who are stepped down safely from social care and who are not re-referred

- Increase the use of the Kent Family Support Framework (KFSF), formerly the CAF, and more successful outcomes as a result of KFSF interventions
  - Reduce the days lost to education through exclusions and absence, and in the number of permanent exclusions and rates of persistent absence from school
  - Reduce youth crime, re-offending and anti-social behaviour
  - Reduce the number of young people who are NEET, (not in education, employment or training) and improve their participation in learning and training to age 18
  - Improve the readiness for school by vulnerable children at age 5
  - Improve participation in 14-19 vocational pathways including increased take up on employment with training, apprenticeships and traineeships by vulnerable groups
  - Reduce substance misuse and teenage pregnancy
  - Increase breast feeding and reductions in smoking by pregnant women and mothers
  - Improve resilience and well-being for children and young people and reduce mental and behavioural problems and the high levels of demand for CAMHS services.
- 1.2 Early Help and Preventative Services (EHPS) currently hold approximately 100 contractual and grant agreements with external providers to deliver services to children, young people and their families, which include legacy arrangements with a range of organisations.
- 1.3 EHPS play an important part in the support and recovery of children, young people and families who have experienced adverse situations or who have needed to be within statutory social care provision but are ready to move on with their lives with support.
- 1.4 To ensure positive health, welfare and educational outcomes are achieved and efficiencies are realised there is now a need to re-assess commissioning arrangements. This will ensure a more flexible model of support, comprising both in-house provision and support from the voluntary sector providers, which will provide a holistic Early Help and Preventative Service offer to children and families in Kent. The list of KCC's strategic outcomes is available as Appendix 1.
- 1.5 In order to inform future commissioning intentions a diagnostic report was produced which summarises the findings of the EHPS commissioning analysis phase. It includes needs analysis, the feedback from stakeholder workshops, consultation with young people and wider data analysis. The key findings from the diagnostic report underpin the recommendations for future commissioning intentions contained within this report.
- 1.6 EHPS have a clear role to play in ensuring the delivery of KCC's strategic objectives as outlined in the KCC Vision. It is important to recognise the strategic significance of the commissioning framework, the Care Act, the Emotional Health and Well-being Strategy and the Early Help Three Year Plan in achieving KCC's vision.
- 1.7 In order to respond to the challenge of how to efficiently and effectively commission for Kent's strategic outcomes for children, young people and families this report sets out proposals to align our commissioning approaches for EHPS

with Public Health. This is with a particular focus on Emotional Health and Wellbeing provision. The needs analysis for the Emotional Health and Wellbeing Strategy and the Early Help and Preventative Services diagnostic both highlighted a need for additional resources to improve emotional health and wellbeing. In addition, referral patterns indicate that Child and Family Emotional Health and Wellbeing issues are key reasons for referrals across internal and external services. Moreover, our current Emotional and Mental Health provision does not provide sufficient support and advice to schools to assist them to manage demand. In addition, children with higher level needs who do not have a diagnosed mental health condition are currently unable to access lower level support.

- 1.8 This report includes proposals for phased commissioning and outlines our current commissioning arrangements, the need for change and proposals for future commissioning.
- 1.9 There are no proposals to pool budgets with Public Health, but rather to align commissioning practice to ensure services and process are more joined up and able to work more efficiently to realise positive outcomes.



## **2. Early Help and Preventative Services – Current Commissioning Arrangements**

- 2.1 The majority of existing contractual and grant arrangements date from 2012-2013 and predate the formation of the EHPS division. As such a number of contracts duplicate each other, and duplicate with internal services, and were due to end at different times. The original specifications do not reflect new referral pathway

requirements and are over prescriptive about tiers of need rather than the needs of the child and the outcomes we expect.

2.2 Contracts and performance have been evaluated as part of the commissioning cycle. Where appropriate amendments have been made to ensure services are accessible across the continuum and contract end dates are coherently aligned. However, in order to better manage demand, whilst also supporting the families receiving statutory social care, there is a clear need to change the existing arrangements. We aim to ensure that we reach and support our most vulnerable communities, and that targeted and intensive services can also be delivered in universal settings, or the family home, and that a whole family approach is available to the right families. A table of existing externally commissioned services can be found in Appendix 2.

2.3 The proposed future commissioning intentions for Early Help and Preventative Services have been informed by a diagnostic report. This report follows the approach laid out in KCC's Commissioning Framework and comprises needs analysis, community profiling, feedback from stakeholder workshops, consultation with young people and wider data analysis.

2.4 The full diagnostic report is attached as Appendix 3; the key findings are summarised below:

**i. A large proportion of the overall need is concentrated in specific communities**

- Many high risk groups are concentrated within specific socially and economically deprived communities, both geographic and demographic. Analysis shows that many of these children and young people are known to more than one agency and often come from the same families.

**ii. The key issue identified is the need to address emotional health and well-being**

- Key characteristics of families requiring early help are (in no particular order) behavioural difficulties, educational and developmental issues (including school non-attendance), poor relationships within families, parenting issues, domestic abuse (including child perpetrators), housing and financial issues and substance misuse;
- A large number of families are affected by two or more of these factors with some co-occurring factors well evidenced (e.g. the "Toxic Trio" of domestic abuse, mental ill health and substance misuse);
- A holistic approach to identify underlying causal factors, not only the presenting symptomatic problems is key to improving outcomes; and
- Some parental factors (including substance misuse, mental illness or disabilities) can lead to children and young people becoming Young Carers.

These findings are consistent with a whole family approach to working with children, young people and their families.

**iii. There is support for better utilising localised family and community capacity in the wider preventative agenda, such as –:**



- Community assets such as people, places and organisations like clubs, arts, culture and sport;
- Social enterprises, the wider Voluntary and Community Sector (VCS) and local businesses (particularly to remove any perceived stigma attached to statutory services); and
- Engaging users in the provision of services e.g. expanding the use of volunteers and mentors within services, or enabling children to mentor at school.

This finding supports the current direction of travel to enable the role of communities in creating positive outcomes and by using local knowledge to inform local solutions. It suggests that local, smaller scale resources offering social value be considered in the commissioning of external services, such as through a localised commissioning approach.

### 3. Proposed future options – How we intend to do it

- 3.1 Building upon the findings from the diagnostic report we are proposing to change the model of services to enable KCC's vision and strategic outcomes to be realised.
- 3.2 The diagnostic report revealed that the most prevalent characteristic is the need to address emotional health and well-being needs. The commissioning model proposed will align commissioning approaches much more closely with Public Health to ensure an integrated approach to emotional health and well-being provision.
- 3.3 Building upon the findings of the diagnostic exercise, proposals have been developed to rationalise commissioning practice and commission services under three categories. The table below illustrates how the proposed commissioning model will differ to existing arrangements:

| What will be different  |   |
|---|---|
| How it is now   | How it will be  |
| <ul style="list-style-type: none"> <li>• Similar services delivering a similar offer- e.g. Family Intervention Project workers and Intensive Family Support workers</li> <li>• Current model is not clear, with too many low level 'single' need services and therefore lots of changes and process for the child/family. This is also inefficient</li> <li>• Most are focused on 'intervention' as a first approach- which can encourage dependency</li> <li>• Not enough focus is on supporting engagement and retention to prevent our most vulnerable children and young people from disengaging</li> <li>• Micro and small VCS providers have little opportunities to play a role</li> <li>• There is not a strategic approach to local commissioning and local performance</li> </ul> | <ul style="list-style-type: none"> <li>• New services will focus on the whole child and whole family- recognising that issues don't occur in isolation</li> <li>• Expands approaches to building resilience and reducing dependency</li> <li>• Focuses on the child's need wherever they are in the continuum of support</li> <li>• Using intelligence data, proactively focus services around those families most at risk from the outset, using open access and community settings to deliver quality, targeted services</li> <li>• Will have expectations that all providers have the skills and experience to identify and manage issues such as CSE, NEET, DV, Substance misuse and EHWP</li> <li>• Prevent problems from escalating, provide support to recover or tackle early signs of relapse for those most vulnerable</li> </ul> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Model is not flexible enough to support all children regardless of status and across the continuum</li> <li>• Model is not responsive enough to changes in demand</li> <li>• Model does not encourage innovation</li> <li>• Does not have sufficient rigour around disengagement, relapse and recovery</li> </ul> | <ul style="list-style-type: none"> <li>• Adds value and capacity to existing and planned Preventative services both within KCC and the districts</li> <li>• Provides local commissioning opportunities to explore innovation and support the micro and small VCS</li> <li>• Ensures good information sharing, partnership work and a reduction in duplication and waiting lists</li> </ul> |
|--|--|

#### 4. The proposed model

4.1 The intention is to commission support aligned to the following four priorities:

**a) Youth Offer for vulnerable communities and Young Carers.** There is a clear requirement to meet the statutory requirements for support for young carers as outlined in the Care Act. It is also recognised that the youth offer has a critical role to play in strengthening universal services and support for young people in order to better manage demand and reduce escalation. Youth services deliver at a critical stage for young people as they develop. At their core, youth services address the complex personal and social needs for children and young people

**b) Emotional Health and Well-being.** The diagnostic report has revealed Emotional Health and Well-being as the key issue to be addressed and the impact of family emotional health issues upon the child is well evidenced. The intention is to commission holistic services that are able to provide EHWP support, whilst easing the increasing pressure for CAMHS resources. To do so, KCC will integrate Emotional Health and Wellbeing services with Early Help and Preventative Services to provide a coherent and collaborative approach

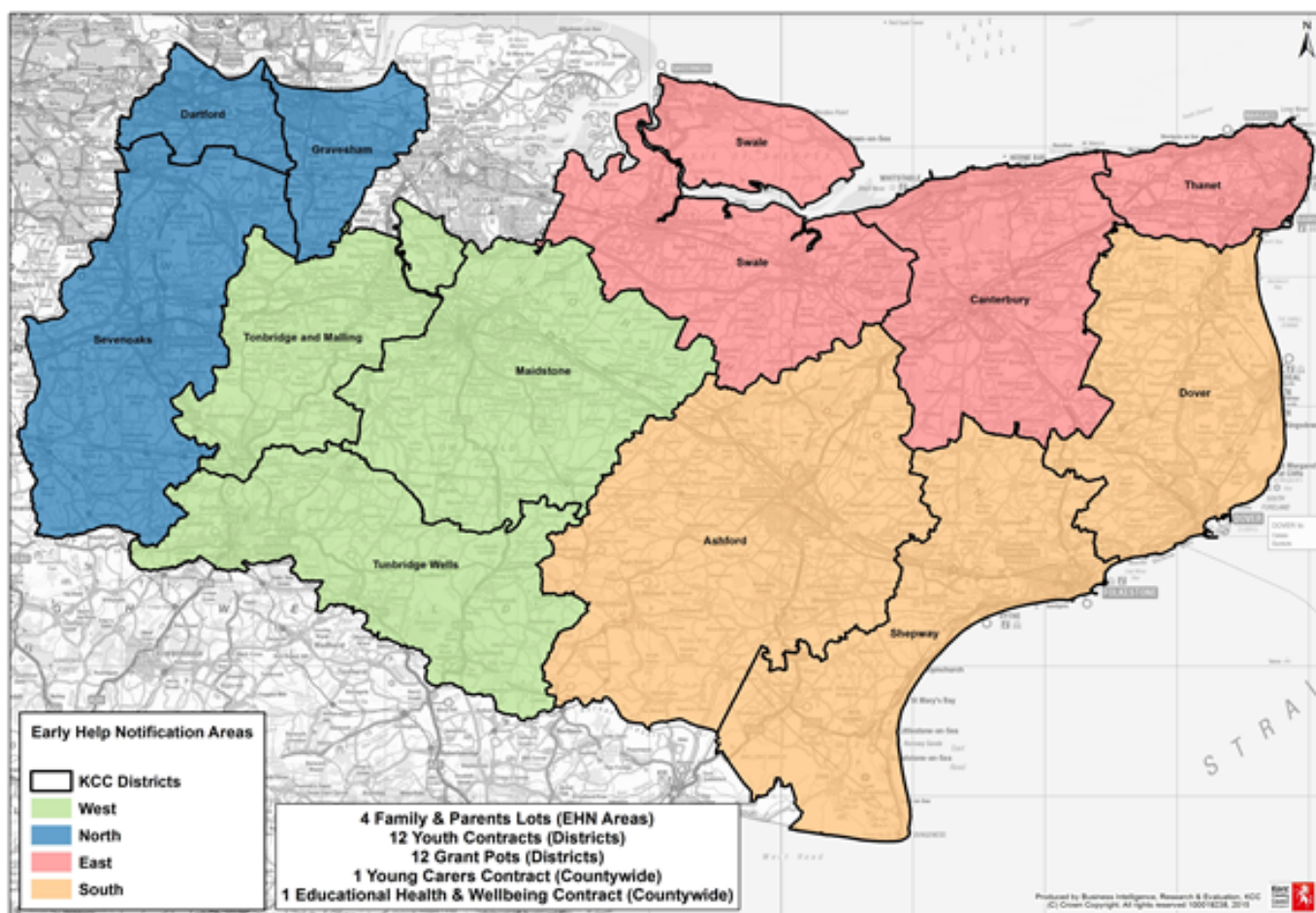
**c) Family Support and Parenting (to include vulnerable adolescents, NEET and Troubled Families).** Based on the diagnostic report the rationale is that flexible, innovative and holistic family focused responses will be required to ensure engagement and to prevent risks escalating. Services commissioned will be responsive to Domestic Abuse, CSE, Substance Misuse and NEETS. This category will support Phase two of Kent's Troubled Families offer and build on the existing Family Intervention models in place.

**d) Embedded within these categories is the creation of a Local Grants programme,** which will enable local, smaller scale providers offering social value to be procured via a local commissioning approach. It is hoped that these grants will be embedded within the District Local Children's partnership groups and aligned with key outcomes set out in the Children and Young People's plan. KCC is currently seeking to align existing Troubled Families grants within this proposal. This would result in a £1 million local grant offer. The implementation date proposed for this grant is **April 2016**.

4.2 The intention is to commission:

| Service                                | Value    | Number of separate arrangements | Start Date | Phase |
|--|----------|---------------------------------|------------|-------|
| Youth offer for vulnerable communities | £1.2m    | 12 district lots                | April 2016 | One   |
| Young Carers                           | £400,000 | 1 county wide contract          |            |       |

|  |              |   |              |     |
|--|--------------|---|--------------|-----|
| Emotional Health and Wellbeing service | £1.2m        | 1 county wide arrangement                             | October 2016 | Two |
| FIP plus ( Family and Parenting)       | £3.6m        | 4 area contracts totalling £3.6m                      | October 2016 | Two |
| Local Grants Programme                 | £1m          | 12 grant programmes integrated with Troubled families | April 2016   | One |
| <b>Total</b>                           | <b>£7.4m</b> |   |              |     |



- 4.3 The intention is that services would be commissioned for a three year period, with an option to extend for a further year, if desirable. Grants would be awarded on a yearly basis with opportunities throughout each year.

The rationale for this approach is shown in the table below:

| Youth offer for vulnerable communities and Young Carers  | Emotional Health and Well-being  | Family Support and Parenting  |
|--|--|---|
| <p>One contract to ensure consistent offer across county and to ensure compliance with the Care Act</p> <p>Twelve district contracts to enable youth support to be flexibly commissioned to meet district need</p> | <p>One contract to ensure consistent offer across county.</p> <p>This contract would form part of the new Emotional Health &amp; Wellbeing and CAMHS model from October 2016</p> | <p>Four contracts able to flex to meet varying need across areas</p> <p>Need to sustain commitment to Troubled Families</p> |
| Local Grant Programme  |  |   |
| <p>Provision of grant will enable support for micro and small voluntary sector organisations</p>   |  | <p>Provision of grant will enable support to micro and small voluntary sector organisations</p>                             |

- 4.4 An emphasis on a whole family approach is central to these proposals and will enable flexible use of resources to support emotional health and well-being and family support.
- 4.5 To ensure consistency and a seamless transition to new services a phased commissioning approach is being recommended. See appendix 4 for the proposed phase procurement timeline. Phase one will focus on the commissioning of Youth Services and Young Carers services and the grant process, Phase Two will focus on emotional health and well-being provision and family support and parenting. To enable this phased approach to commissioning to take place it will require some existing commissioned services to be extended for a further 6 months from April 2016 when their existing contracts expire.
- 4.6 The rationale for this is that Young Carers and Youth contracts are relatively discrete and therefore KCC will be able to move forward with market engagement and procurement within Phase one. A dynamic purchasing system is in place for commissioning Youth Services and can be utilised swiftly for this exercise. In addition there is a clear need to ensure compliance with the Care Act as this places a requirement on local authorities to identify young carers and provides young carers with an entitlement to a carer's assessment. It is critical that this is factored in to the development of new service specifications as soon as possible. In addition, a phased approach is likely to be welcomed by the market who will need sufficient time to respond to this new approach.
- 4.7 Approximately 20% of the caseload of externally commissioned services is comprised of step-down cases from social care. By adopting a phased approach to commissioning, with contracts being extended for a 6 month period, it would enable sufficient capacity to be in place to manage these levels of demand, while the new Early Help external offer was being commissioned.

## **5. Implications**

### **5.1 Financial Implications**

It is proposed that the budget will reduce from £8.5 million to £7.4 million for commissioning Early Help services for 2016-17. It is on this basis that we intend to move forward with 3 year commissioning, informed by a review of impact, outcomes and overall budget in 2016-17. A phased commissioning approach is likely to necessitate the extension of some existing EHPS contracts until the end of September 2016. This will incur financial costs which will need to be offset against the commissioning budget for 2016-17.

### **5.2 Impact on existing services**

Although grant funding is part of the overall framework and we are committed to ensuring that the micro and small VCS providers are able to access wider opportunities for local delivery, it is inevitable that some current arrangements may cease in March 2016.

- 5.3 There are potential legal implications associated with these proposals. TUPE may present as a factor to be addressed as part of the procurement process. Commissioning processes will be open, transparent and fair and will adhere to the KCC transparency code.
- 5.4 The 2008 Education and Skills Act (ESA 2008) gives local authorities the duty to promote participation in education, employment and training (EET) for young people. KCC intends to develop and strengthen the systemic response for young people who are not in education, employment and training (NEET). This is intended to ensure that there is 'no wrong door' for these vulnerable young people, and to improve and enhance the ability to identify the needs of young people, set realistic expectations and develop achievable goals. Research tells us that young people who are NEET are likely to have other significant issues that would require additional and intensive support as part of any participation work. Therefore, as part of these commissioning intentions, and with particular reference to our work with adolescents, we will expect that our new services have sufficient experience and trained staff to provide participation support as part of a wider package of support.
- 5.5 An equalities impact assessment has been undertaken on the proposed changes to externally commissioned EHPS services. As EHPS will be in place via the new "offer" it was considered that groups with protected characteristics would not be adversely disadvantaged by the proposals.
- 5.6 The proposals outlined in this report have been welcomed by Public Health, as it enables closer alignment between EHPS and Public Health to achieve shared outcomes for children, young people and families.
- 5.7 There are implications for the County's property portfolio within these intentions. A small number of our current external youth arrangements have contracts which link them to KCC property arrangements. These have been in place to provide a complimentary offer to the internal youth hubs and to ensure that there is good coverage of services. KCC envisions that some of these arrangements may need to continue.

- 5.8 It is likely that the Corporate Director for Education and Young People's Services and the Director for Early help and Preventative Services will inherit the main delegations via the Officer Scheme of Delegation.

## **6. Conclusions**

- 6.1 As current contractual and grant funding arrangements relating to existing externally commissioned Early Help services are nearing their end date, the opportunity has arisen to re-assess commissioning arrangements to ensure efficiencies are achieved and positive outcomes are delivered for children, young people and families.
- 6.2 The Early Help and Preventative Service commissioning intentions outlined within this report are intended to complement existing KCC Early Help Service provision and provide a holistic EHPS "offer" across the County. This will provide appropriate support which is accessible across the tiers of need from universal open access support, targeted support up to specialist support. Central to this is the need to strengthen targeted services within Universal settings, enabling additional, intensive and specialist services to be available at the right time and place for the right families. Central to the proposed commissioning approach is the closer alignment of Public Health and Early Help and Preventative Services to ensure shared outcomes are realised.
- 6.3 The proposals build upon the key findings from the EHPS diagnostic report.
- 6.4 The proposed budget for externally commissioned EHPS for 2016/17 is £7.4 million.
- 6.5 It is recommended that services be commissioned for three years, with the option to extend for a further year.
- 6.6 Services are to be commissioned within four categories:
- a) **Youth offer for vulnerable communities and Young Carers Service** - £1.8 million 2016/17 funding – 1 county wide young carers contract – 12 district youth service contracts and contribution to a Local Grants Programme.
  - b) **Emotional Health and Well-being** - £1.2 million 2016/17 – 1 county wide contract
  - c) **Family Support and Parenting** - £3.8 million 2016/17 – 4 area contracts and contribution to a Local Grants Programme.
  - d) Embedded within these categories is the creation of a **Local Grants programme** - £1m, which will enable local, smaller scale providers offering social value to be procured via a local commissioning approach. It is hoped that these grants will be embedded within the local children's partnership groups and aligned with key outcomes set out in the Children and Young People's plan.
- 6.7 A phased approach to commissioning is proposed; with Young Carers and Youth Service provision forming Phase one. The intention is that these new services and the local grant will be in place for April 2016

- 6.8 Family Support and Parenting and Emotional Health and Well-being services will form Phase two. The intention is that new services will be in place for October 2016.
- 6.9 As part of the phased approach permission is being sought to extend existing EHPS externally commissioned service contracts (with the exception of Youth and Young Carer contracts) for an additional 6 months until the end of September 2016. Permission is being sought to end existing grant funding arrangements at the end of March 2016.

## **7. Recommendation**

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Members for Specialist Children's Services on the proposed decision to proceed with the outlined commissioning intentions, and to re-commission Early Help services in 2016.

## **8. Background Documents**

- 8.1 Education and Young People's Services Vision and Priorities for Improvement  
Early Help and Preventative Services Prospectus  
The way ahead-Kent's Emotional Wellbeing Strategy

### **Appendices**

KCC's strategic outcomes (Appendix 1)  
Existing EHPS contracts (Appendix 2)  
Diagnostic report (Appendix 3)  
Procurement timeline (Appendix 4)

## **9. Contact details**

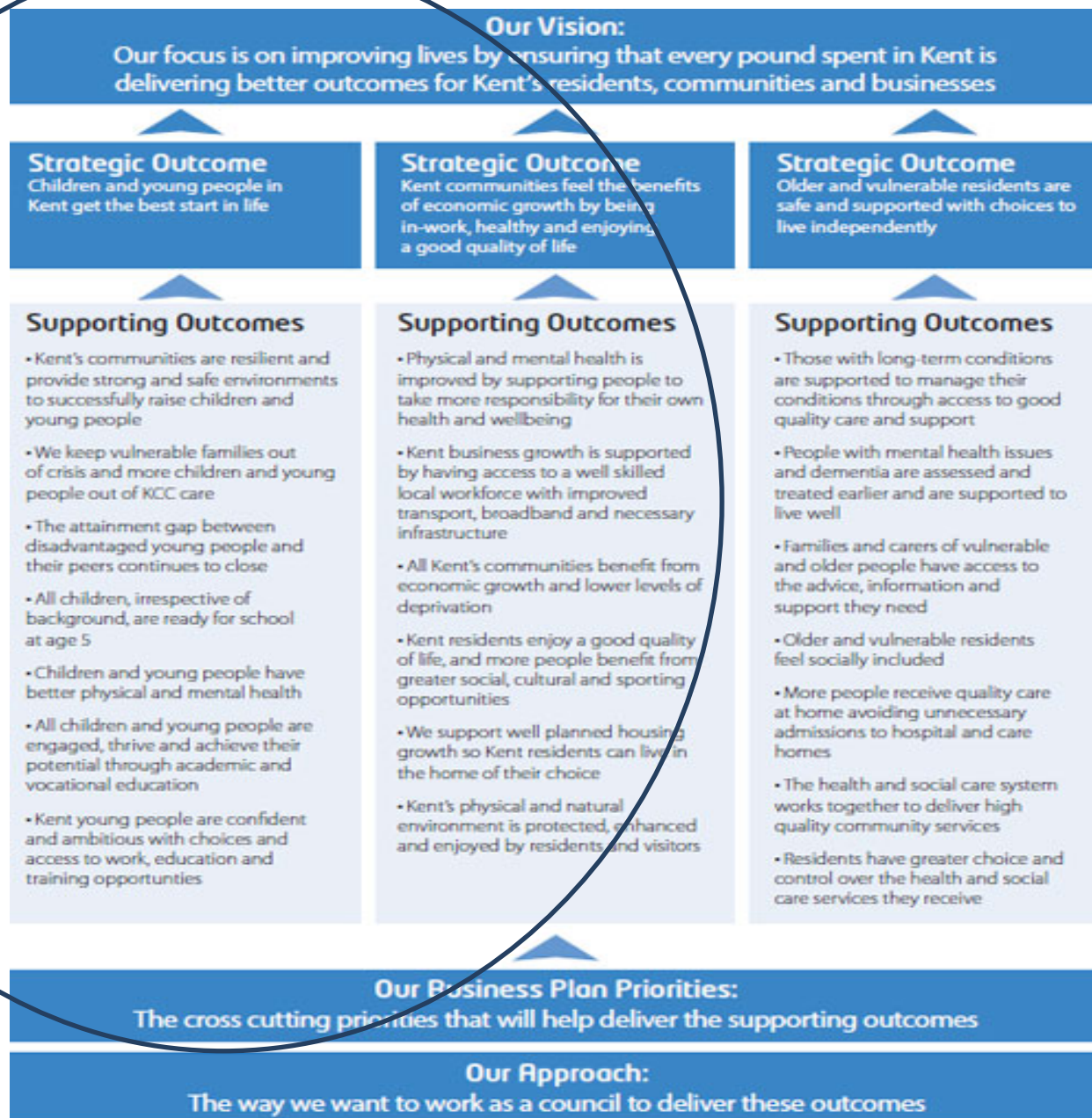
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## Appendix 1

| Every Day Matters   | Early Help and Preventative Services  | Public Health  |
|---|---|--|
| Keep all Children and Young People Safe                           | <p>Reduced need for statutory social care and more effective support for children and young people on the edge of care so that there are reduced numbers of children in care, child protection cases and children in need</p> <p>Increased numbers of children and young people who are stepped down safely from social care who are not re-referred</p> <p>Increases use of the Kent Family Support Framework and more successful outcomes as a result of KFSF interventions</p> | <ul style="list-style-type: none"> <li>Public Health Advice on health of the population</li> <li>Increase levels of childhood vaccination (NHS England lead responsibility – KCC supported)</li> <li>Reduction in adult substance misuse</li> <li>Reduce under 18 hospital admissions due to alcohol</li> <li>Reduce levels of drug taking and use of legal highs</li> <li>Reducing levels of self-harm and suicide rates</li> </ul>                                     |
| Promote the Health and Wellbeing of all Children and Young People | <p>Improved educational attainment outcomes and closing of attainment gaps at all ages</p> <p>Reductions in days lost to education through exclusions and absence and in the number of permanent exclusions and rates of persistent absence from school</p> <p>Reduction in youth crime, re-offending and anti-social behaviour</p> <p>Reductions in substance misuse and teenage pregnancy</p>   | <ul style="list-style-type: none"> <li>Increasing emotional resilience in families and young people</li> <li>Increase levels of breastfeeding</li> <li>Increase physical activity in young people</li> <li>Reduce levels of tooth decay</li> <li>Reduce smoking prevalence at age 15</li> <li>Reduce smoking prevalence for women smoking at time of delivery</li> <li>Reduce levels of excess weight in children</li> <li>Reduce levels of teenage pregnancy</li> </ul> |
| Raise the Educational Achievement of                              | <p>Reduced NEETs and improved participation in learning and training to age 18</p> <p>Improved readiness for school by vulnerable children at age 5</p>   |  |

Appendix 1

|   |  |  |
|---|--|--|
| all Children and Young People                                     | Improved participation in 14-19 vocational pathways including increased take up of employment with training, apprenticeships and traineeships by vulnerable groups |  |
| Equip all Young People To Take a Positive Role in Their Community | Increase breast feeding and reductions in smoking by pregnant women and mothers  |  |
|   | Improved resilience and well-being for children and young people with reduced mental and behavioural problems and less demand for CAMHS services                   |  |

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## Appendix 2

| Name of Service                  | Targeting  | 15/16 Cost    | Expiry Date   |
|----------------------------------|--|---------------|---------------|
| Intensive Family Support Workers | Working with families to significantly reduce the risks they face and enable them to thrive with no/minimal ongoing support once the intervention has ended  | £1,105,019.14 | 31 March 2016 |
| Adolescent Support Workers       | Working extensively with vulnerable young people to build protective factors and increase their resilience through a personalised programme of support and challenge   | £884,124.80   | 31 March 2016 |
| Domestic Abuse                   | Working with children and young people to acknowledge and understand their experiences of domestic abuse and help prevent them becoming perpetrators or victims of domestic abuse in the future  | £130,237.60   | 31 March 2016 |
| * 0-25 Early Help Support        | Families with complex needs living in challenging circumstances which make it difficult to manage situations and relationships   | £689,807.25   | 31 March 2016 |
| Family Mediation                 | Working with families experiencing emotional and for relationship difficulties which are negatively impacting on children and young people in the family. Have one or more other risk factors (see criteria)   | £227,333.32   | 31 March 2016 |
| * Young Carers                   | Working with young carers and their families to provide individual support to young carers that is geared towards meeting their individual needs and aspirations. Also provision of a more generic offer to young carers requiring generalised support, guidance and assistance with engaging local community activities and organisations | £319,038.50   | 31 March 2016 |
| Parenting                        | Providing evidence based parenting programmes for mothers, fathers and carers which specifically aim to help them develop "good enough" parenting skills   | £449,966.20   | 31 March 2016 |
| FIP                              | Provide a persistent, assertive and supportive approach for whole families. Offering practical hands-on support with a focus on family function  | £859,578.00   | 31 March 2016 |
| FIP Light                        | Offering practical hands-on support with a focus on family function; with an assertive and persistent approach   | £734,412.00   | 31 March 2016 |
| Promoting Participation          | Promoting Participation services for young people at risk of becoming NEET (15-18 years) and those with Learning Disabilities (up to 25 years)   | £1,105,001.00 | 31 March 2016 |
| Youth Services*                  | Universal and open access.   | £1,417,397.00 | 31 March 2016 |

\* Not for extension, planned as part of phase 1 commissioning.

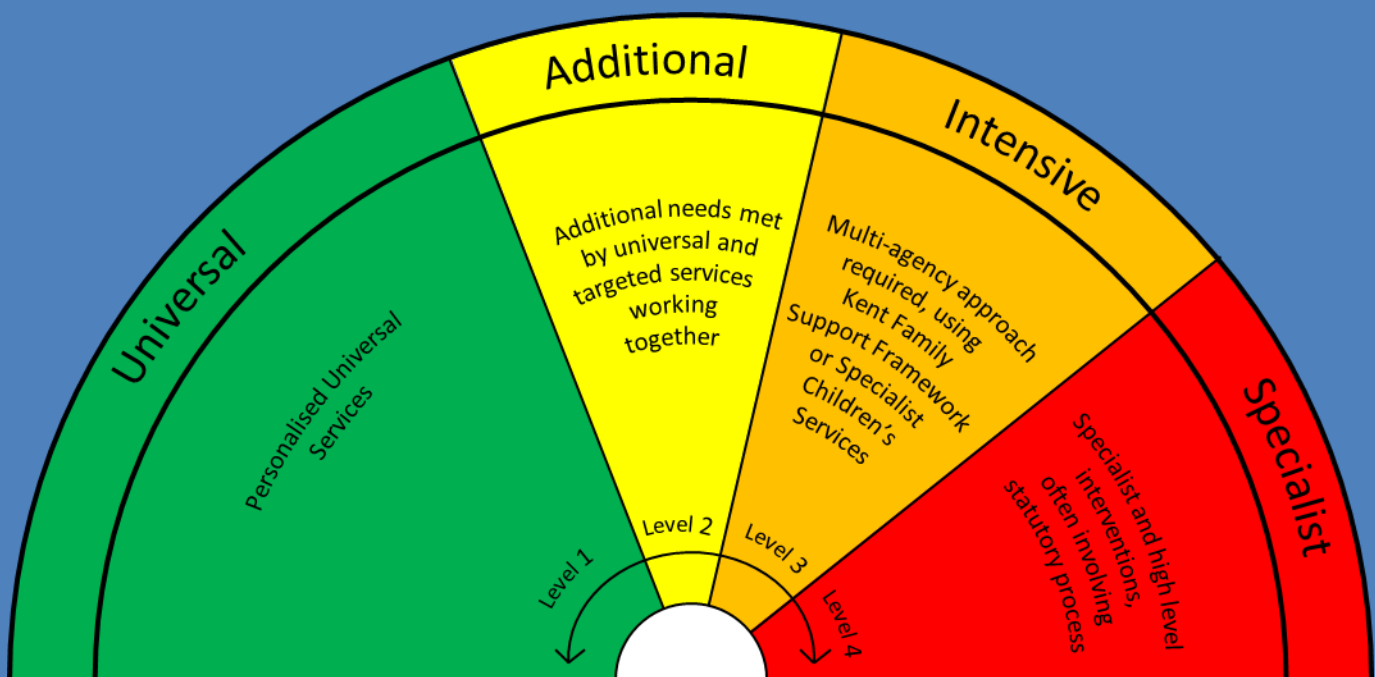
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| Version        | 23   |
| Status         | <b>FINAL</b>                                       |
| Classification | <b>CONFIDENTIAL</b>                                |
| Author         | Business Intelligence /<br>Strategic Commissioning |

# Early Help & Preventative Services (EHPS) Commissioning

## Analyse Phase: Executive Summary and Diagnostic Report

July 2015



# Contents

|  |                     |
|--|---------------------|
| <b>Executive Summary .....</b>   | <b>Pages v - xi</b> |
| <b>Diagnostic Report .....</b>   | <b>13</b>           |
| <b>1. Introduction .....</b>   | <b>13</b>           |
| <b>2. Background .....</b>   | <b>13</b>           |
| <b>3. Approach to 'Analyse' Phase .....</b>  | <b>16</b>           |
| <b>4. Budget Scoping .....</b>   | <b>17</b>           |
| <b>5. Diagnostic report question summaries .....</b>   | <b>18</b>           |
| 5.1 What are the challenges we are seeking to address? .....   | 18                  |
| 5.2 What are the needs of our residents and / or service users and how are these likely to change? ..... | 18                  |
| 5.3 What are practitioners and service users telling us? .....   | 19                  |
| 5.4 What other resources are being used to tackle similar issues and outcomes? .....                     | 19                  |
| 5.6 How is demand for these services likely to change and what will be the impact? .....                 | 20                  |
| 5.8 What is the state of the current market and how is this likely to change? .....                      | 20                  |
| 5.9 How can we join up resources and activities with other partners to maximise our impact? .....        | 21                  |
| 5.10 What are the outcomes we are seeking to achieve through this new commissioning exercise? ..         | 21                  |
| 5.11 What will success look like? .....  | 21                  |
| <b>6. Detailed needs and numbers analysis .....</b>  | <b>22</b>           |
| 6.1 Deprivation .....  | 23                  |
| 6.2 Children in Education .....  | 25                  |
| 6.3 NEETs .....  | 28                  |
| 6.4 Presenting and underlying needs .....  | 29                  |
| 6.5 Toxic Trio .....   | 32                  |
| 6.6 Equality and Diversity .....   | 36                  |
| 6.7 Young Carers .....   | 39                  |
| 6.8 Capturing the views of Young People .....  | 41                  |
| 7.8 Demand for services .....  | 45                  |
| <b>7. Current Activities: In-house, externally commissioned and others .....</b>                         | <b>49</b>           |
| 7.1 Effectiveness and cost .....   | 49                  |
| 7.2 Market position .....  | 52                  |
| 7.4 Late Intervention Spend .....  | 55                  |
| <b>8. Conclusions .....</b>  | <b>57</b>           |
| <b>Glossary, References and Appendices .....</b>   | <b>59</b>           |



|   |           |
|---|-----------|
| <b>9. Glossary of Terms .....</b>                                     | <b>59</b> |
| <b>10. References .....</b>   | <b>61</b> |
| <b>Appendix 1: Questions which should be answered .....</b>           | <b>63</b> |
| <b>Appendix 2: Mosaic L, M, N, O profile summaries .....</b>          | <b>64</b> |
| <b>Appendix 3: External services referrals - EHN categories .....</b> | <b>68</b> |
| <b>Appendix 4: Feedback from staff consultation events .....</b>      | <b>69</b> |
| <b>Appendix 5: Thematic analysis.....</b>                             | <b>70</b> |
| <b>Appendix 6: EHPS Indicators.....</b>                               | <b>75</b> |

# **Early Help & Preventative Services (EHPS) Commissioning Executive Summary and Diagnostic Conclusions July 2015**

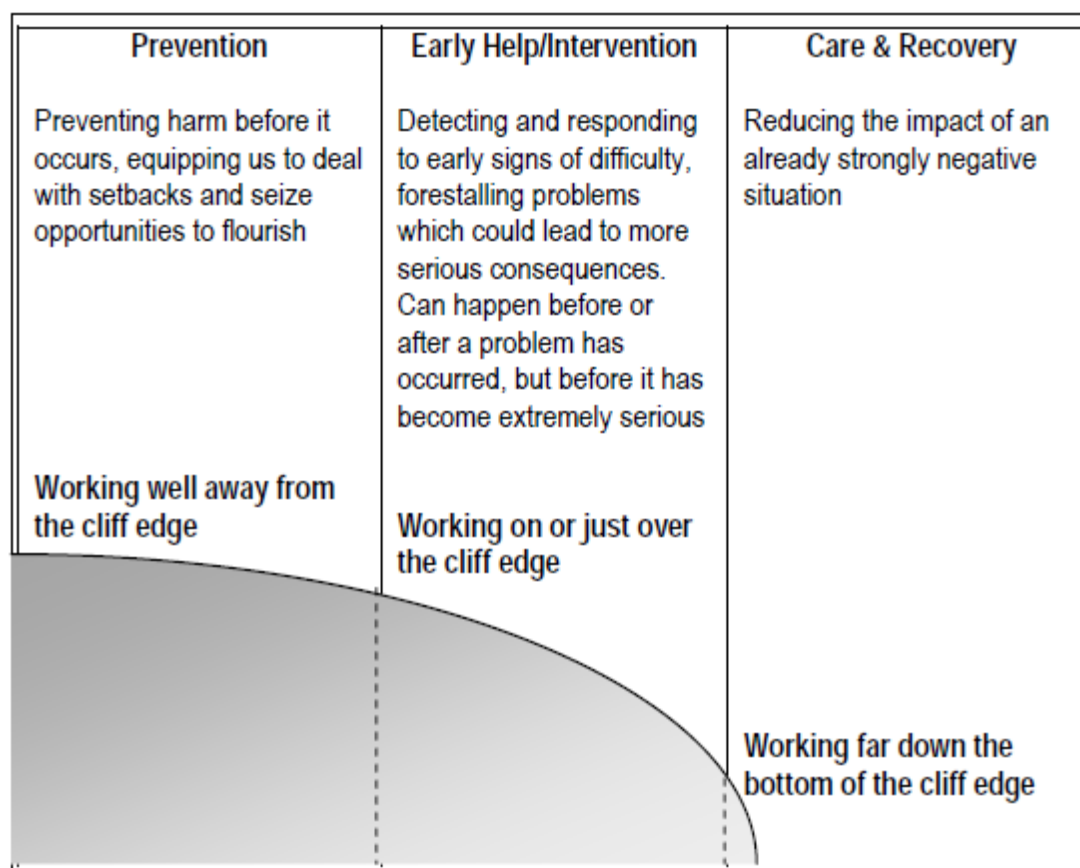
## **EXECUTIVE SUMMARY**

### **1. THE CHALLENGES FACING US**

The Public Sector is currently facing significant financial challenges and it is critical that KCC focuses its resources to ensure that our most vulnerable children, young people and their families are identified and supported as early as possible to prevent escalation into more complex and costly health and social care problems.

Whilst efficiencies are required we have seen changing patterns of referrals in the last year originating largely from Universal settings especially GPs and Schools. EHPS is facing a challenging picture. There are emerging requirements to offer an appropriate and effective service to those families who need it (including Troubled Families) whilst recognising that EHPS is not a blue light service and that Universal services need to be supported to play a part in managing demand and early identification.

At the same time, EHPS plays an important part in the support and recovery of children, young people and families who have experienced adverse situation or have needed to be within statutory social care provision but are ready to move on with their lives with support.



Our existing external offer was put in place when there was little Early Help intensive provision. Services were accessed mostly through CAF which resulted in some children from across the continuum not being able to access an appropriate service despite having high needs. In addition, the introduction of the Troubled Families programme and the development of KCC's Early Help offer has changed the commissioning landscape and service requirements.

As a result our existing external offer does not sufficiently enable us to meet the challenges that face us and we are coming to the end of our existing arrangements. We therefore have an exciting opportunity to re-design our priorities and approaches.

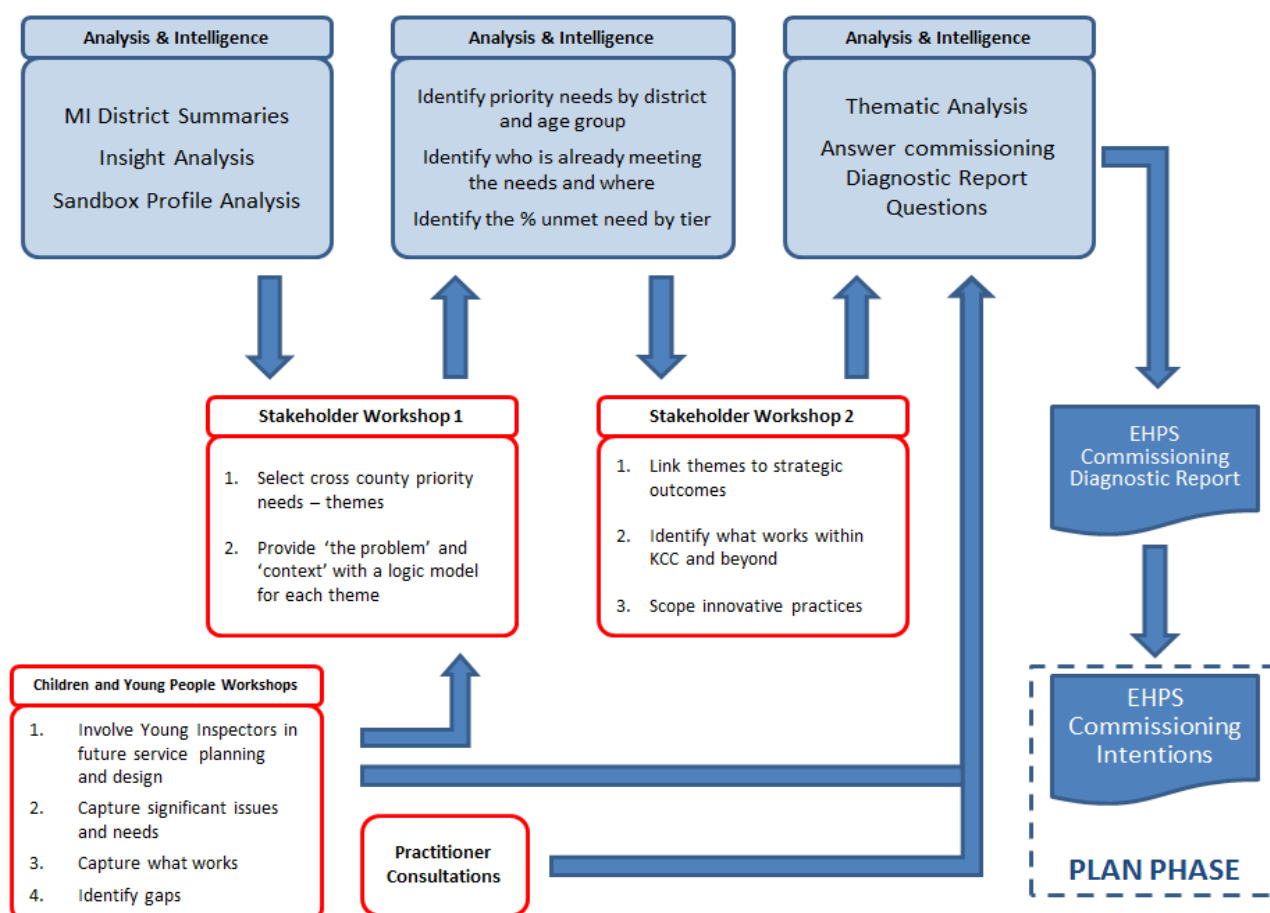
## **2. HOW WE WILL MEET THESE CHALLENGES**

- Build community and family resilience to reduce dependency on high cost services for those who are able to, by utilising community capital, creative and sporting opportunities
- Ensure a wide range of transformational activities, which promote emotional well-being available for the most vulnerable children and young people, including those known to Specialist Children's Services
- Build a holistic early help and preventative services workforce to reduce the number of cases entering into statutory services and ensure a timely and effective step down process of cases into EHPS
- Reduce the number, similarity and duplication of external arrangements
- Provide opportunities for locality based commissioning based on local needs and innovation
- Ensure good utilisation of commissioned services including reduced waiting lists and reduced bureaucracy to access services
- Lessen performance management processes whilst maintaining confidence in the quality of the work through robust contract management
- Build upon social value and encourage the growth of micro and small organisations within Kent.
- Deliver the budget savings required and ensure all commissioned services can demonstrate value for money

### 3. APPROACH

This diagnostic report summarises the findings of the EHPS commissioning ‘Analyse’ phase, answering the 12 questions identified in the KCC commissioning framework.<sup>1</sup> It is informed by a needs analysis, stakeholder workshops and data analysis. The evidence will inform proposals for the redesign and re-commissioning of EHPS external services.

A diagram of the Analyse Phase methodology is shown below:



**Figure 1: Analyse phase methodology**

The key commissioning priorities are also informed by the views of young people and multiagency practitioners. In addition, existing performance monitoring and reviews of current services has provided crucial insight that supports the proposals outlined.

<sup>1</sup> Questions have been extracted Kent County Council (2015) A commissioning framework for Kent County Council: Delivering better outcomes for Kent residents through improved commissioning

#### **4. A brief summary of the diagnostic findings**

##### **i. A large proportion of the overall need is concentrated in specific communities**

- Many high risk groups are concentrated within specific deprived communities. Analysis shows that many of these children and young people are known to more than one agency and often come from the same families;
- These specific communities are known and the population groups (as defined by Mosaic) L, M, N and O make up 22% of Kent's population. These groups often have multiple needs which result in a disproportionate demand on preventative and specialist services;
- The households of these communities tend to be in some housing estates as well as lower cost privately rented areas. However, some families are more transient but they have in common financial stress, low pay or unemployment, poorer health, limited qualifications and areas of crime; and
- Some schools, academies and other settings have greater proportions of their children and young people coming from these families and communities.

##### **ii. The key issue raised is the need to address emotional health and well-being**

- Key characteristics (in no particular order) are behavioural difficulties, education / development issues (including school non-attendance), poor relationships within families, parenting issues, domestic abuse (including child perpetrators), housing and financial issues and substance misuse;
- A large number of families are affected by two or more of these factors with some comorbidity well evidenced (e.g. the "Toxic Trio" of domestic abuse, mental ill health and substance misuse);
- A holistic approach to identify underlying / causal factors, not only the presenting symptomatic problems is key to improving outcomes; and
- Some parental factors (including substance misuse, mental illness or other disabilities can lead to children and young people becoming Young Carers.

These findings are consistent with a whole family approach to working with children, young people and their families

##### **iii There is support for better utilising localised family and community capacity in the wider preventative agenda – especially:**

- Community assets such as people, places and organisations like clubs, arts, culture and sport;
- Social enterprises, the wider Voluntary and Community Sector (VCS) and local businesses (particularly to remove any perceived stigma attached to statutory services; and
- Engaging users in the provision of services e.g. expanding the use of volunteers and mentors within services, or enabling children to mentor at school.

This finding supports the current direction of travel in transformation to enable the role of communities in creating positive outcomes and by using local knowledge to inform local solutions. It suggests that local, smaller scale resources offering social value be considered in the commissioning of external services, such as through a localised commissioning approach.

**iv. An integrated evaluation approach should be undertake to measure performance and ensure success**

- Aligning the performance evaluation of services is critical to ensure that KCC can identify the impact and compare impact of EHPS services.
- The development of an integrated evaluation framework would strengthen this approach.

## 5. KEY COMMISSIONING PRIORITIES

As a result of the analyse phase the following **three key priorities** have been identified. These collective priorities provide the platform for future commissioning.

### 1. Emotional Health and well-being

#### Key concern

Emotional health and well-being is a significant factor in demand for EHPS and in the needs of many children and young people.  
Parental low level mental health issues can be a factor in contributing to poor well-being in children/young people.

#### Key outcomes

Improved resilience and wellbeing  
Reduced mental health and behavioural problems  
Lower demand for specialist CAMHS

#### What is required?

Focused Family emotional wellbeing support to children, young people and their families who are experiencing early signs of emotional and mental health difficulties, at additional and intensive levels with delivery also through Universal settings, such as schools\*.

Increased ability to manage EHWP demand through additional support on Universal settings\*

\* Kent Emotional Health and Well-being Strategy

### 2. Family support & Parenting

(incl. troubled families, vulnerable young people and NEETs)

#### Key concern

Vulnerable CYP can have a range of poor outcomes, are in families with complex problems, including generational or long term unemployment, who are concentrated in deprived communities.

Identifying and addressing 'causal' factors, not only presenting 'symptomatic' problems, is central to improving outcomes.

#### Key outcomes

Improved outcomes of family members, incl. parenting skills to manage challenging behaviours, in more complex and vulnerable families  
Improved outcomes for vulnerable/disadvantaged young people  
Improved early childhood outcomes in Kent's more deprived areas

#### What is required?

*Additional and intensive services for vulnerable adolescents to address a range of risk factors, incl. NEET, positive relationships, family conflict, risk-taking, & CSE*

*Intensive whole family approaches for more complex circumstances, including domestic violence and abuse, crisis intervention, bereavement, and other support to enable greater family resilience.*



### 3. Young Carers and Youth Services

#### Key concern

Young carers are more vulnerable to a range of poor outcomes, including in areas of education, friendship and emotional well-being

Adolescence is a critical developmental stage with a range of complex personal and social needs. Young people can become isolated, have low aspiration, have a range of poor outcomes and often live in deprived communities/areas.

#### Key outcomes

Young carers and disadvantaged young people experience opportunities and are motivated to achieve positive adult independence and well-being.

Children and young people can access or are supported to access opportunities for social and educational development that assists improved engagement in education and training, health, resilience, emotional well-being and social skills

#### What is required?

*Identify, assess, and provide holistic support to young carers*

*Open access support for young carers to reduce isolation, to make friendships, and improve skills/capabilities*

*An excellent Youth Offer across all districts that provides opportunities for a wide range of young people and targetted work within universal settings to ensure that support is provided at the earliest possible opportunity to address any emerging difficulties and prevent escalation of problems*

*Targetted reach to vulnerable young people and communities In the context of young people's lives which may be highly mobile and digital to ensure reach to rural and urban deprived areas, children in care or other at-risk adolescents*

**Early Help & Preventative Services  
(EHPS) Commissioning  
Analyse Phase: Diagnostic Report  
July 2015**

# Diagnostic Report

## 1. Introduction

This diagnostic report summarises the findings of the EHPS commissioning 'Analyse' phase, answering the 12 questions identified in the KCC commissioning framework.<sup>2</sup> It includes needs analysis, stakeholder workshops and data analysis. The evidence will inform proposals for what should be achieved through the commissioning exercise, documented within the EHPS Commissioning Intentions document.

The report has been jointly completed by the Strategic Business Development & Intelligence Division and the EHPS Commissioning Division in conjunction with the Director for EHPS. A wide range of staff from Public Health and services for children and young people have been involved in developing this report.

## 2. Background

Early Help means intervening as soon as possible to tackle emerging problems (focusing on needs not symptoms). It is about ensuring that every child and young person from pre-birth to age 19 (and their family) who need Early Help services receive them in an effective and timely way. This will contribute to safeguarding, health, educational, social and emotional needs being met. Early Help reflects the widespread recognition that it is better to identify and deal with problems earlier rather than respond when difficulties have emerged, when intervention can be less effective and often more expensive.

As part of the wider KCC transformation, EHPS is also undergoing transformation. EHPS hold approximately 150 contractual and grant arrangements with external providers to deliver services to children, young people and their families. These contracts are currently being aligned as far as possible to end in March 2016 with the intention of reshaping the offer in line with the revised EHPS restructure and proposed new ways of working, as outlined in 'A commissioning framework for Kent County Council'.

KCC has re-designed EHPS to provide additional support in open access settings and Early Help Units providing intensive targeted casework.

Within the internal offer, one of the key principles is that open access will be used to help children and families improve their life chances and within the units there will be an 80/20 split whereby staff working in the Units will spend 80% of their time on targeted casework and 20% of their time delivering open access services, whilst staff working in open access will spend 80% of their time here and 20% of their time on light touch targeted work.

- In the new EH Unit model, one Early Help practitioner is working with families from end to end. Other members of the EH Unit who have good knowledge of the family,

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<sup>2</sup> Questions have been extracted Kent County Council (2015) A commissioning framework for Kent County Council: Delivering better outcomes for Kent residents through improved commissioning

provide support where needed and cover during periods of leave. The model allows practitioners to draw upon the expertise of their colleagues so that, where appropriate, they can work on a 1:1 basis with families, addressing the range of presenting issues. This means families benefit from building a relationship with one practitioner and can rely on consistency throughout their intervention.

- The redesign of EHPS is inextricably linked with the activity taking place in the 0-25 Unified Programme.
- The new structure will support the step up/step down process. The new way of working for EHPS is also critical to the 0-25 Unified Programme and its objectives, as the 80/20 split and early intervention measures will support a reduction in the number of cases that become critical and need to be managed by SCS.

Local government contributes the largest proportion of public funds on late intervention in Kent (approximately £151 million - almost the same amount as other public sector services combined). The most significant areas of late intervention spend in Kent are youth economic inactivity (including those young people Not in Education, Employment or Training (NEETs), Child Protection and safeguarding, and crime and anti-social behaviour; it is widely acknowledged that savings can be made through early intervention.

Practitioners and stakeholders identified other agency resources were meeting the needs of children and young people. This included District Councils, Public Health, the VCS, the police and the private sector. The sum total of this investment is not known.

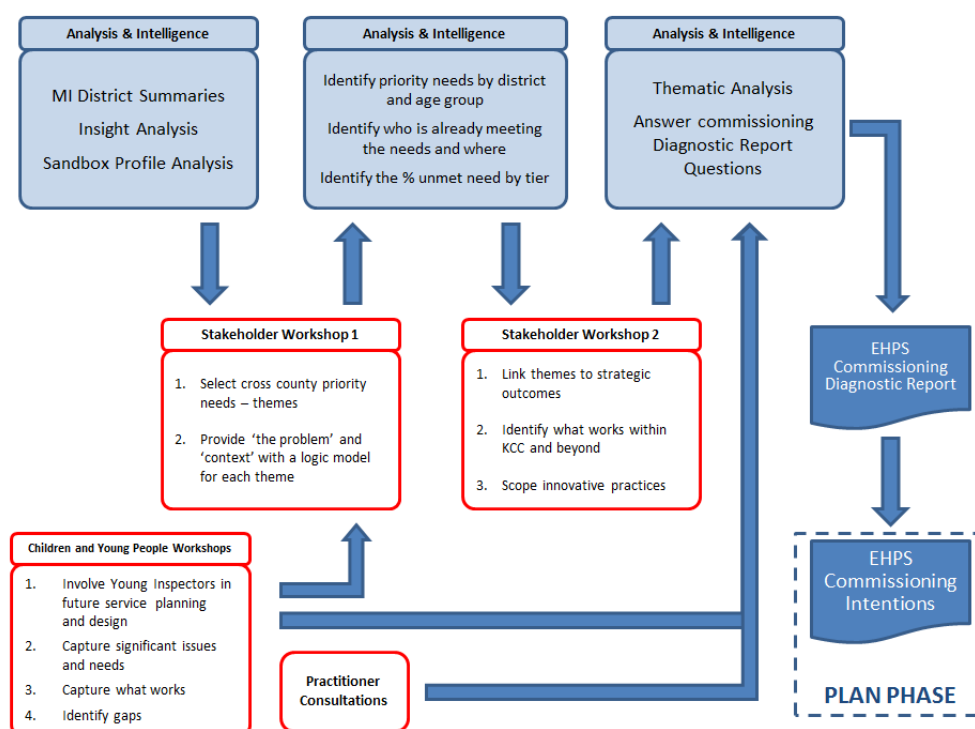
There are a number of other services that tackle – or will tackle - similar issues and outcomes, in addition to KCC (at universal, additional and intensive levels). An example is the imminent re-commissioning of the School Nursing service and support for vulnerable adolescents or school based provision for emotional wellbeing. The challenges are to achieve the following:

- Delivery of the KCC and EHPS Strategic Outcomes and improve educational, health and safeguarding outcomes for children, young people and families
- To build a holistic early help and preventative services workforce to reduce the number of cases entering into statutory services and speed up the step down process of cases into EHPS
- To ensure as few professionals as possible are involved with a family
- To reduce the number, similarity and duplication of external arrangements
- To provide opportunities for locality based commissioning
- To ensure timely access to support, good utilisation of commissioned services and reduction in waiting lists

- To reduce bureaucracy and unnecessary performance management processes whilst maintaining confidence in the quality of the work through robust contract management
- To build upon social value and encourage the growth of micro and small organisations within Kent
- To build community and family resilience to reduce dependency on high cost services for those who are able to, by utilising community capital, peer based models and creative and sporting opportunities
- To deliver the budget savings required

### 3. Approach to 'Analyse' Phase

A diagram of the Analyse Phase methodology is shown below:



**Figure 2: Analyse phase methodology**

Consultation with in-house Early Help teams, external service providers, partners, stakeholders and service users underpins every stage of the commissioning cycle. It is an important two-way process whereby feedback is sought and considered in order to inform the development of commissioning intentions. As the process progresses there will be continued checking back to ensure proposals are robust and will address identified needs. This will also ensure that partners and stakeholders have clarity about the Early Help commissioned offer and expectations can be managed effectively.

The stakeholder analysis comprised of:

- Children and young people workshops aimed to better understand their needs and the issues that concern them.
- Workshop 1 identified and prioritised the local perception of need at District level and where EHPS external arrangements need to focus.
- Within the priority themes highlighted from workshop 1, workshop 2 identified the supporting outcomes which would ultimately be improved, gave examples of successful programmes and models and suggested new innovative models.
- Separate Practitioner Consultations, aimed at internal Early Help teams and voluntary sector service providers, identified service gaps across Kent.

#### 4. Budget Scoping

The total net budget for Early Help and Preventative Services is £29,010.5. This budget includes youth offending, troubled families, attendance and inclusion, children's centres, youth hubs and Early Help Intensive support.

The following contracts are in scope to this commissioning programme

- Troubled Families contracts (Family Intervention Project (FIP) and FIP light)
- Youth contracts
- Not in Education, Employment, or Training (NEET) participation contract
- Specialist and targeted Early Intervention contracts and grants.

For these contracts, the current 15/16 budget is set out below<sup>3</sup>.

| Budget               | Contracts                         |
|----------------------|-----------------------------------|
| £3,881,526.82        | Early Intervention and Prevention |
| £1,105,001.00        | NEET Participation                |
| £1,434,709.79        | Youth                             |
| £1,543,442.00        | Troubled Families                 |
| <b>£7,964,679.61</b> | <b>Total</b>                      |

**Table 1: Current EHPS commissioning 15/16 budget**

KCC's Medium Term Financial Plan (MTFP, March 2015) is clear: whilst KCC made £350 million of savings between 2011-12 and 2014-15, there is the need to make further savings of a proportionate magnitude over the next 3 years. The 2016/17 commissioning budget is yet to be finalised; it is anticipated that savings will be made.

Commissioning arrangements are currently in place with the Youth Justice element of EHPS. Scoping is due to start to agree milestones and interdependencies for re-commissioning.

Whilst Troubled Families (TF), FIP workers and FIP light contracts are in scope, a number of TF contracts and grants will continue outside this process.

As Children's Centre re-commissioning is part of the wider Transformation agenda, work to scope the vision and approach will begin from September 2015 with a view to re-commissioning from April 2017. This will align with the renewal of the Health Visitor contract.

<sup>3</sup> Early Help & Preventative Services (EHPS) Commissioning re-design - Update to the 0-25 Portfolio Board

## 5. Diagnostic report question summaries

A summary of the Analyse Phase analysis and findings, answering the 12 questions identified in the KCC commissioning framework is shown below:

### 5.1 *What are the challenges we are seeking to address?*

The Public Sector is facing significant financial challenges and it is critical that KCC focuses its resources to ensure that our most vulnerable children, young people and their families are identified and supported as early as possible to prevent escalation into more complex and costly health and social care problems.

Whilst efficiencies are required we have seen changing patterns of referrals in the last year originating largely from Universal settings especially GPs and Schools. There are emerging requirements to offer an appropriate and effective service to those families who need it whilst recognising that EHPS is not a blue light service and that Universal services need to be supported to play a part in managing demand and early identification.

At the same time, EHPS play an important part in the support and recovery of children, young people and families who have experienced adverse situations or have needed to be within statutory social care provision but are ready to move on with their lives with support.

As our existing external offer does not sufficiently enable us to meet the challenges that face us and we are coming to the end of our existing arrangements we have an exciting opportunity to re-design our priorities and approaches.

### 5.2 *What are the needs of our residents and / or service users and how are these likely to change?*

The detailed needs and numbers analysis is shown in section 6. A summary is given below:

- EHPS externally commissioned services mandate is specific to 0-25 year olds.
- National research shows that deprivation in childhood has significant short and longer term impact, particularly in the areas of Health and Education.<sup>4</sup> The EHPS users with a greater likelihood of need live in deprived areas within Kent.<sup>5</sup>
- The top characteristics and reasons for Early Help Notifications (EHN) are the same in every District:
- One or more members of the household with (Tier 2) emotional and / or mental health needs
- Significant behavioural difficulties

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<sup>4</sup> <http://www.cpag.org.uk/content/impact-poverty> Last accessed 09 June 2015.

<sup>5</sup> Segmentation and profile analysis, KCC Business Intelligence, 2015



- Significant non-attendance at school

Residents can experience disadvantage on the grounds of age, gender, disability, race, religion or belief, sexual orientation. Each group may have particular and / or greater needs from EHPS externally commissioned services. Some examples of this are: on average, girls have better educational outcomes than boys at 16; people with disabilities are more likely to live in poverty and experience problems with housing; and Lesbian, Gay, Bisexual and Transgender (LGBT) people are more likely to experience poorer treatment from public services and bullying, hate crime and homelessness,

By the end of primary school, pupils receiving free school meals are estimated to be almost three terms behind their peers. By age 14, this gap grows to over five terms.

### *5.3 What are practitioners and service users telling us?*

Common themes raised by practitioners, stakeholders and service users were support for mental ill-health and a whole family approach.

Thematic analysis from stakeholder workshops emphasised the need to facilitate greater engagement with the community by working with service users, families, facilities and local organisations (i.e. open access services such as businesses, voluntary sector and community groups such as sports and arts).

Children and young people identified the following issues: Mental Health, policing and the need to feel safe, advertising and marketing of services, improvement of public transport and bullying.

### *5.4 What other resources are being used to tackle similar issues and outcomes?*

The following examples are currently being explored as part of an alignment strategy with EHPS.

- Emotional Health and Mental Health services delivered through Schools, KCC, CCGs and Public Health.
- Public Health services such as Health Visitors, Family Nurse Partnerships, School Nursing, Substance misuse and Teenage Pregnancy support.
- District Councils support for Young People, anti-social behaviour, housing and community safety.
- Supporting People support for homeless young people
- Partnership investment in Domestic Abuse.
- Work with Arts and Culture organisations to enhance traditional offers of support.

### *5.5 What is driving demand for these services and what is our evidence for this?*

Demand expressed by EHPS notifications, comes from a number of different organisations but these are predominantly submitted by schools (43%), KCC Services,

including adult's and children's social care, (24.5%) and Health (19.5%). The numbers of Early Help Notifications (EHNs) from September 2014 to March 2015 totalled 4146.

#### *5.6 How is demand for these services likely to change and what will be the impact?*

Recent analysis as part of the 0-25 Transformation Programme has demonstrated that demand in EHPS varies month on month and over time. This creates some difficulty for accurately predicting the demand for a range of services, the flow between internal and external provision and how cases are allocated.

The projected increase in the population (approximately 9% over 10 years) could potentially lead to an increase in demand for EHPS commissioned services; what this looks like in the short-medium term is not known.

A number of other contributing factors, both internal and external to KCC, could also drive a change in demand e.g. the shift in schools provision, changes to funding availability in Clinical Commissioning Groups (CCGs) and Public Health and the ability of VCS to continue despite funding cuts.

#### *5.7 How effective are the services currently being delivered and what is the current cost?*

Currently there are a range of internal and external EHPS services. Across some tiers and age groups there is evidence of clustering of external services (within additional and intensive for ages 5 – 25). Following the creation of an EHPS directorate and subsequent transformation activity, performance scorecards and targets have been set. Early indicators show a wide reach and improvements in focused work achieving good outcomes. A comprehensive evaluation of this work is planned..

For the EHPS external offer; based upon the original contracts awarded to these services, performance has been either 'good' or 'acceptable', however the impact of these services has been harder to measure. It is essential that systems are in place to measure the impact of both internal and external services in the future.

#### *5.8 What is the state of the current market and how is this likely to change?*

Over the last three years some providers have started to work more collaboratively and in partnership and may be well placed to meet new procurement challenges and models such as larger contracts or consortium arrangements with a greater range of partners involved. However, there are still a range of micro and small organisations that have yet to respond effectively to the changing landscape and have the potential to be put at risk through the lack of infrastructure and experience of competing for larger scale contracts. Any commissioning intentions will need to reflect both the need for efficient procurement and localised opportunities to sustain and build upon the current good practice undertaken by the micro and small VCS providers. While some providers are well placed, others (micro and small VCS in particular) have yet to respond effectively. Local research has shown that over 5 a year period smaller VCS organisations were at increased risk of ceasing to exist.

### *5.9 How can we join up resources and activities with other partners to maximise our impact?*

The EHPS commissioning approach comprises joined up working with other partners through several different mechanisms, including: local District-level commissioning, local funding streams, engaging with Public Health and cross partnership bodies. Stakeholders recommended that local, District level commissioning would best facilitate engagement with local communities e.g. service users, universal services, social enterprises, the wider voluntary and community sector and local businesses.

### *5.10 What are the outcomes we are seeking to achieve through this new commissioning exercise?*

EHPS commissioned services aims support the KCC strategic outcome - Children and young people in Kent get the best start in life.

Service specific outcomes will be determined within the service specifications

### *5.11 What will success look like?*

The EHPS Three Year Plan sets out the key performance targets and indicators for 2015-18. These support the key outcomes set out in this document. Other indicators of success will be:

- Increased family resilience
- Narrowing the gap in attainment
- Development of social value and the growth of micro and small organisations
- Meeting budget / efficiency targets

In order to evaluate the impact and effectiveness of EHPS and provider success in the future, appropriate analysis frameworks and measures must be developed at 'Plan' stage and implemented.

## **6. Detailed needs and numbers analysis**

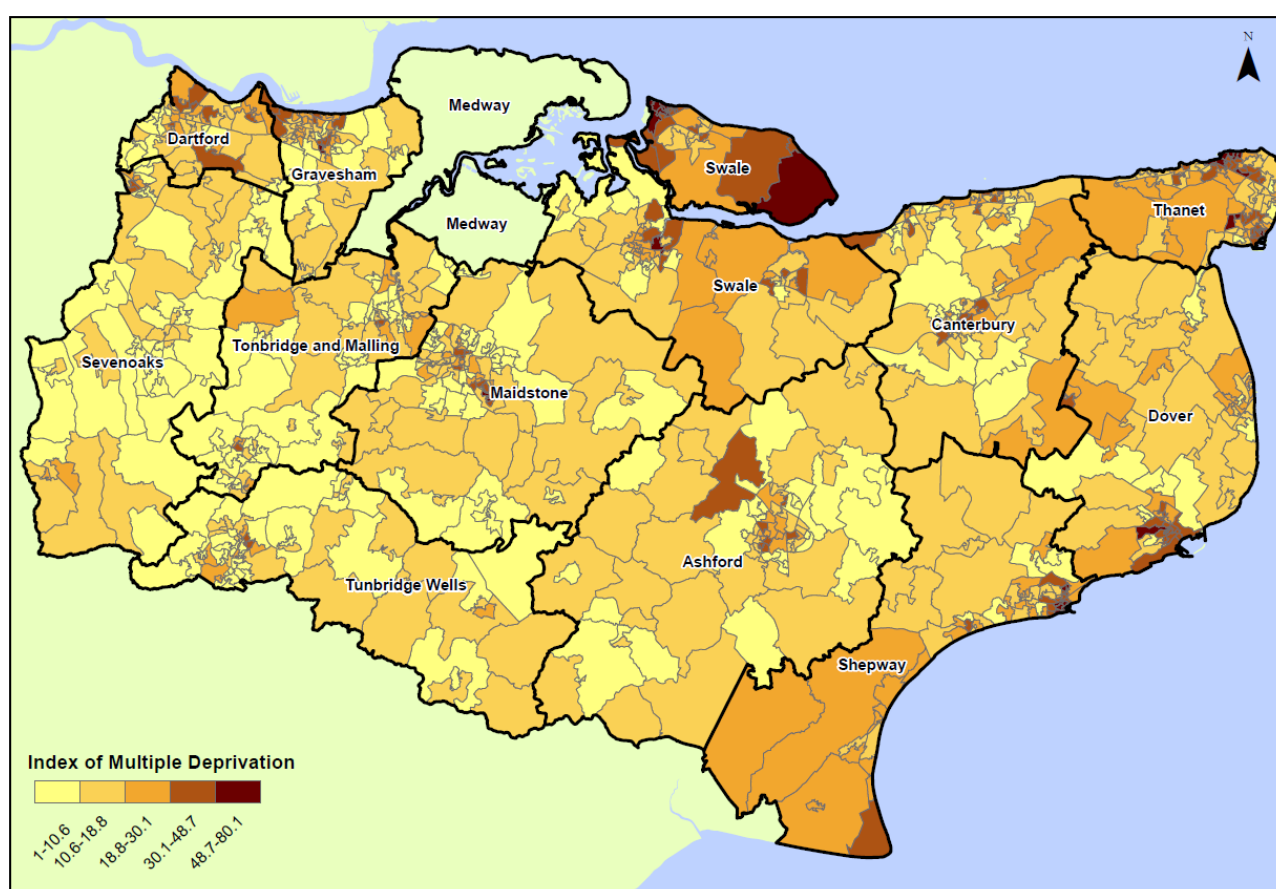
This section provides detailed needs and numbers analysis, specifically:

- Deprivation
- Children in education
- NEETs
- Presenting and underlying needs
- The toxic trio
- Equality and diversity
- Young carers
- The community perspective
- Demand for services

## 6.1 Deprivation

National research<sup>6</sup> illustrates that children from poorer backgrounds are disadvantaged in many areas. These include – but are not limited to – lower birth weight, more likely to live in bad housing, lower educational attainment and social isolation due to poverty.

The Indices of Multiple Deprivation covers a broad range of issues and refer to unmet needs caused by a lack of resource of all kinds, not just financial. The most deprived areas are usually defined as those areas that are among the 10% most deprived. 98% of all of the most deprived areas in England are urban areas, although this is not the case in Kent for some rural areas e.g. Swale and Shepway. See Figure 3 for the Kent Deprivation Scores at lower super output level.



**Figure 3: Kent Deprivation Scores at lower super output level (IMD 2010)**

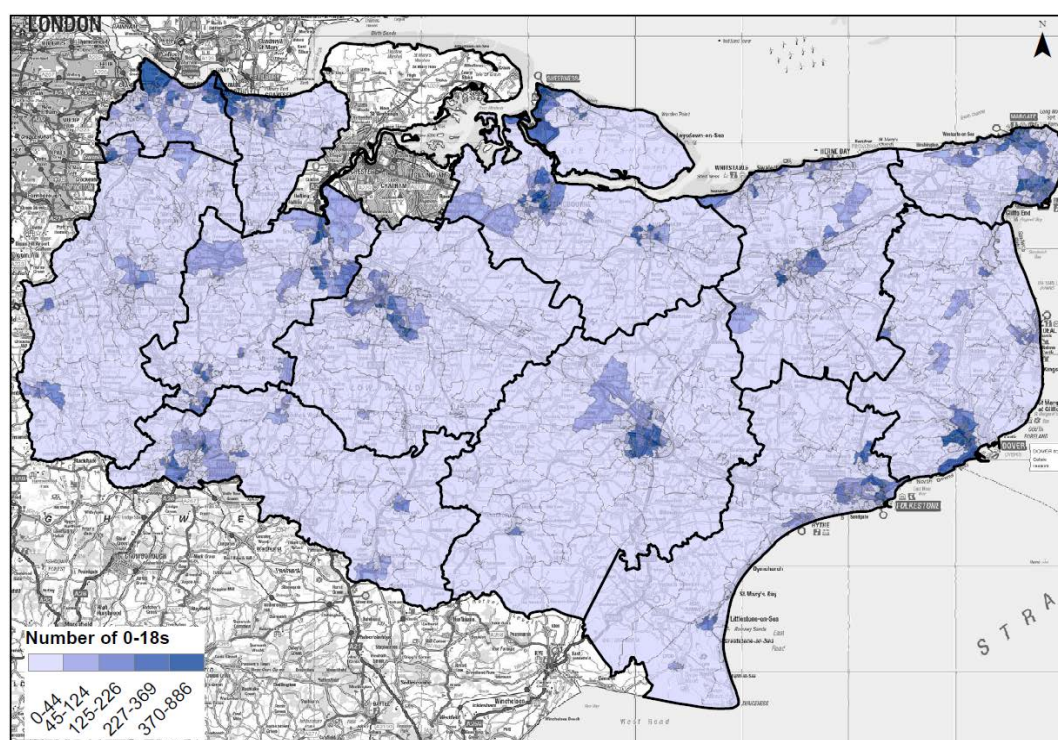
In Kent, there are pockets of deprivation usually focused around urban areas. In general, Tonbridge and Malling, Sevenoaks, Maidstone and Tunbridge Wells have much lower levels of deprivation than the rest of Kent. The highest levels are wards in Thanet, Swale and Shepway.

<sup>6</sup> <http://www.cpag.org.uk/content/impact-poverty> Last accessed 09 June 2015.



Mosaic is a classification system to profile the characteristics of the UK population and classify households as belonging to one of 66 types, which fall into a broader range of 15 groups. These types and groups describe the residents of a household in terms of their typical demographics, behaviours, lifestyle characteristics and attitudes.

Previous studies<sup>7</sup> have highlighted 4 Mosaic Groups, L, M, N and O, as those that are overrepresented in many high risk groups such as social services referrals, EHNs, youth offending, NEETs etc. The Mosaic system provides the location of families that fall into these groups which can therefore be used as a way of predicting the communities and universal source settings from which notifications, referrals and higher risk individuals are more likely to come in the future.



**Figure 4: Location of 0-18 year olds in Kent belonging to Mosaic Groups L, M, N and O**

Although these groups have different characteristics, they are usually found in urban areas and social housing (or privately rented) estates in city suburbs. These families are the least affluent of the Mosaic Groups and are facing an array of issues. These families make up 22% of the population of Kent. Group profiles can be found in Appendix 2: Mosaic L, M, N, O profile summaries.

Analysis has shown some schools, academies and other settings have greater proportions of their children and young people coming from these families and communities.<sup>8</sup>

<sup>7</sup> Business Intelligence (2014/2015) *Troubled Families – A Mosaic Profile of Families and Outcome, An Analysis of Young People not in Education, Employment or Training, Domestic Abuse Notifications, Insight Report for Children's Centres*

<sup>8</sup> Business Intelligence (2015) *Vulnerable Children and Young People – Key Stage 4 (GCSE) Attainment*

## 6.2 Children in Education

The information in this section sets out a detailed breakdown of the characteristics of children in education in Kent, therefore identifying their needs.

Kent has a school population of 221, 902.<sup>9</sup> The key characteristics of this population are displayed below for both primary and secondary schools:<sup>10</sup>

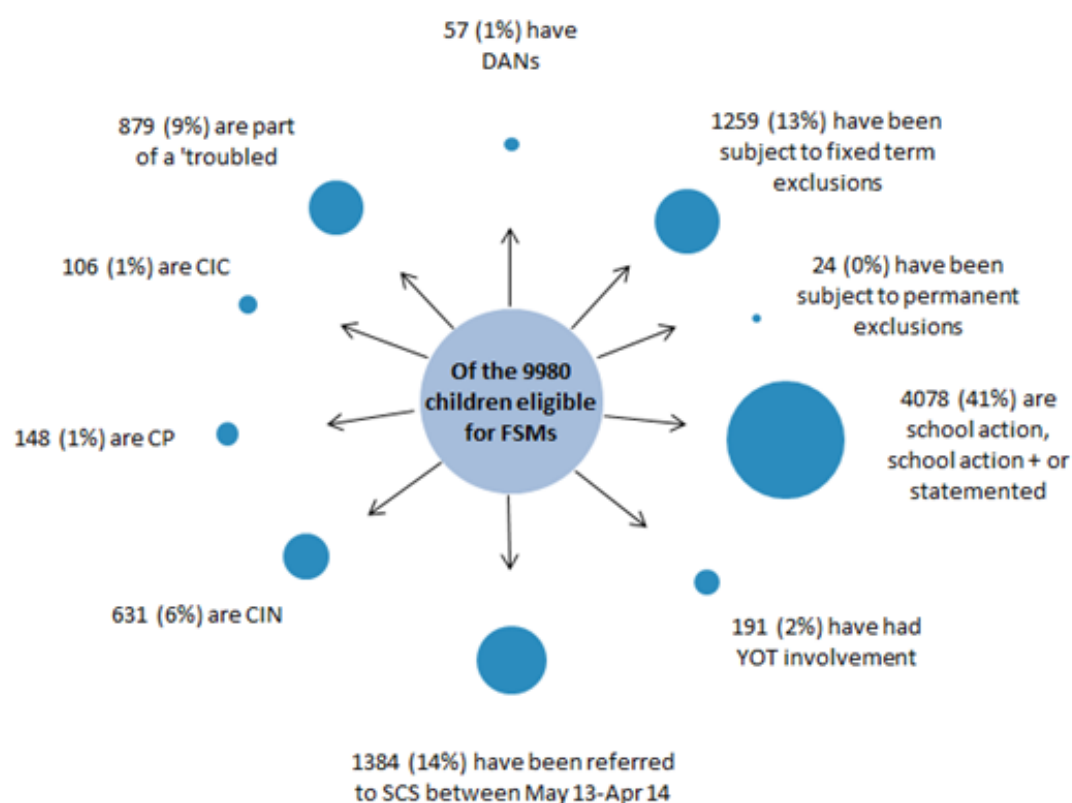
|   | Primary school | Secondary school |
|---|----------------|------------------|
| <b>Total number of pupils in Kent schools</b> | <b>113,449</b> | <b>98545</b>     |
| Educational Psychology referral               | 1077           | 302              |
| Troubled Family                               | 923            | 1402             |
| SCS referral                                  | 4558           | 3117             |
| Looked After Children                         | 410            | 459              |
| Child Protection Plan in place                | 406            | 188              |
| Child in Need                                 | 1579           | 1069             |
| Youth Offending                               | 0              | 344              |
| Permanent exclusion                           | 33             | 138              |
| More than one fixed term exclusion            | 479            | 4185             |
| Children Missing Education referral           | 290            | 203              |
| Elective Home Education referral              | 99             | 140              |
| Physical SEN                                  | 6790           | 3546             |
| Behavioural SEN                               | 4354           | 4203             |
| Between 85%-90% attendance                    | 6538           | 6912             |
| Less than 85% attendance                      | 3518           | 4544             |
| Free school meals                             | 14976          | 9325             |

**Table 2: Characteristics of pupils in schools in Kent**

<sup>9</sup> KCC (2015) School Census (EY directorate, Information and Intelligence as of January 2015)

<sup>10</sup> Kent County Council (2015) Figures provided by Business Intelligence – based on matched data (not whole population)

According to Department for Education statistics, by the end of primary school, pupils receiving free school meals are estimated to be almost three terms behind their more affluent peers. By 14, this gap grows to over five terms. By 16, children receiving free school meals achieve 1.7 grades lower at GCSE.<sup>11</sup> See Figure 6 below for the characteristics of children eligible for free school meals in Kent.<sup>10</sup>

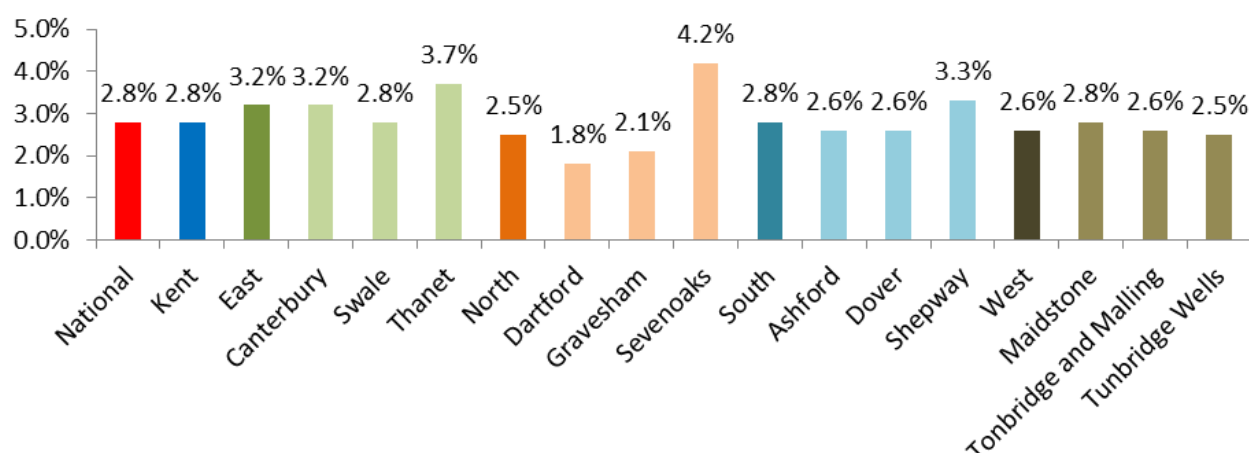


**Figure 5: Characteristics of children eligible for Free School Meals (FSM)**

<sup>11</sup> <http://www.cpag.org.uk/content/impact-poverty> Last accessed 09 June 2015.



Of the total Kent school population, around 2.8% (more than 6,500) are children and young people subject to a Statement of Special Educational Needs (SEN). The distribution of statemented pupils across Kent Districts<sup>10</sup> is shown below.



**Figure 6: Statements of SEN across Kent**

There are a number of additional factors which affect children with SEN (not only those statemented).<sup>10</sup> These include:

- 5% are part of a Troubled Family
- 9% have been subject to fixed term exclusions
- 17% are eligible for free school meals
- 2% are looked after children
- 1% have a Child Protection Plan
- 5% are Child in Need
- 7% have been referred to SCS between May 2013 and April 2014

### 6.3 NEETs

NEETs are one of the largest proportionate late intervention spending areas in KCC and England and Wales and are disproportionately from low income families with multiple challenges.<sup>12</sup>

A contributing factor to NEETs is exclusion from primary and secondary school.

| Factors                             | Primary school %            |                     | Secondary school %            |                     |
|-------------------------------------|-----------------------------|---------------------|-------------------------------|---------------------|
|                                     | Pupils excluded (658 total) | Pupils not excluded | Pupils excluded (6,757 total) | Pupils not excluded |
| Male                                | 91                          | 51                  | 73                            | 50                  |
| Educational Psychology referral     | 17                          | 1                   | 2                             | 0                   |
| Troubled Family                     | 11                          | 0                   | 16                            | 0                   |
| SCS referral                        | 20                          | 4                   | 13                            | 3                   |
| Looked After Children               | 4                           | 0                   | 3                             | 0                   |
| Child Protection Plan in place      | 3                           | 0                   | 1                             | 0                   |
| Child in Need                       | 9                           | 0                   | 6                             | 1                   |
| Youth Offending                     | 0.5                         | 0                   | 7                             | 0                   |
| Children Missing Education referral | 2                           | 0                   | 2                             | 0                   |
| Elective Home Education referral    | 1                           | 0                   | 2                             | 0                   |
| Physical SEN                        | 9                           | 6                   | 6                             | 4                   |
| Behavioural SEN                     | 73                          | 4                   | 28                            | 4                   |
| Between 85%-90% attendance          | 11                          | 6                   | 11                            | 6                   |
| Less than 85% attendance            | 19                          | 3                   | 16                            | 3                   |
| Free school meals                   | 47                          | 13                  | 22                            | 8                   |

**Table 3: Factors related to pupils at school excluded (fixed or permanent) / not excluded**

Research has shown that the cost of being NEET between the ages of 16 to 18 is estimated to be around £56,000 in public finance costs and £104,000 in resource costs (lost labour market potential), over the working lifetime of each person who has been NEET at this age.<sup>13</sup>

<sup>12</sup> Business Intelligence (2015) *Vulnerable Children and Young People- Fixed and Permanent Exclusions*

<sup>13</sup> Coles, B., Godfrey, C., Keung, A., Parrott, S., Bradshaw, J. (2010) *Estimating the lifetime cost of NEET: 16-18 year olds not in Education, Employment or Training* University of York

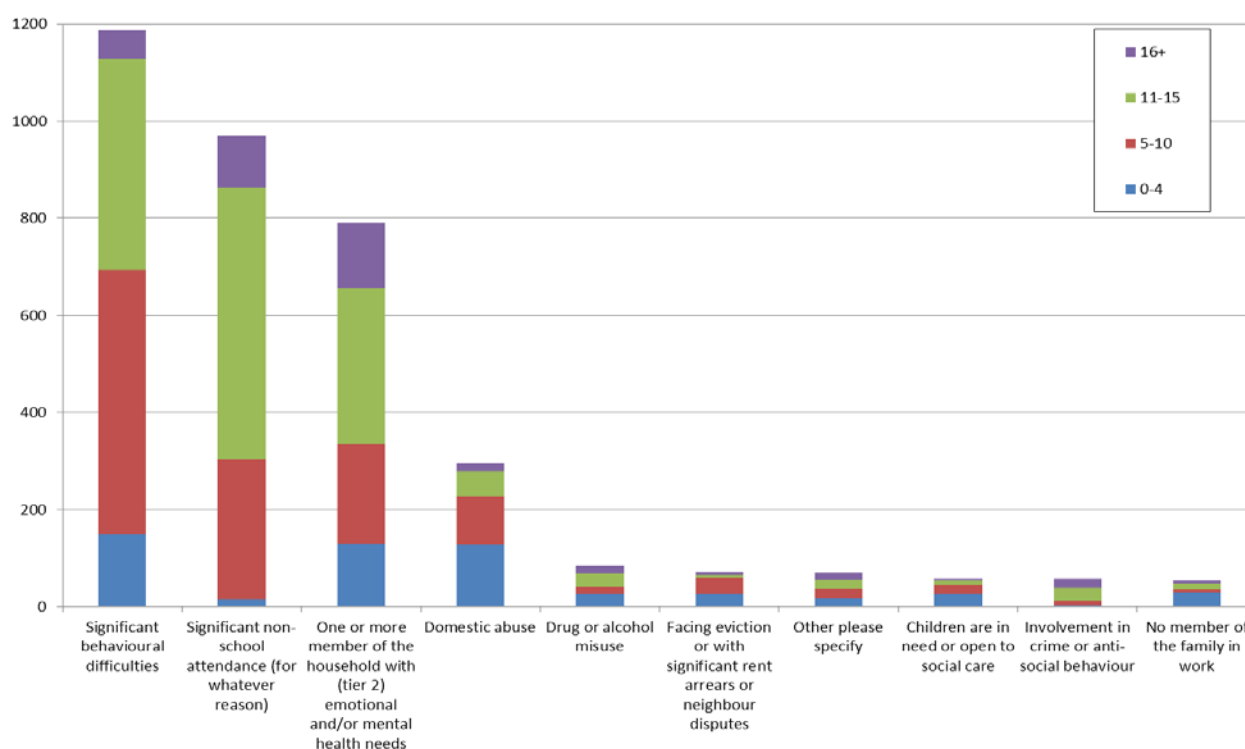
## 6.4 Presenting and underlying needs

The Kent Family Support Framework (KFSF) is the structure through which families requiring intensive support come to the attention of Early Help services through to assessment, planning and review. It incorporates the Early Help notification form by which any service or individual identifies a child of concern to KCC. It was launched in September 2014, replacing the Common Assessment Framework (CAF).

Top reasons for notification are the same in every District (although the order may change). These are significant behavioural difficulties, one or more member of the household with (tier 2) emotional and/or mental health needs and significant non-attendance at school.

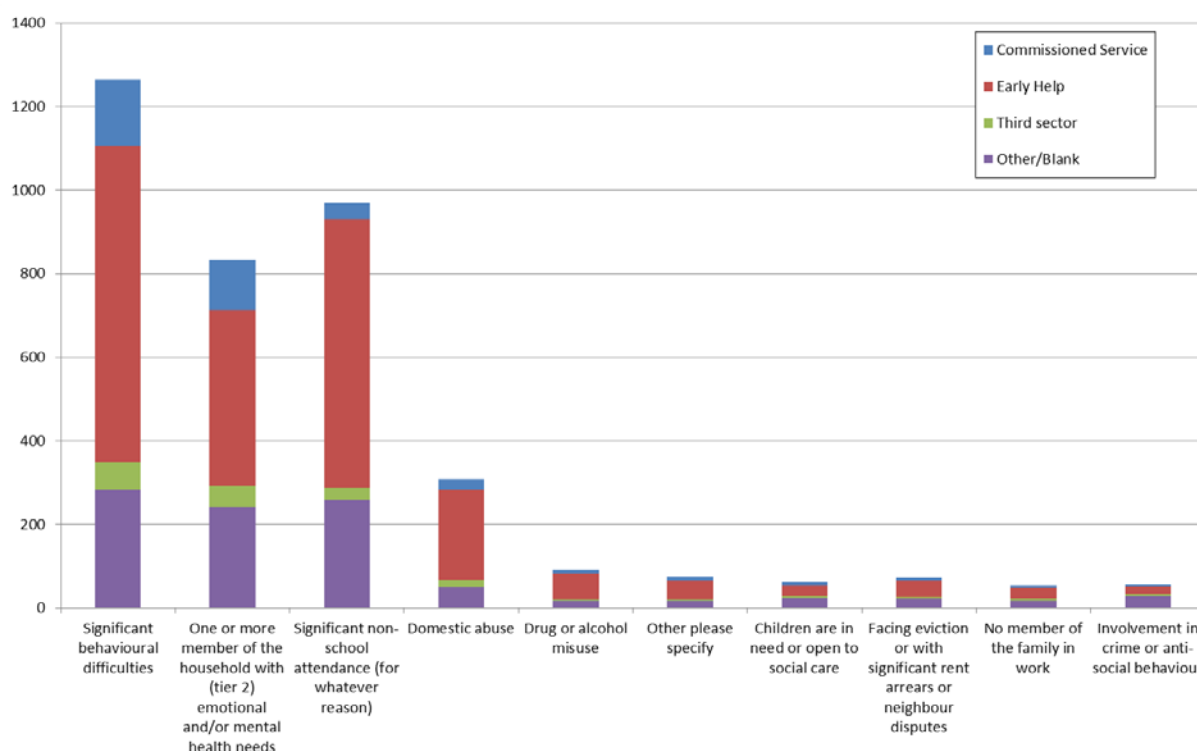
Other key underlying factors include: Education / development issues, poor relationships within families, domestic violence, parenting issues and housing / financial issues. By examining cases and identifying the underlying issues the driving demand for services could be explored further.

When examining the KFSF alongside additional case notes, a further 84% of factors were noted compared to the KFSF alone (in Tonbridge and Malling). This suggests that a number of underlying needs are not being identified at the referral stage.



**Figure 7: Early Help Notifications - Primary issues by age range**

Analysis of external services referrals demonstrates that the presenting issue can often mask the underlying cause, requiring external providers to undertake further assessment to identify the underlying cause. This is not reflected in the EHN categories. See Appendix 3 for details.



**Figure 8: Early Help Notifications - Primary issues by supporting service**

Tonbridge and Malling is currently delivering intensive support through the new “Early Help unit model”. 774 cases (16%) within Tonbridge and Malling (Sept 14 – April 15), were examined by accessing the KFSF and additional case notes.<sup>14</sup> All factors affecting the child and their family were recorded. The results are shown below:

| Rank | Children                       | Carers                     | Families                       |
|------|--------------------------------|----------------------------|--------------------------------|
| 1    | Education / Development Issues | Parenting Issues           | Mental Ill-Health              |
| 2    | Mental Ill-Health              | Mental Ill-Health          | Education / Development Issues |
| 3    | Behavioural Issues             | Housing / Financial Issues | Poor Relationships             |
| 4    | Poor Relationships             | Domestic Violence          | Behavioural Issues             |
| 5    | Domestic Violence              | Poor Relationships         | Domestic Violence              |

**Table 4: Ranking of factors within Tonbridge and Malling case notes**

<sup>14</sup> Work undertaken by KCC Evaluation and Review, Business Intelligence on behalf of EHPS Commissioning

In total 243 presenting KFSF family factors were recorded in Tonbridge and Malling, after examination of the case notes there were a total of 448 consolidated family factors.

The analysis highlighted the following key points:

- Mental ill-health was reported in 54% of cases
- Where there was Domestic Violence:
  - 53% of children were witnesses
  - 30% of children were perpetrators
  - 17% of children were victims
- 40% of cases had no factors recorded for the carer
- The number of Toxic Trio factors recorded increased after first contact by EHPS
- There was an overlap of recorded carer factors around
  - mental ill-health
  - housing / financial issues
  - parenting issues

Mental ill-health featured predominantly in the factors recorded. Data is available on one aspect of mental ill-health; self-harm. See below:

|         | Age <15 | Age 15<24 |
|---------|---------|-----------|
| Males   | 15      | 297       |
| Females | 81      | 583       |

**Table 5: Number of attendances at A&E due to self-harm 2012/2013 for Kent residents**

These figures show a higher rate of self-harm amongst young females than males, with females from under 15 to 24 having the highest number of attendances to A&E for self-harm.<sup>15</sup> Self-harm has been noted as a major concern emerging from the Emotional Wellbeing Strategy.

<sup>15</sup> Public Health Observatory, KCC

## 6.5 Toxic Trio

Domestic violence and abuse, parental mental ill-health, and parental substance misuse – individually or in any combination – are recognised as indications of increased risk of harm to children and young people<sup>16</sup>. The term ‘Toxic Trio’ has commonly been used to describe these three issues.

Children who have parents suffering from the Toxic Trio make up a substantial proportion of the children coming to the attention of the child protection authorities for abuse or neglect. However, it is believed that only a minority of such children come to the attention of social workers.<sup>17</sup>

Work undertaken to estimate the prevalence of these issues (based upon an extrapolation of national figures) found that in Kent, in 2014, approximately: <sup>18</sup>

- 22.1% of children (68,112) have lived with a parent who misuses alcohol (hazardous<sup>19</sup>)
- 2.5% of children (7,705) have lived with a parent who misuses alcohol (harmful<sup>20</sup>)
- 8.0% of children (24,656) have lived with a parent who misuses drugs
- 5.7% of children (17,567) have been exposed to domestic violence and abuse
- 17.8% of children (54,860) have lived with a parent who has mental health problems

A large number of these children will be affected by two or more of these factors in combination.

While it is important to note that children whose parents suffer from the Toxic Trio are not automatically at risk of abuse or neglect, it is recognised that there are potentially higher risks for this group. Therefore while these numbers are not directly indicative of children at risk, it does demonstrate the large proportion that may be more vulnerable to harm as a result of the toxic trio.

The remainder of the section provides information, where available on domestic violence and abuse, parental mental ill-health, and parental substance misuse.

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<sup>16</sup> Department of Health (2013), ‘No.5: Domestic Violence and Abuse – Professional Guidance’

<sup>17</sup> Social Care Institute for Excellence (2005) Briefing: *Parenting Capacity and Substance Misuse*

<sup>18</sup> KCC (2015) *Needs Analysis of the ‘Toxic Trio’* Business Intelligence

<sup>19</sup> Had a pattern of alcohol consumption that increases the risk of harmful consequences for the user or others. This is classified as exceeding 14 / 21 units weekly for females / males respectively i.e. over the NHS recommended weekly safe limits of alcohol.

<sup>20</sup> Consumption that results in consequences to physical and mental health. This is defined as exceeding a score of 16 or more on the Severity of Alcohol Dependency Questionnaire (SADQ).

### 6.5.1 Domestic violence and abuse

Analysis investigating the characteristics of children from families with Domestic Abuse Notifications (DANs) across Kent between 1st May 2013 and 30th April 2014<sup>21</sup> found that children with DANs were much more likely to have a number of associated adverse outcomes as shown below.

| <b>Number of children with DANs = 628</b><br><b>Number of children in the risk model without DANs = 230935</b> | <b>With DANs</b><br><b>%</b> | <b>Without</b><br><b>DANs %</b> |
|--|------------------------------|---------------------------------|
| Troubled Family  | 6                            | 1                               |
| SCS referral (May 2013 – Apr 2014)   | 65                           | 4                               |
| Looked After Children  | 1                            | 0                               |
| Child Protection Plan in place   | 3                            | 0                               |
| Child in Need  | 12                           | 2                               |
| Youth Offending  | 1                            | 0                               |
| School action, school action + or statemented  | 30                           | 20                              |
| Subject to permanent exclusion   | 1                            | 0                               |
| Subject to fixed term exclusion  | 9                            | 6                               |
| Free school meals  | 36                           | 11                              |

**Table 6: Additional factors faced by children referred to SCS with DANs compared to children in the risk model without DANs**

This analysis shows that, in the population sample used:

- Children from a Troubled Family are 6 times more likely to have DANs
- Children receiving free school meals are 3 times more likely to have DANs
- Children referred to SCS are 16 times more likely to have DANs
- Children subject to a Child Protection plan are 2 times more likely to have DANs

<sup>21</sup> Business Intelligence (2015) *Domestic Abuse Notifications*

### 6.5.2 Parental mental ill-health

Parents with mental health problems may require additional support in the fulfilment of their role as parents. Their children's needs may also need to be addressed. Research and government reports have highlighted the extent of the problem:<sup>22</sup>

- An estimated one-third to two-thirds of children whose parents have mental health problems will experience difficulties themselves. Of the 175,000 young carers identified in the 2001 census, 29% – or just over 50,000 – are estimated to care for a family member with mental health problems.
- Parental mental health is also a significant factor for children entering the care system. Childcare social workers estimate that 50–90% of parents on their caseload have mental health problems, alcohol or substance misuse issues.
- In a class of 26 primary school children, it is estimated that six or seven children are living with a mother with mental health difficulties.

The following information was available on parental mental ill-health in Kent:<sup>23</sup>

- Parental mental ill-health was noted a specific factor in 3,127 C&F Assessments (Jan 14 – Dec 14) in SCS.
- In a one-month snapshot, mental health of the adult was noted as the primary reason for request for 23 (6%) and 2 (1%) cases for KCC EHPS (month of Sept 2014 – Oct 2014).
- 570 new mothers were referred to the Mother and Infant Mental Health Service (MIMHS) team due to having mental ill-health (Dec 13 – Nov 14).
- Maidstone, Canterbury, Swale and Thanet have the highest proportion of women of reproductive age accessing mental health services in Kent. Of these women, from 30-60% are likely to have children. Canterbury and Maidstone have the largest estimated numbers of children at risk of having a mother who accesses mental health services.

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<sup>22</sup> Social Care Institute for Excellence (2011) *Think child, think parent, think family: a guide to parental mental health and child welfare*

<sup>23</sup> KCC Business Intelligence (2015) *Needs Analysis of the 'Toxic Trio'*



### 6.5.3 Parental substance misuse

Research has indicated a number of ways in which parental substance misuse can have a negative effect on children in both the short and long term:<sup>23</sup>

- Children of parents who misuse substances are also more likely to enter the care of relatives, who themselves may require help and support in caring for children.
- Children of parents who misuse substances may experience behavioural or psychiatric problems and are more likely to engage in substance misuse themselves.
- Parents who misuse substances may interact poorly or in an authoritarian manner with their children and may also be inconsistent and emotionally unresponsive as a result of their substance misuse.
- The lifestyle of families with a substance-misusing parent can also be characterised by chaos and a lack of routine, as well as social isolation.

The following information was available on parental substance misuse in Kent: <sup>23</sup>

- Parental drug abuse was noted as a specific factor in 1,181 C&F Assessments (Jan 14 – Dec 14). Parental alcohol abuse was noted in 1,533 Children and Family (C&F) Assessments (Jan 14 – Dec 14).
- 1,570 drug users who live with children were in treatment in Kent (Apr 2013 – Mar 2014).
- 475 children of substance misusing parents accessed targeted early interventions in Kent (Apr 2012 – Mar 2013).
- 888 adult clients in substance misuse treatment services had some or all of their children living with them at the time of presenting to the service in Kent (Apr 2012 – Mar 2013).
- 166 also had a comorbid mental health problem (Apr 2012 – Mar 2013).

## 6.6 Equality and Diversity

Discrimination has a negative impact upon the health and wellbeing of individuals and groups of people. This can lead to social isolation and economic disadvantage. Commissioning Intentions will take account of the fact that Kent residents can experience disadvantage based on age, gender, disability, race, religion or belief or sexual orientation. Some examples of this are that in general, boys seem to do less well than girls in education; children and young people with parents who have a disability are more likely to require support – particularly in the case of those who receive disability benefits.

### 6.6.1 *Age and Gender*

51.1% of the total population of Kent is female and 48.9% is male.<sup>24</sup> Nationally on average, girls have better educational outcomes than boys at 16. Out of every 100 pupils, girls have median achievement ranked between 8 and 12 places higher than the median achievement for boys (depending on which nation is examined). Reflecting these results, women are more likely to go on to higher education than men, and are more likely to achieve good (first or upper second class) degrees. More women now have higher education qualifications than men in every age group up to age 44, and fewer have no or only low qualifications, reversing the pattern in older generations.<sup>25</sup>

Kent has a greater proportion of young people aged 5-19 years and people aged 45+ years than the national average.

### 6.6.2 *Disability*

Disabled people experience disadvantage in many aspects of daily life. Research has shown that, compared with non-disabled people, disabled people are:<sup>26</sup>

- More likely to live in poverty – the income of disabled people is, on average, less than half of that earned by non-disabled people;
- Less likely to have educational qualifications – disabled people are more likely to have no educational qualifications;
- More likely to be economically inactive – only one in two disabled people of working age are currently in employment, compared with four out of five non-disabled people;
- More likely to experience problems with hate crime or harassment – a quarter of all disabled people say that they have experienced hate crime or harassment, and this number rises to 47% of people with mental health conditions;

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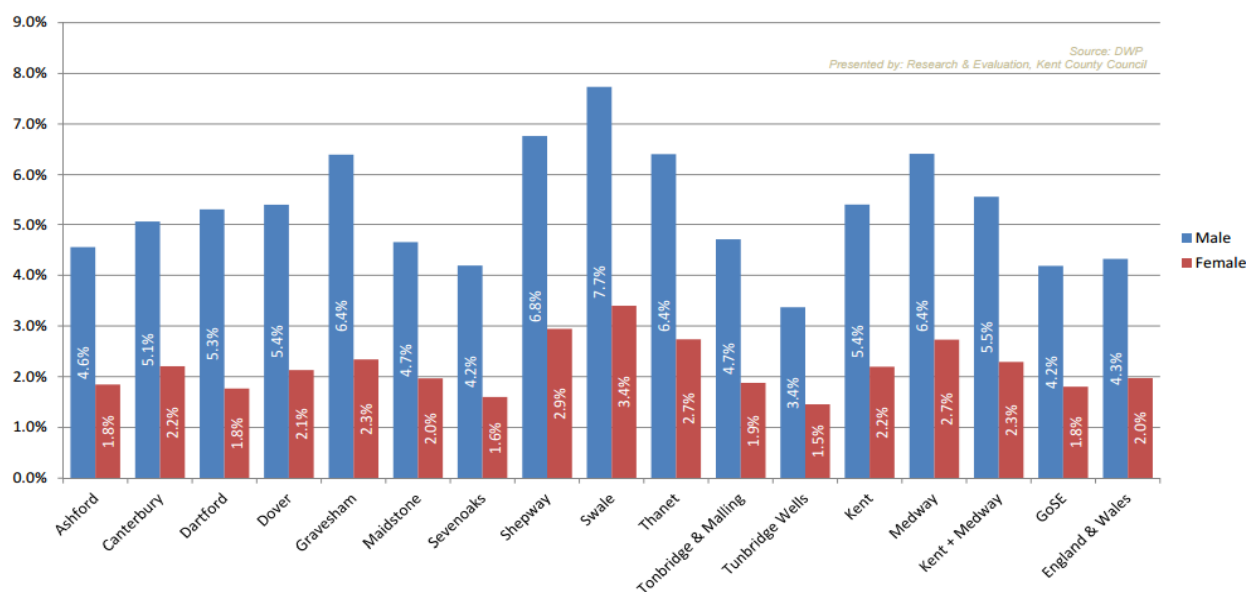
<sup>24</sup> Business Intelligence Statistical Bulletin: 2011 Census: Cultural diversity in Kent

<sup>25</sup> Government Equalities Office (2010) *An Anatomy of Economic Inequality in the UK – Summary Report of the National Equality Panel*

<sup>26</sup> DWP (2005) *Improving the life chances of disabled people : Final Report*

- More likely to experience problems with housing – nine out of ten families with disabled children have problems with their housing; and
- More likely to experience problems with transport – the issue given most often by disabled people as their biggest challenge.

The figure below shows the gender breakdown of disability claimants aged 0-15. Overall disability benefits are claimed for 3.8% of the population aged 0-15 accounting for 10.0% of the total number of disability benefit claimants.



**Figure 9: Disability benefit claimants aged 0-15 by Gender<sup>27</sup>**

Males have at least twice as many claims for disability benefits than females in the 0-15 age group, in Kent 72.1% of claimants aged 0-15 are male. This age group would only be eligible for Disability Living Allowance. A higher proportion of both males (5.5%) and females (2.2%) aged 0-15 in Kent are claiming disability benefits than is seen nationally. Swale District has the highest number of claimants in the county with Disability Living Allowance being claimed for 1,580 young people aged 15 and under. 7.7% of males and 3.4% females aged 0-15 living in Swale claim benefit.

<sup>27</sup> Source: DWP (Presented in Business Intelligence Statistical Bulletin: Disability in Kent December 2014)

### 6.6.3 Race, Religion or Belief

Race, religion or belief has a known impact on school and later employment.

National research has shown that some minority ethnic groups that start with test scores well below the national average improve their relative position between ages 7 and 16. At 16, however, Pakistani, Black African and Black Caribbean boys in England have median results well below the national figure for all pupils. Other groups have results well above the national average. A tenth of Chinese girls have results in the top 1 per cent overall. Children recorded as having Traveller or Gypsy backgrounds have assessments that fall further behind during the school years, resulting in much worse results at age 16 than others. This gap appears to have widened in recent years. Those from minority ethnic groups with GCSE results around or below the national median are much more likely to go on to higher education than White British pupils with similar results. Black and Pakistani/Bangladeshi students are less likely to go to more prestigious universities or to get higher class degrees.

The 2011 Census indicates that:<sup>28</sup>

- 93.7% of all Kent residents are of White ethnic origin – this includes those who are White British, as well as other identities such as Irish, Eastern European origin etc. Kent also has Gypsy, Roma and Traveller populations greater than national average;
- 6.3% of Kent residents are classified as Black or Minority Ethnic (BME). This proportion is lower than the national average for England (14.6%), although has risen from the previous census and is anticipated to rise over time;
- Gravesham has the highest proportion of residents from a BME group at 17.2% which is higher than national and regional proportions. Dartford has the second highest BME population (12.6%), Canterbury is third with 10,525 residents (7.0%). The Kent average is 6.3% - Dover has the lowest proportion with 3.32%;
- Almost three quarters of Kent residents follow a religion. The majority – 62.5% of people - are Christian which is a higher proportion than the national figure (59.4%) and the regional figure (59.7%);
- The next largest religion in Kent is Muslim with 0.95% of the total population. A large proportion - 26.75% of the population claimed to have no religion; and
- Gravesham has the highest proportion of Muslims with 1.9% of the population. However the Sikh religion accounts for the second largest proportion of Gravesham residents with 7.6%.

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<sup>28</sup> Business Intelligence Statistical Bulletin: 2011 Census: Cultural diversity in Kent

#### 6.6.4 Sexual orientation

National research indicates that: Lesbian, Gay, Bisexual and Transgender (LGBT) people:

- Expect poorer treatment from public services including social housing, criminal justice and health services.
- Have experienced homophobic bullying (65% of LGBT young people. Seven in ten feel this has an impact on their work, and half have skipped school as a result.
- Have experienced a homophobic hate crime in the last three years.
- Are more likely to be at risk of homelessness when young because of bullying at school, and rejection from the family home. In addition, half of young LGBT women under the age of 20 have self-harmed in the last year.<sup>29,30,31,32</sup>

#### 6.7 Young Carers

Following the implementation of the Care Act in April 2016, local authorities are required to assess whether young carers within their area have support needs and, if so, what those needs are. The right to an assessment of need for support extends to all young carers under the age of 18, regardless of whom they care for, what type of care they provide and how often they provide it.

National research has shown the following:<sup>33</sup>

- Latest census statistics reveal there are 166,363 young carers in England, compared to around 139,000 in 2001. This is likely to be an underrepresentation of the true picture as many remain under the radar of professionals.
- One in 12 young carers is caring for more than 15 hours per week. Around one in 20 misses school because of their caring responsibilities.
- Young carers are 1.5 times more likely than their peers to be from black, Asian or minority ethnic communities, and are twice as likely to not speak English as their first language.
- Young carers are 1.5 times more likely than their peers to have a special educational need or a disability.
- The average annual income for families with a young carer is £5000 less than families who do not have a young carer.

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<sup>29</sup> Stonewall (2008) *Serves you right: Lesbian and Gay people's expectations of discrimination*

<sup>30</sup> Stonewall (2007) *The school report: The experiences of young gay people in Britain's schools*

<sup>31</sup> Stonewall (2013) *The Gay British Crime Survey 2013*

<sup>32</sup> Stonewall (2008) *Prescription for change: Lesbian and bisexual women's health check 2008*

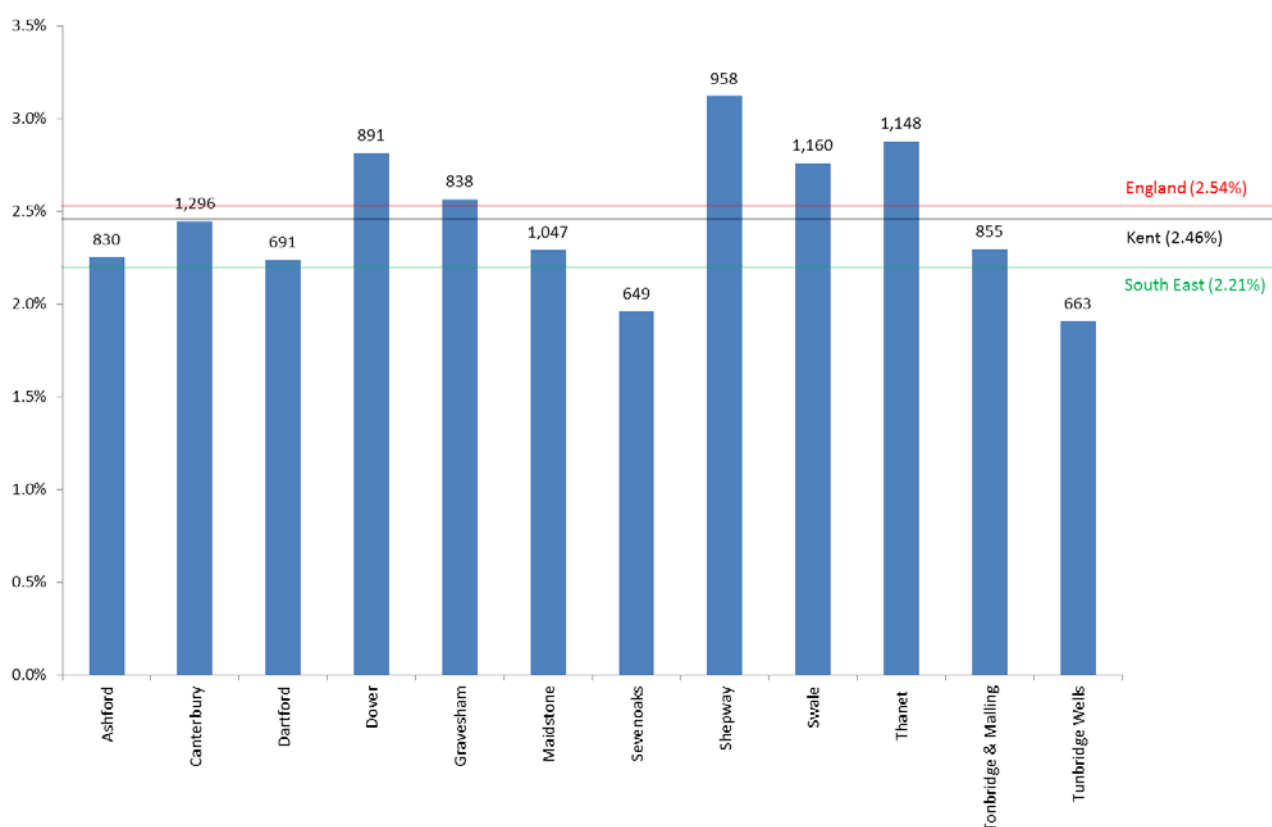
<sup>33</sup> The Children's Society (2013) *Hidden from view: The experiences of young carers in England*

- There is no strong evidence that young carers are more likely than their peers to come into contact with support agencies, despite government recognition that this needs to happen;
- Young carers have significantly lower educational attainment at GCSE level, the equivalent to nine grades lower overall than their peers e.g. the difference between nine Bs and nine Cs.
- Young carers are more likely than the national average to be not in education, employment or training (NEET) between the ages of 16 and 19.

In Kent, the following information is available on young carers:

| Locality   | Total persons aged 0-24 | Provides Unpaid Care |           |         |         |
|------------|-------------------------|----------------------|-----------|---------|---------|
|            |                         | 1-19 hrs             | 20-49 hrs | 50< hrs | >0 hrs  |
| England    | 16,307,596              | 310,024              | 59,104    | 44,651  | 413,779 |
| South East | 2,611,139               | 44,802               | 7,244     | 5,587   | 57,633  |
| Kent       | 448,284                 | 8,290                | 1,494     | 1,242   | 11,026  |

Number of young carers in England, South East and Kent<sup>34</sup>



Number of young carers in Districts in Kent<sup>34</sup>

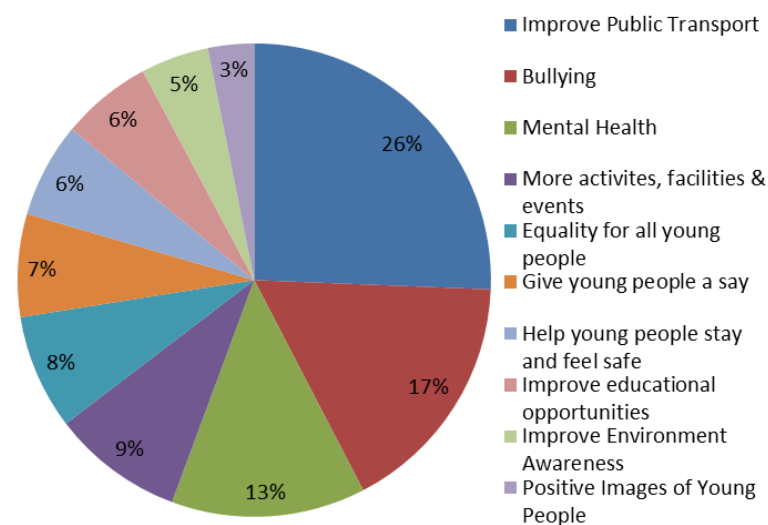
<sup>34</sup> Source: 2011 Census, table LC3304EW, Office for National Statistics

Kent has proportionally less young carers than England and proportionally more young carers than the South East. However, all of the figures are likely to be an under representation of the true value.

## 6.8 Capturing the views of Young People

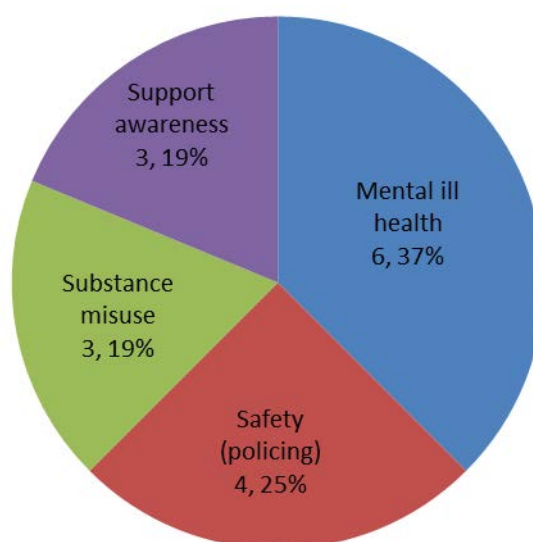
### 6.8.1 *User engagement*

Engagement with 28,737 young people in Kent, as part of the Kent Youth County Council (KYCC) election, identified the following issues of concern to young people:



**Figure 10: KYCC campaign results**

At a separate children's and young people's workshop, participants were asked to identify the most important needs and issues, which are reflected below<sup>35</sup>:



**Figure 11: Workshop results**

### 6.8.2 Practitioner consultations

Staff consultation events were held in order to identify service gaps across Kent. The key themes and number of responses are given below:

| Number of responses | Identified service gaps                            |
|---------------------|--|
| 8                   | Emotional / Mental Health and Wellbeing            |
| 6                   | Whole family approach / support                    |
| 4                   | Needs-based approaches and intelligent use of data |
| 3                   | Family trauma                                      |
| 3                   | Domestic Abuse                                     |
| 2                   | Special educational needs                          |
| 2                   | Parenting support                                  |
| 2                   | Resources  |
| 2                   | Education and attendance                           |
| 2                   | Pre-CAF flexible support                           |
| 1                   | SLC  |
| 1                   | Gambling support                                   |
| 1                   | Child sexual abuse                                 |
| 1                   | Consistency of approach                            |
| 1                   | Links to VCS / Community                           |
| 1                   | Aspiration   |
| 1                   | Step down / Exit strategies                        |

**Figure 12: Staff consultations identified areas of need**

<sup>35</sup> For a complete summary please refer to the supplementary report: EHPS Commissioning, KCC (May 2015) Early Help & Preventative Services (EHPS) *Commissioning intentions consultation with children and young people – summary of consultation event*.



### 6.8.3 Practitioner and stakeholder workshops

At workshop 1 the following were identified: key themes of need, how much of this need is unmet and which tier and age range it was applicable to (see table below):

| Category                                   | Sum of Rank | Rank | Average Unmet Need (%) | Tier (if provided) | Pre birth to 5 | 5 to 11 | 11 to 16 | Preparing for life (16+) | Carer | Crosscutting |
|--|-------------|------|------------------------|--------------------|----------------|---------|----------|--------------------------|-------|--------------|
| Emotional & Mental Health                  | 53          | 32%  | 42                     | 1,2,3,4            |                |         |          |                          |       | ✓            |
| Domestic Abuse                             | 23          | 14%  | 48                     | 1,2,3              |                |         |          |                          |       | ✓            |
| Family Skills                              | 21          | 13%  | 46                     | 1,2,3,4            |                |         |          |                          |       | ✓            |
| Housing & Financial                        | 15          | 9%   | 38                     | 1,2                |                |         |          |                          | ✓     |              |
| Substance Misuse                           | 13          | 8%   | 41                     | 1,2                |                |         |          |                          |       | ✓            |
| Special Educational Needs                  | 13          | 8%   | 38                     | 2,3                |                |         |          |                          |       | ✓            |
| NEETs: Educational Attendance & Attainment | 9           | 5%   | 28                     | 1                  | ✓              | ✓       | ✓        |                          |       |              |
| NEETs: Youth Education & Employment        | 7           | 4%   | 35                     | 1,2,3,4            |                |         |          | ✓                        |       |              |
| Behaviour                                  | 4           | 2%   | 65                     | 2,3                |                |         |          |                          |       | ✓            |
| Early Development                          | 3           | 2%   | 40                     | 2,3                | ✓              |         |          |                          |       |              |
| Youth Offending                            | 2           | 1%   | 25                     |                    |                | ✓       | ✓        | ✓                        |       |              |
| Obesity                                    | 1           | 1%   | 50                     |                    | ✓              | ✓       |          |                          |       |              |
| Worklessness                               | 1           | 1%   | 40                     |                    |                |         |          |                          | ✓     |              |

**Figure 13: Workshop 1 Identified areas of need by tier and age group (based on existing knowledge supported by data and information)<sup>36</sup>**

For a complete summary of Workshop 1 and 2 outputs please refer to the supplementary report: Business Intelligence, KCC (May 2015) EHPS Commissioning, Analyse Phase: Diagnostic Report, Technical Appendix.

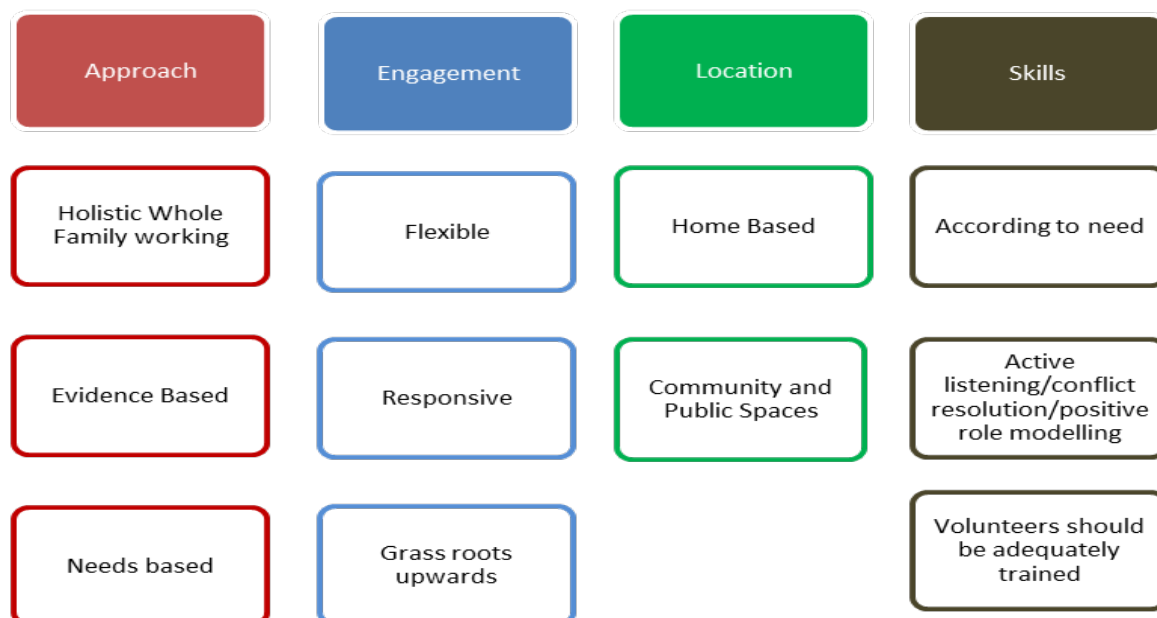
### 6.8.4 Thematic analysis

Workshop 2 intended to identify common requirements/values which it would be important for commissioned services to hold. The thematic analysis below was carried out on the recorded outputs from Workshop 2. These were widely grouped into the following six categories based upon commonalities in the themes recorded:

- Approaches – the theoretical or value-based grounding upon which the services should be based;
- Engagement – the characteristics and practicalities of services' work with families;
- Location – the environments in which the interactions between practitioners and families should take place;
- Skills – the common skills required in order to effectively perform the services;
- Collaborative working – the partners or relationships required in order for services to function effectively; and
- Information – the requirements around information and intelligence utilised, collected and evaluated.

<sup>36</sup> 'Carer' applies to the parent or a young carer.

As each group in the workshop gave their thoughts on one specific issue, a number of individual/more nuanced requirements were gathered around each of these issues. These issue specific requirements are recorded in 'Appendix 5: Thematic analysis'. The diagram below shows the key common workshop themes provided by category.



**Figure 14: Workshop themes**

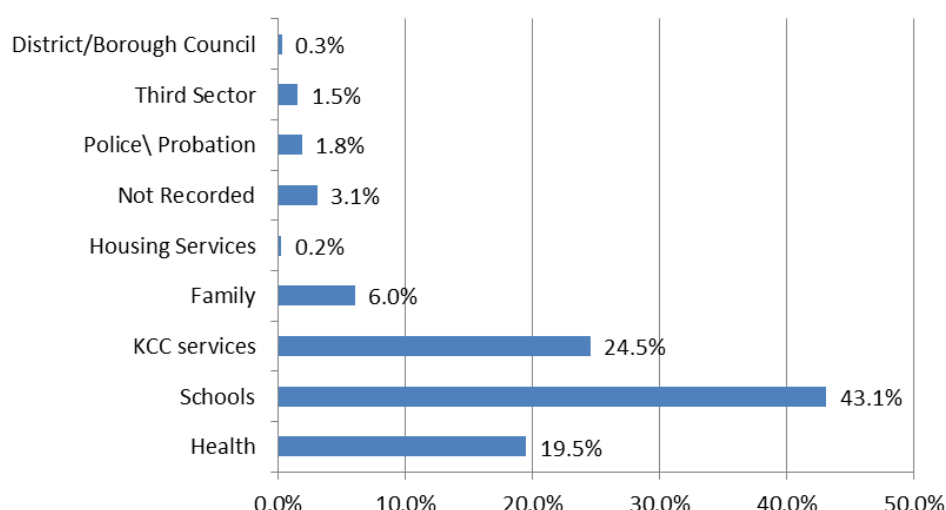
#### 6.8.5 Other recommendations:

- Where there are fixed-length engagements with families this is considered a weakness -
- Flexibility in plans to allow for both focused and long term engagement is desirable.
- There should be no waiting lists.
- Families who had benefited from a programme could champion the service and in turn, volunteer themselves in order to reach more of the community.
- Information should be shared with partners; in turn information available to partners should be made available via the secure information sharing network. It is important to use the same shared database, along with other EHPS workers.
- The collection of comparable data sets across services should be implemented in order to assess which are the most cost-efficient and effective.
- Local knowledge/experience from practitioners should be systematically collected (one group suggested during supervision). This should be fed back along with other performance data.

## 7.8 Demand for services

### 7.8.1 *What is driving demand for these services and what is our evidence for this?*

Requests for EHPS can be investigated by analysing the source of notifications received. See below:

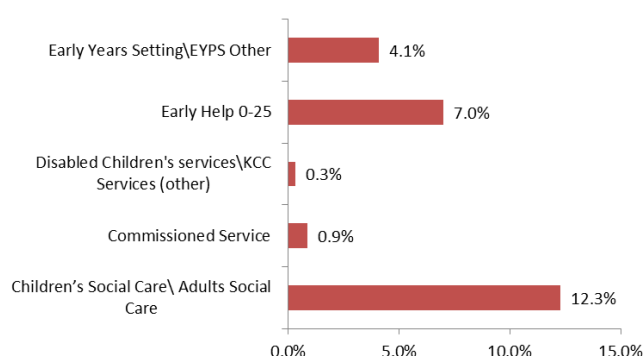


**Figure 15: EHPS Notifications by Organisation Type – September 2014 to March 2015<sup>37</sup>**

Over 87% of EHPS notifications are from three sources - Health, KCC Services and Schools.

A large proportion of demand for EHPS services is originating from schools (43.1% of all EHPS notifications in total).

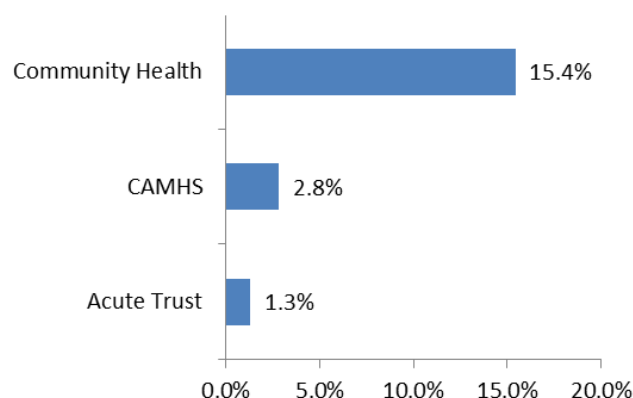
The figure below breaks down the sources of notifications from 'KCC services' further. The majority of notifications (12.3% of the total number of notifications received) are made by Children's or Adult's Social Care.



**Figure 16: EHPS Notifications by KCC Services (as a percentage of the total number of notifications received by EHPS) – September 2014 to March 2015<sup>38</sup>**

<sup>37</sup> Information provided by the Management Information Team, Education and Young People's Services, KCC

The figure below breaks down the sources of notifications from ‘health services’ further. The largest proportion of EHPS notifications is from community health (15.4% of the total number of notifications received by EHPS). CAHMS and Acute trusts together contribute less than 5% of total EHPS notifications.



**Figure 17: EHPS Notifications by Health Services (as a percentage of the total number of notifications received by EHPS) – September 2014 to March 2015<sup>38</sup>**

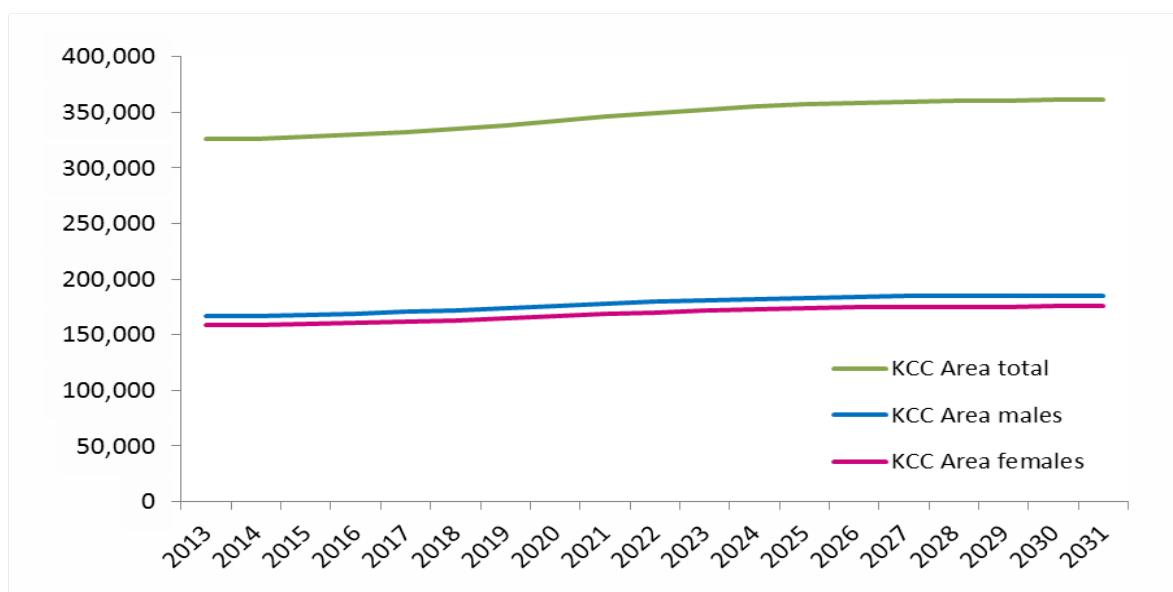
#### *6.7 How is demand for these services likely to change and what will be the impact?*

There are about 5000 open cases of children and young people currently being supported by EHPS. The average case duration is about 12 weeks and currently 69% cases are closed to KCC with a positive outcome. In about 10% of cases, the needs of the child or young person require the protection of statutory intervention and are “Stepped up” to SCS.

Recent analysis as part of the 0-25 Transformation Programme has demonstrated that demand in EHPS is uncertain and varies month on month and over time.

The population data, based upon the 2011 Census information, provides the latest estimate of population growth in Kent (approximately 9% over 10 years). The projected increase in the population could potentially lead to an increase in demand for EHPS commissioned services. See below:

<sup>38</sup> Information provided by the Management Information Team, Education and Young People’s Services, KCC



**Figure 18: KCC area forecast population aged 0-17<sup>39</sup>**

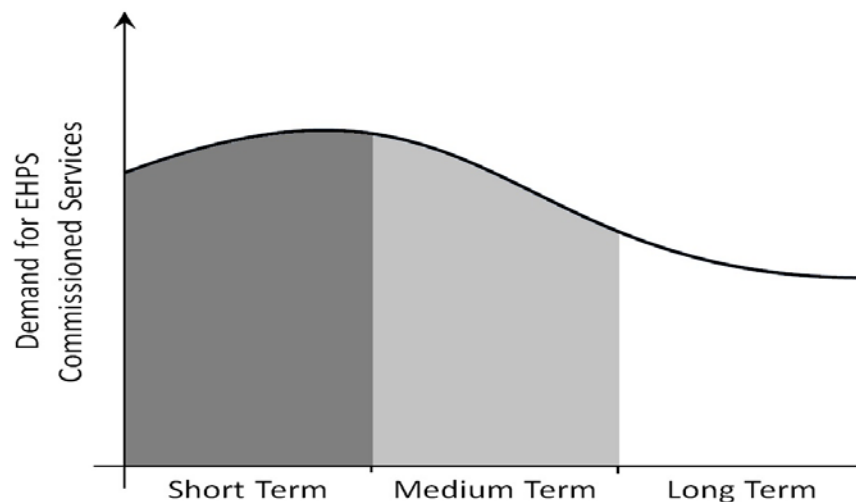
| Year     | Males   | Females | Total   |
|----------|---------|---------|---------|
| 2015     | 168,200 | 159,600 | 327,800 |
| 2025     | 183,300 | 173,700 | 357,000 |
| Change   | 15,100  | 14,100  | 29,200  |
| % change | 9.0%    | 8.8%    | 8.9%    |

**Forecast change in population aged 0-17 in KCC area, 2015 - 2025<sup>39</sup>**

It is expected that demand for these services will increase in the short term as the offer is made available to new and existing users.

In the medium term if EHPS commissioned services are successful in reaching user's outcomes, including preventing relapse, there will be less demand. In the long term, if services continue to be effective, behaviour will change – meeting the long term strategic outcomes – and demand will decrease further. See below:

<sup>39</sup> KCC Strategy Forecast (October 2014), Business Intelligence, Research & Evaluation, Kent County Council



**Figure 19: EHPS commissioned services demand**

As the new way of working within the EHPS Division is further embedded it is possible that the drivers of demand will change. This change could be influenced by:

- Governance (and partnership working) e.g. the expansion of the pupil premium is designed to “address inequality by giving every school and teacher the resources they need to help their most disadvantaged pupils, allowing them the freedom to respond appropriately to individual circumstances”.<sup>40</sup>
- More effective identification of ‘need’ due to underlying causes, rather than symptoms, through better and more accurate assessment of children, young people and families (e.g. underlying mental ill-health or domestic abuse).
- The earlier identification and addressing of ‘need’ in order to prevent escalation and the demand for more intensive intervention and SCS.
- The effectiveness of EHPS in facilitating step downs from SCS. As step downs increase, the demand for EHPS will increase accordingly.
- The forthcoming Emotional Health and Wellbeing Strategy, which seeks to focus on the groundwork needed to envision and establish a ‘whole-system’ of support for children, young people and young adults experiencing emotional and mental health difficulties. The strategy acknowledges that individual commissioned services cannot meet all of the needs and will draw together and focus the efforts of a wide range of agencies.

<sup>40</sup> Department for Education (2015) *2010 to 2015 government policy: education of disadvantaged children* <https://www.gov.uk/government/publications/2010-to-2015-government-policy-education-of-disadvantaged-children/2010-to-2015-government-policy-education-of-disadvantaged-children#appendix-2-pupil-premium>

## 7. Current Activities: In-house, externally commissioned and others

### 7.1 Effectiveness and cost

Currently there are a range of internal and external EHPS services. Across some tiers and age groups there is evidence of clustering of external services (within additional and intensive for ages 5 – 25).

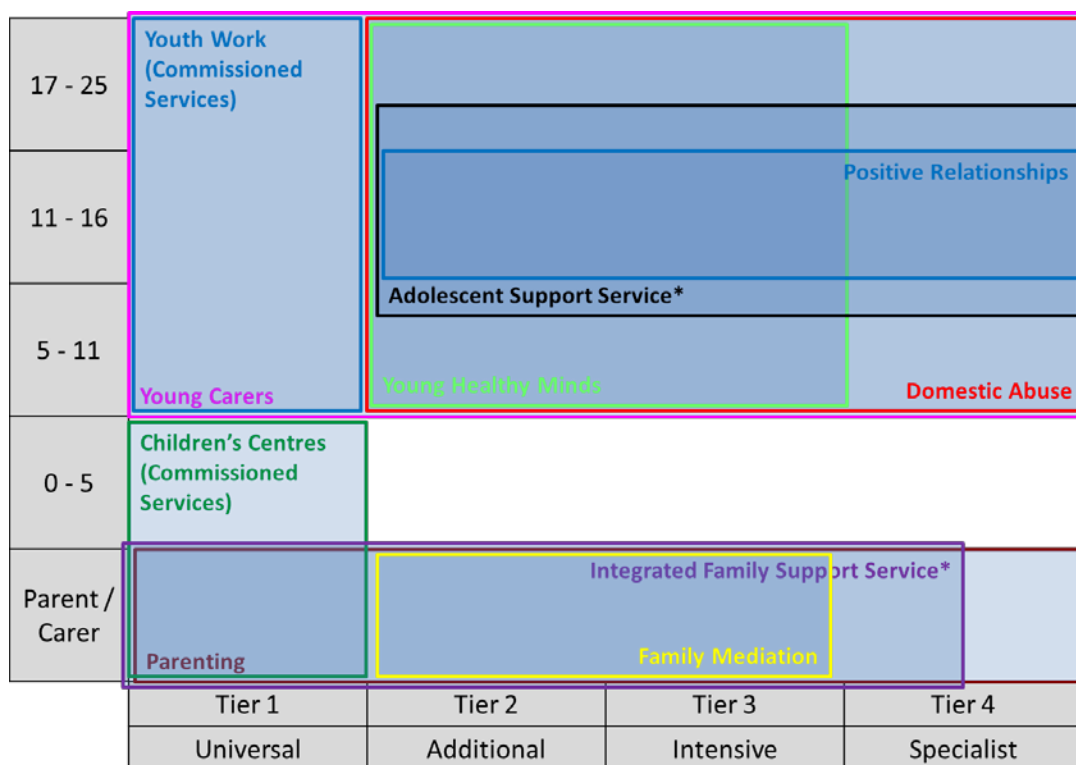
For the EHPS external offer; based upon the original contracts awarded to these services, performance has been either 'good' or 'acceptable'. It is recommended that for future EHPS commissioned services outcome focused, impact evaluations, where appropriate, are conducted which feed into an overarching evaluation framework.

Individual 'costs to service' are available for some commissioned services, but not all of those within scope. Due to the recent changes as a result of transformation there has been a short term negative impact on performance which has begun to improve.

The internal and commissioned services currently being offered by EHPS are shown below.

|                |                        |            |                   |            |
|----------------|------------------------|------------|-------------------|------------|
| 17 - 25        | Early Help Open Access |            | Early Help Units* |            |
| 11 - 16        |                        |            |                   |            |
| 5 - 11         |                        |            |                   |            |
| 0 - 5          |                        |            |                   |            |
| Parent / Carer |                        |            |                   |            |
|                | Tier 1                 | Tier 2     | Tier 3            | Tier 4     |
|                | Universal              | Additional | Intensive         | Specialist |

Figure 20: EHPS internal services



**Figure 21: EHPS commissioned services**

The following can be derived from the figures above:

- The EHPS internal services, open access support and case holding units and specialist interventions, (post transformation) provide a broad coverage of tiers and ages;
- A large range of internal and commissioned EHPS services are currently available;



For the services shown below, when available, the lead organisation, average duration, average unit cost and waiting list are shown.

| Service   | Average Duration | Average Unit Cost             |
|---|------------------|-------------------------------|
| Children's Centres (Commissioned Services)                                      | Not Available    |                               |
| Youth Work (Commissioned Services)  |                  |                               |
| Adolescent Support Services   | 29 weeks         | £1,111                        |
| Family Mediation  | 6 weeks          | £578.14                       |
| Family Intervention Projects, Integrated Family Support Service, Family Support | 21 Weeks         | £1,322                        |
| Domestic Abuse Support  | 7 weeks          | £430                          |
| Young Healthy Minds   | Not Available    |                               |
| Young Carers  | ongoing          | £197                          |
| Positive Relationships  | 15 Weeks         | £717.72                       |
| Parenting programmes  | 12 Weeks         | Varies according to Programme |

**Figure 22: EHPS commissioned service information**

## 7.2 Market position

Internally EHPS is currently undergoing transformation, and the new systems, practices, and processes are bedding-in. The model requires staff to work systemically with the range of issues a family presents. This is to reduce duplication of work and to ensure as few professionals as possible are involved with a family, there of course, will be some occasions where complementary services, programmes or activities are required to assist vulnerable children and families.

Externally, over the last three years some providers have started to work more collaboratively and in partnership and may be well placed to meet new procurement challenges and models such as larger contracts or consortium arrangements with a greater range of partners involved. However, there are still a range of micro and small organisations that have yet to respond effectively to the changing landscape and have the potential to be put at risk through the lack of infrastructure and experience of competing for larger scale contracts. Any commissioning intentions will need to reflect both the need for efficient procurement and localised opportunities to sustain and build upon the current good practice undertaken by the micro and small VCS providers. While some providers are well placed, others (micro and small VCS in particular) have yet to respond effectively. Local research has shown that over 5 a year period smaller VCS organisations were at increased risk of ceasing to exist.

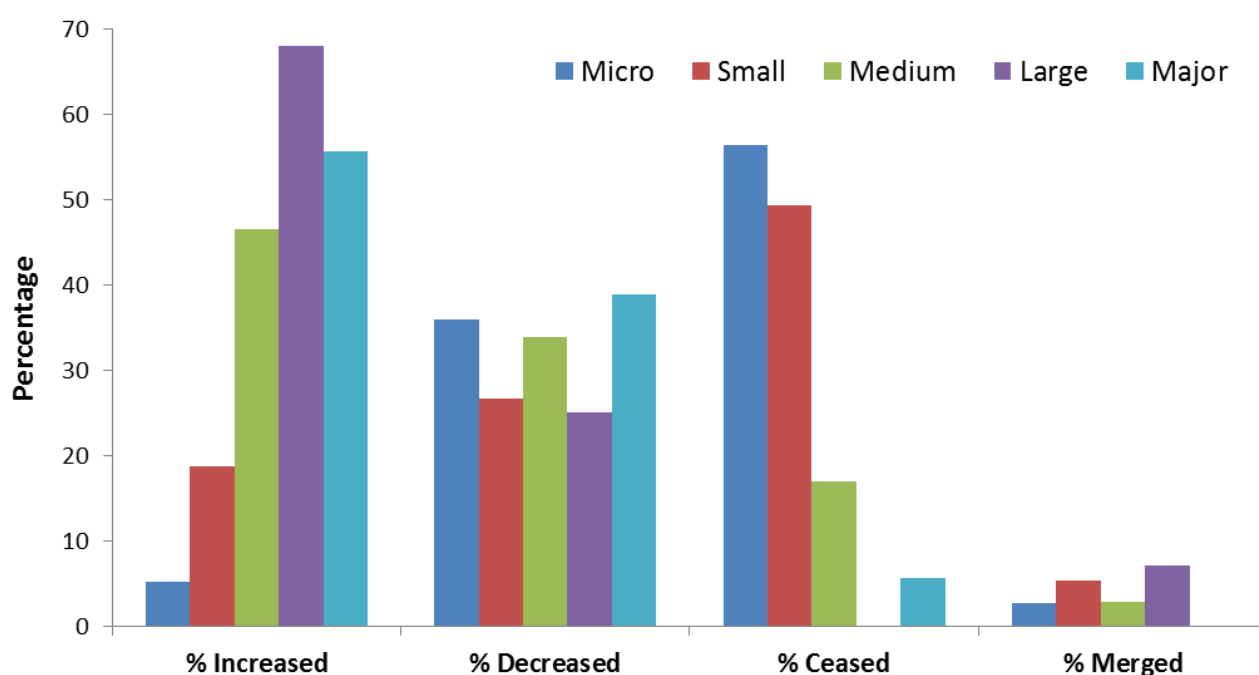
Early findings from a current research project focused on VCS organisations who were working with children and young people in universal and early intervention (then under the banner of reducing social exclusion) services are shown below: 41

| Size                     | % Increased | % Decreased | % Ceased | % Merged | % Total |
|--------------------------|-------------|-------------|----------|----------|---------|
| Micro < £10,000          | 5.1         | 35.9        | 56.4     | 2.6      | 16.9    |
| Small £10,001 - £100,000 | 18.7        | 26.7        | 49.3     | 5.3      | 32.5    |
| Medium £100,001 - £1m    | 46.5        | 33.8        | 16.9     | 2.8      | 30.7    |
| Large £1m - £10m         | 67.9        | 25.0        | 0.0      | 7.1      | 12.1    |
| Major >£10m              | 55.6        | 38.9        | 5.6      | 0.0      | 7.8     |
| Total                    | 33.8        | 31.2        | 31.2     | 3.9      | 100.0   |

**Figure 23: VCS organisation outcomes in Kent 2008 – 2013 (this information should not published or further cited without author consent)<sup>41</sup>**

<sup>41</sup> Alison Body, Research Associate, University of Kent

The sample is based upon tracking the trajectory of 231 organisations registered with Kent Children's Fund in 2008 (not necessarily funded by but identified as working with children in Kent).



**Figure 24: VCS organisation outcomes in Kent 2008 – 2013 (this information should not be published or further cited without author consent)**

The findings show that there is a fairly even trend in organisations which have increased, decreased, or ceased overall. However, but when broken down to size category the figures demonstrate the increased risk to smaller organisations.

### 7.3 Integrating and aligning resources to maximise impact

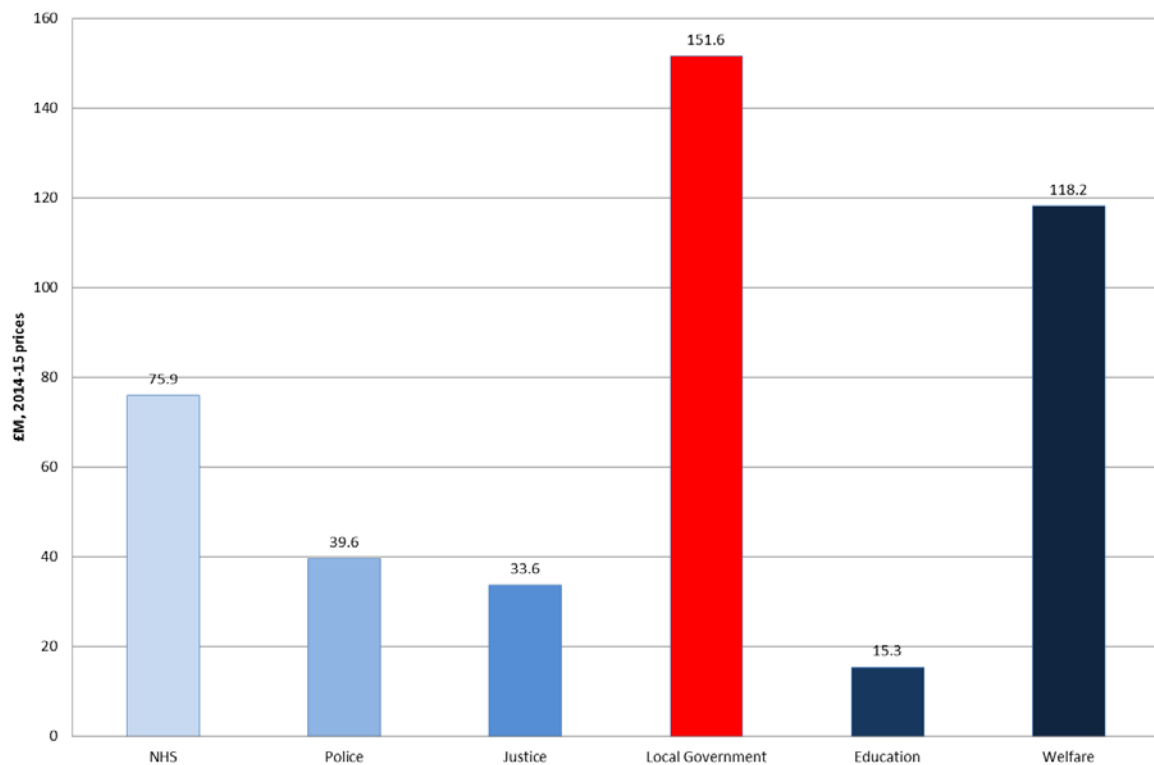
The EHPS commissioning process is approaching joined up working with other partners through several different mechanisms in order to strengthen our offer across the key agendas of education, health and social care. By commissioning at a local District level, this will allow:

- Engagement with and encouraging the growth of small / micro businesses and the voluntary and community sector, e.g. within arts and culture.
- Increased involvement of District councils, parish councils, police, CCGs etc.
- Complementing existing funding streams to open up local funding for local innovation. For example, a local grant creating opportunities for joint funding at a local level.
- The recent integration of Public Health to into local authorities provides opportunities to jointly plan and commission across EHPS and Public Health. Key discussions currently involve how to complement and align:
  - The School Nursing service for secondary schools with EHPS adolescent support
  - The Emotional Wellbeing and CAMHS model and EHPS role
  - The future of Health Visiting
- Within the Troubled Families programme and Youth work KCC and District Councils are working collaboratively to ensure that vulnerable adolescents and their families lives can be improved. This includes sharing use of buildings and delivery hubs, staff and resource to achieve the required outcomes.
- Internally linking to the appropriate cross partnership bodies will ensure that dialogue takes place around the joining up of resources and activities e.g. Kent Health and Wellbeing Board, Children's Health and Wellbeing Board, Multi-Agency Data and Information Group and Kent Safeguarding Children's Board.
- Maximising KCC's investment through commissioning, including using EHPS monies to pump prime other projects in localities and to use as joint investment in innovative programmes. In addition, it is critical to recognise that a small contribution to the VCS can often lever in greater amounts of investment of funding to the county.

## 7.4 Late Intervention Spend

The Early Intervention Foundation (EIF) compiled a report detailing estimates of how much the KCC public sector spends annually (2014-15) on Late Intervention affecting children and young people, based on their national model.

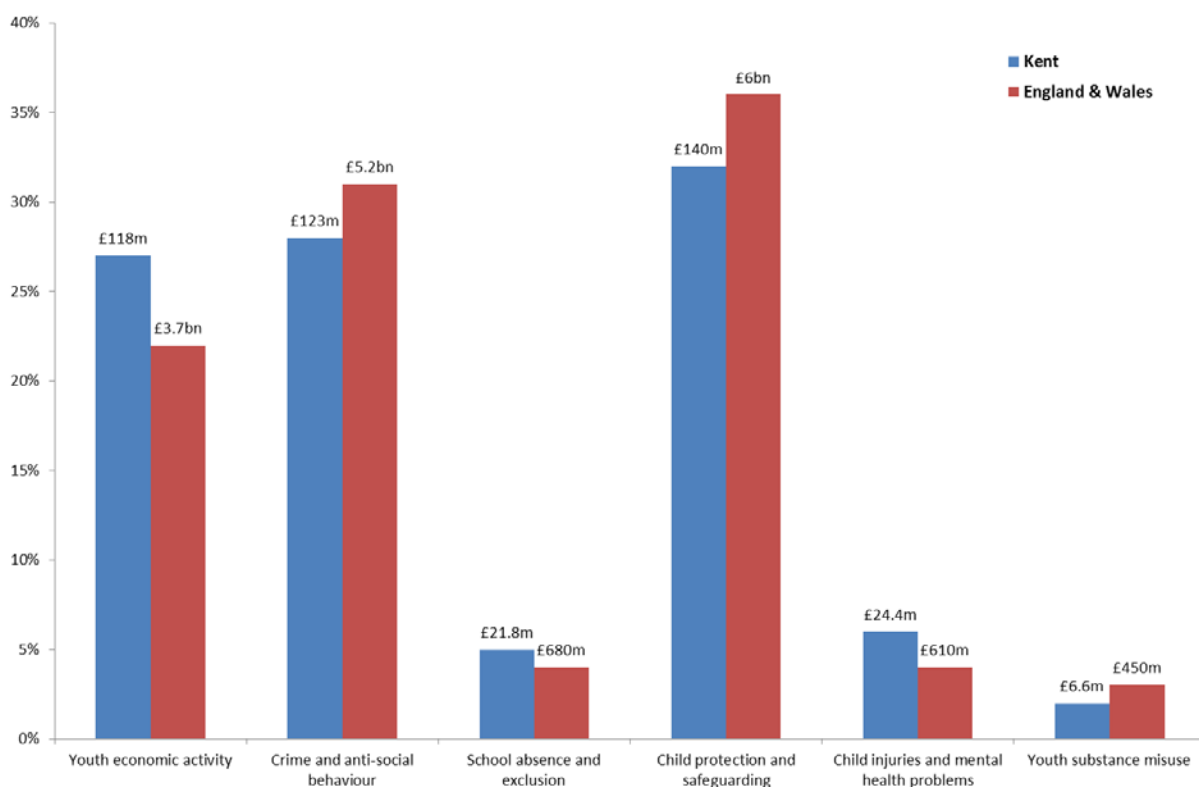
1Local government spends the most on late intervention (£151 million) - approximately the same amount in late intervention as the NHS, Police, Justice and Education combined.



**Figure 25: Late Intervention spend by organisation (£m, 2014–15 prices)<sup>42</sup>**

The EIF has also estimated how much of the total Kent and England and Wales budget is currently spent on a number of key outcomes for children.

<sup>42</sup> Information provided by the Early Intervention Foundation, 21 May 2015



**Figure 26: Late Intervention spend by outcome in Kent and England and Wales (£m, 2014–15 prices)**

The most significant areas of late intervention spend in Kent are youth economic inactivity (including NEETs), child protection and safeguarding, and crime and anti-social behaviour.

It is noted that proportionally Kent spends more than England and Wales in the following areas; youth economic inactivity (including NEETs), school absence and exclusion (contributing to NEETs) and child injuries and mental health problems.

As previously shown, in Kent, the populations making up these cohorts are largely from the same population segments and related to communities of deprivation.<sup>43</sup>

<sup>43</sup> KCC (2015) Children's Risk Model (Presented by Business Intelligence)

## **8. Conclusions**

The identification of need in the community supports and is consistent with the current approach in EHPS to adopt a whole family approach to working with children, young people and their families. The findings suggest that a partnership approach is considered in commissioning external services, such as Public Health and Adult Social Care – e.g. School Nursing, Health Visitors.

Localised community capacity and engagement can enable communities in creating positive outcomes. Local knowledge can inform local solutions. It suggests that local, smaller scale resources offering social value be considered in the commissioning of external services, such as through a localised commissioning approach.

Complexity in demand provides the motivation for externally commissioned services to be able to respond flexibly. It suggests that the approach to commissioning external services should be reviewed regularly to ensure flexibility and thus remain complementary to the new EHPS local authority delivered services including specialist children's social care services. The importance of measuring success supports the implementation of a Performance and Evaluation Framework as part of the Three Year Plan as a basis for appropriate referral, monitoring and review. The performance measures and indicators will be reflected in service outcomes once agreed in the Plan. Key Performance Indicators (KPIs) and indicators in line with such a framework be relevant to the level of service – whether universal additional, intensive or specialist .

**Early Help & Preventative Services  
(EHPS) Commissioning  
Analyse Phase: Glossary, References  
and Appendices  
July 2015**



## Glossary, References and Appendices

### 9. Glossary of Terms

|   |  |
|---|--|
| Black or Minority Ethnic / BME                  | The terminology normally used in the UK to describe people of non-white descent.   |
| CAMHS   | CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioral or mental health difficulties   |
| Child in Need / CiN                             | A Child in Need is a child who is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority, whose health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services or whose is a Disabled Child. |
| Child Protection Plan / CP                      | A child protection plan should assess the likelihood of the child suffering harm and look at ways that the child can be protected, decide upon short and long term aims to reduce the likelihood of harm to the child and to protect the child's welfare, clarify people's responsibilities and actions to be taken, outline ways of monitoring and evaluating progress.   |
| Clinical Commissioning Group / CCG              | Clinical Commissioning Groups (CCGs) commission most of the hospital and community NHS services in the local areas for which they are responsible. Commissioning involves deciding what services are needed, and ensuring that they are provided.  |
| Common Assessment Framework / CAF               | The common assessment framework is a way of working out what extra support a child may need and how best to provide it.  |
| Domestic Abuse Notifications / DANs             | When the police are called to an incident of domestic violence where children are present, the police are required to send a referral to children and families social services.  |
| Early Help and Preventative Services / EHPS     | Early Help reflects the widespread recognition that it is better to identify and deal with problems early rather than respond when difficulties have emerged and intervention can be less effective and often more expensive.  |
| Early Help Notification / EHN                   | A form which referrers complete about a family/child detailing background, reason for referral, etc. which is then sent by the Triage team to the relevant Provider for intervention/support.  |
| Early Help Unit model                           | <b>Details of the Unit model are shown on page 17</b>  |
| Family Intervention Project workers / FIP Light | FIP and FIP Light workers are attached to Troubled Families teams in each District of Kent, working directly with families   |
| Free School Meals / FSM                         | <a href="https://www.gov.uk/apply-free-school-meals">Some children are eligible to receive free school meals subject to criteria relating to receipt of certain benefits – please see https://www.gov.uk/apply-free-school-meals</a>   |
| Indices of Multiple Deprivation / IMD 2010      | The English Indices of Deprivation measures relative levels of deprivation in small of England called Lower layer Super Output Areas (LSOAs)   |
| Joint Strategic Needs Assessment / JSNA         | Primary Care Trusts and local authorities are required to produce a JSNA of the health and well-being of their local community. This is a requirement of The Local Government and Public Involvement in Health Act 2007.   |

|  |   |
|--|---|
| Kent Family Support Framework / KFSF         | The Kent Family Support Framework is a streamlined process which aims to provide support and replaced Assessment (CAF)  |
| Key Performance Indicator / KPI              | Key Performance Indicator. Key Performance Indicators, also known as KPI or Key Success Indicators (KSI), help an organization define and measure progress toward organizational goals.   |
| LGBT   | LGBT stands for Lesbian/Gay/Bisexual/Transgender  |
| Mosaic Groups                                | Mosaic means you can start treating them as an individual. It gives you the intelligence you need to reach the right people with the right message at the right time – every time   |
| NEETs  | A NEET is a young person who is "Not in Education, Employment, or Training"   |
| Specialist Children's Services / SCS         | A team that deal with the specialised needs of a child which require specific help from a specific service.   |
| Statement of Special Educational Needs / SEN | A Statement is a document which sets out a child's SEN and any additional help that the child should receive. The aim of the Statement is to make sure that the child gets the right support to enable them to make progress in school. A Statement is normally made when all the educational provision required to meet a child's needs cannot reasonably be met by the resources within a child's school at School Action or School Action Plus (known as Early Years Action or Early Years Action Plus in Early Years Settings). |
| Step up / Step down                          | Refers to the transition into higher level or lower level services in order to help the child or families better.   |
| Tier 1 / Level 1 services                    | Universal, open access services   |
| Tier 2 / Level 2 services                    | Additional and targeted services  |
| Tier 3 / Level 3 services                    | Intensive services  |
| Tier 4 / Level 4 services                    | Specialist services   |
| Troubled Families                            | Troubled families are defined as those who are involved in youth crime or anti-social behavior, have children who are excluded from school or regularly truanting, have an adult on out-of-work benefits cost the public sector large sums in responding to their problems  |
| Voluntary and Community Sector / VCS         | The voluntary sector or community sector (also non-profit sector or "not-for-profit" sector) is the duty of social activity undertaken by organizations that are not for-profit. <a href="https://en.wikipedia.org/wiki/Voluntary_sector">https://en.wikipedia.org/wiki/Voluntary_sector</a> - cite_note-1 and non-governmental   |
| Young Carers                                 | Young carers are children and young people who often take on practical and/or emotional caring responsibilities that would normally be expected of an adult.  |

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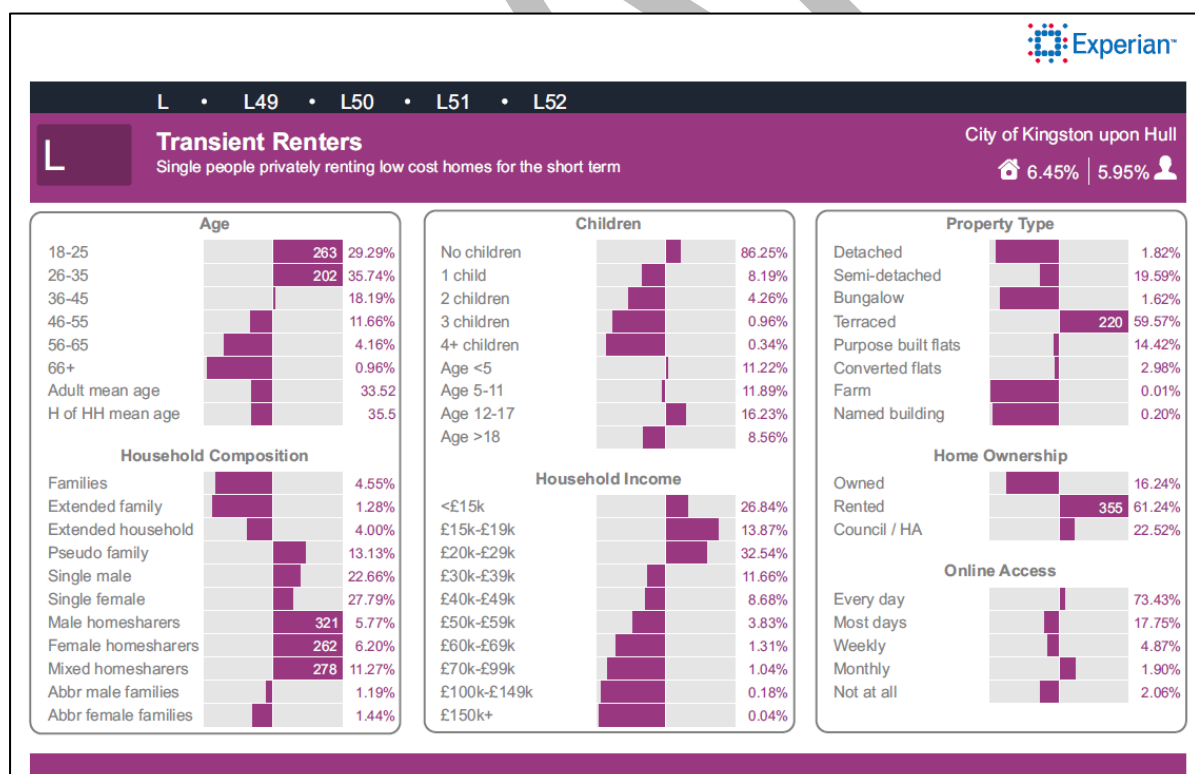
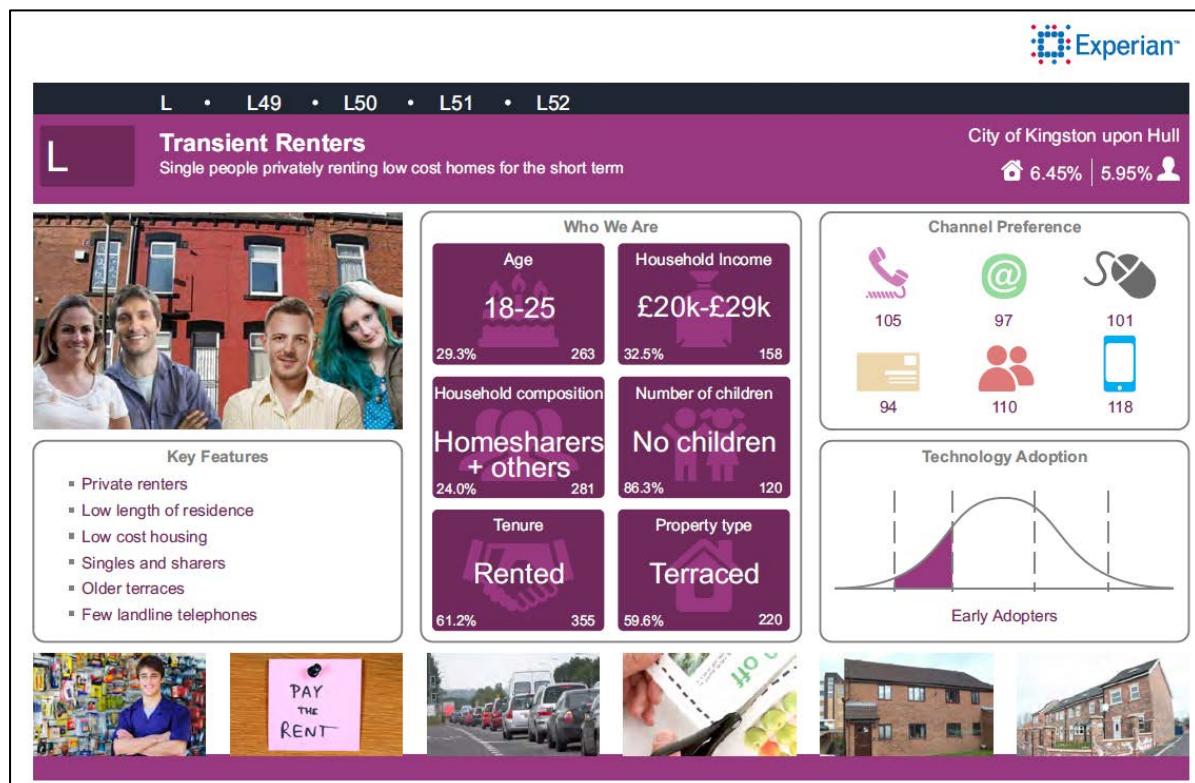
## Appendix 1: Questions which should be answered

All questions below have been extracted from Kent County Council (2015) *A commissioning framework for Kent County Council: Delivering better outcomes for Kent residents through improved commissioning*

| ANALYSE: Questions the Diagnostic report should answer |  |
|--|--|
| A1   | What are the challenges we are seeking to address?   |
| A2   | What are the needs of our residents and/or service users and how are these likely to change? |
| A3   | What are practitioners and service users telling us?   |
| A4   | What other resources are being used to tackle similar issues and outcomes?                   |
| A5   | What is driving demand for these services and what is our evidence for this?                 |
| A6   | How is demand for these services likely to change and what will be the impact?               |
| A7   | How effective are the services currently being delivered and what is the current cost?       |
| A8   | What is the state of the current market and how is this likely to change?                    |
| A9   | Is KCC the best placed organisation to provide services to support this outcome?             |
| A10  | How can we join up resources and activities with other partners to maximise our impact?      |
| A11  | What are the outcomes we are seeking to achieve through this new commissioning exercise?     |
| A12  | What will success look like?   |

Table 7: Questions the Diagnostic report should answer

## Appendix 2: Mosaic L, M, N, O profile summaries





M • M53 • M54 • M55 • M56

M

## Family Basics

Families with limited resources who have to budget to make ends meet

Sandwell

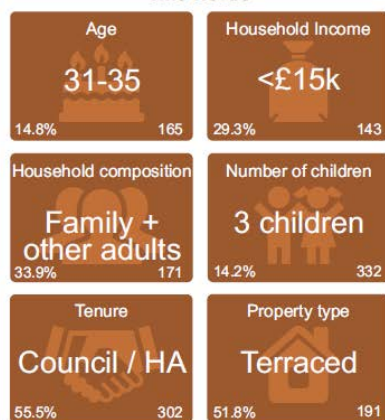
7.22% | 8.74%



## Key Features

- Families with children
- Aged 25 to 40
- Limited resources
- Some own low cost homes
- Some rent from social landlords
- Squeezed budgets

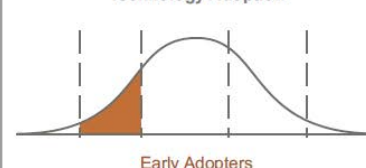
## Who We Are



## Channel Preference



## Technology Adoption



M • M53 • M54 • M55 • M56

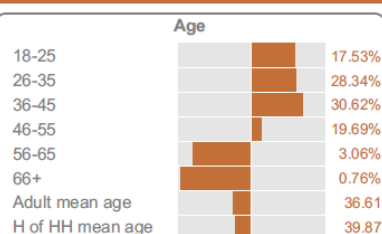
M

## Family Basics

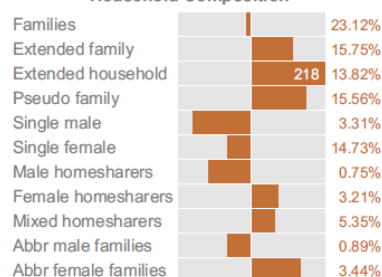
Families with limited resources who have to budget to make ends meet

Sandwell

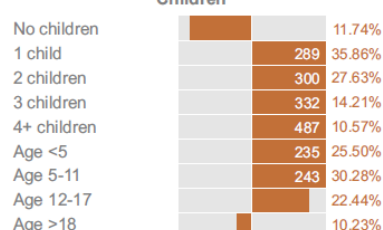
7.22% | 8.74%



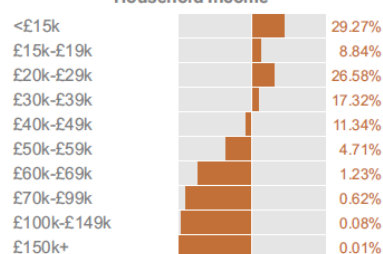
## Household Composition



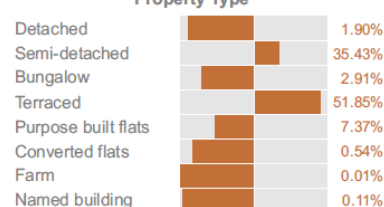
## Children



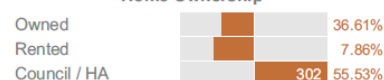
## Household Income



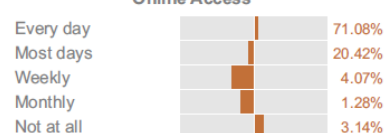
## Property Type



## Home Ownership



## Online Access



N • N57 • N58 • N59 • N60 • N61

N

## Vintage Value

Elderly people reliant on support to meet financial or practical needs

South Tyneside

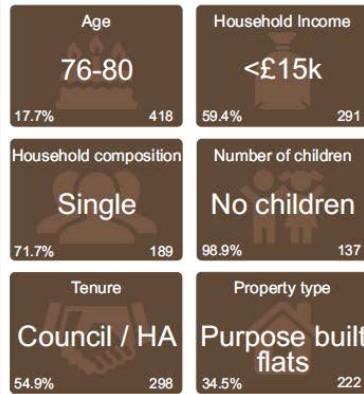
6.82% 4.73%



### Key Features

- Elderly
- Living alone
- Low income
- Small houses and flats
- Need support
- Low technology use

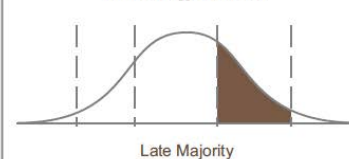
### Who We Are



### Channel Preference



### Technology Adoption



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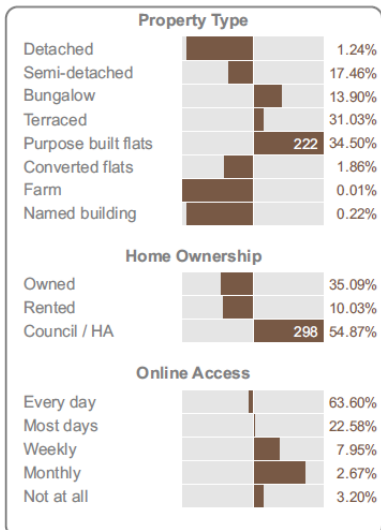
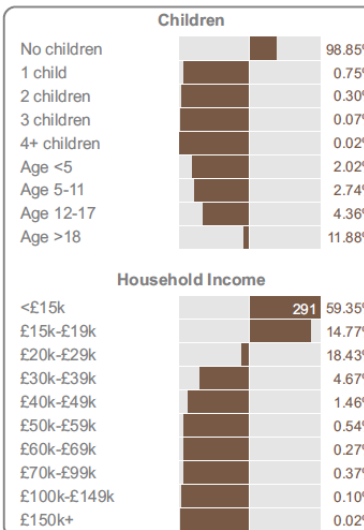
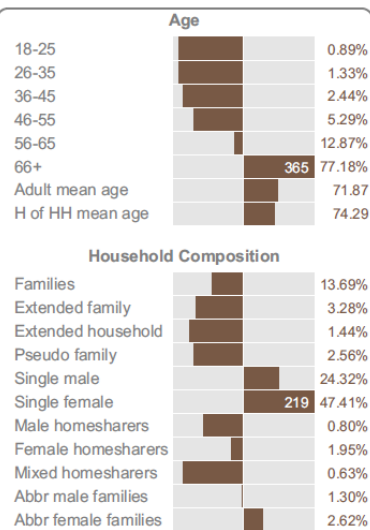
N

## Vintage Value

Elderly people reliant on support to meet financial or practical needs

South Tyneside

6.82% 4.73%





O • O62 • O63 • O64 • O65 • O66

O

## Municipal Challenge

Urban renters of social housing facing an array of challenges

Hackney

6.46% | 5.69%



### Key Features

- Social renters
- Low cost housing
- Challenged neighbourhoods
- Few employment options
- Low income
- Mobile phones

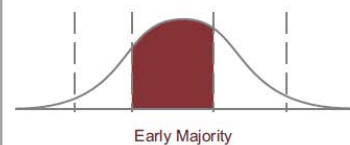
### Who We Are



### Channel Preference



### Technology Adoption



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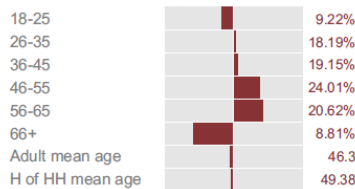
## Municipal Challenge

Urban renters of social housing facing an array of challenges

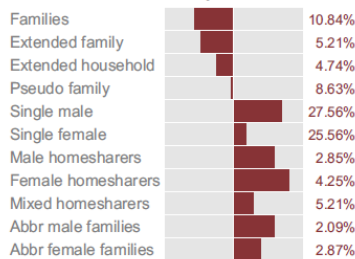
Hackney

6.46% | 5.69%

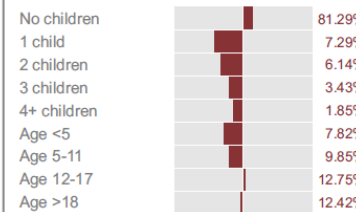
### Age



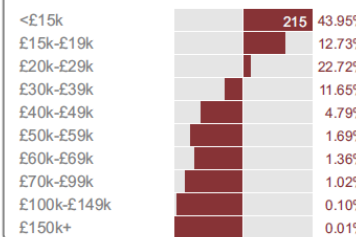
### Household Composition



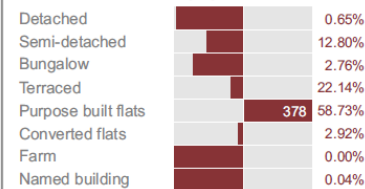
### Children



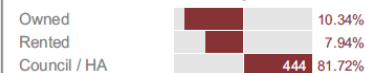
### Household Income



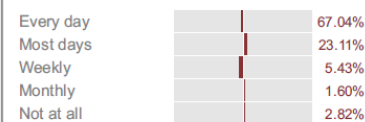
### Property Type



### Home Ownership



### Online Access



### Appendix 3: External services referrals - EHN categories

|  | Adolescent Support Workers                    | Domestic Abuse | Domestic Abuse | Family Mediation  | Intensive Family Support   | Intensive Family Support   | Positive Relationships | Positive Relationships | Parenting                            | Young Carers  |
|--|---|----------------|----------------|---|--|--|------------------------|------------------------|--------------------------------------|---|
|  |   | North South    | East West      |   | East South   | North West   | North, East & West     | South                  |                                      |   |
| Cases Referred in 14/15 (whole year)                     | 1377  | 385            | 196            | 419   | 522  | 320  | 218                    | 67                     |                                      | 1660  |
| Methodology  | 1:1 case work with some supporting group work | Group work     | 1:1 work       | Family based work with some 1:1 work when needed to support the whole family approach | Mainly in the home family based work – FIP type model of working | Mainly in the home family based work – FIP type model of working | Group work             | Group work             | Classroom based learning for parents | Group work through 'Chill Clubs' 1:1 support depended on need of Young Carers |
| ASD/ADHD   | 17  |                |                |   | 4  |  | 2                      |                        | 4                                    |   |
| Anger Man.   | 47  | 9              |                |   | 4  |  | 2                      |                        | 2                                    |   |
| Anxiety/stress/panic                                     | 29  |                |                | 1   | 3  |  | 11                     |                        |                                      |   |
| Autism/ Aspersers spectrum                               |   |                |                |   | 2  |  |                        |                        | 1                                    |   |
| Behaviour  | 65  | 16             |                | 2   | 53   | 9  | 19                     |                        | 39                                   |   |
| Boundary setting   | 32  |                |                |   | 45   |  | 17                     |                        | 20                                   |   |
| Bullying   | 15  |                |                |   |  |  | 6                      |                        |                                      |   |
| Child Mental Health                                      | 13  |                |                |   | 18   | 3  |                        |                        |                                      |   |
| Child Substance Misuse                                   | 8   |                |                |   |  | 1  |                        |                        |                                      |   |
| Communication  |   |                |                | 34  | 8  | 5  |                        |                        |                                      |   |
| Debt and Money management                                | 1   |                |                |   | 14   | 18   |                        |                        |                                      |   |
| Domestic Abuse (Experiencing)                            | 8   |                |                |   | 8  | 24   | 26                     |                        | 4                                    |   |
| Domestic Abuse (Witnessing)                              | 12  |                | 100            |   | 6  |  |                        | 80                     |                                      |   |
| Engagement with Ed. (Child)                              | 58  |                |                |   | 25   | 27   |                        |                        |                                      |   |
| Exclusion/ missing from education                        | 32  |                |                |   |  |  | 4                      |                        |                                      |   |
| Family events (divorce/separation etc.)                  | 54  | 5              |                | 1   | 4  | 29   | 7                      |                        | 9                                    |   |
| Family events (divorce/separation)                       |   | 7              |                |   | 4  | 21   | 6                      |                        |                                      |   |
| Gender Identity - Child                                  | 6   |                |                |   |  |  |                        |                        |                                      |   |
| Gender Identity - Adult                                  |   |                |                |   |  |  |                        |                        |                                      |   |
| Involved in abusive/coercive relationship (Young Person) | 1   |                |                |   | 10   |  | 15                     |                        |                                      |   |
| Improving social networks                                | 46  |                |                |   | 12   |  | 7                      |                        |                                      |   |
| Keeping your child safe                                  | 12  |                |                |   | 7  |  | 7                      |                        | 7                                    |   |
| Learning Disabilities (Child)                            | 1   |                |                |   | 1  |  |                        | 20                     | 2                                    |   |
| Loss and Bereavement                                     | 10  |                |                |   | 2  |  |                        |                        |                                      |   |
| Low educational attainment due to conduct                | 37  |                |                |   |  |  | 4                      |                        |                                      |   |
| Low Self Esteem/ Confidence                              | 63  |                |                | 1   | 7  | 42   | 11                     |                        |                                      |   |
| Maintaining a family routine                             | 23  |                |                | 5   | 21   |  |                        |                        | 7                                    |   |
| Meeting emotional needs                                  | 44  |                |                | 4   | 26   | 62   | 4                      |                        |                                      |   |
| Parenting  |   |                |                | 7   | 1  | 2  |                        |                        |                                      |   |
| Other Learning Disabilities                              |   |                |                |   | 18   | 13   |                        |                        | 1                                    |   |
| Parental Mental Health                                   | 7   |                |                |   | 13   | 31   |                        |                        |                                      |   |
| Promoting good health                                    | 6   |                |                |   | 7  | 51   |                        |                        |                                      |   |
| Providing a stable home environment                      | 5   |                |                | 3   | 23   | 9  |                        |                        |                                      |   |
| Speech and Language Difficulties                         |   |                |                |   |  |  |                        |                        |                                      |   |
| Sexuality (LGBT) - Child                                 | 2   |                |                |   |  |  |                        |                        |                                      |   |
| Sexuality (LGBT) - Adult                                 |   |                |                |   |  |  |                        |                        |                                      |   |
| Substance Misuse (adult)                                 |   |                |                |   | 1  | 9  |                        |                        |                                      |   |
| Supporting learning (adult)                              |   |                |                |   | 1  |  |                        |                        | 1                                    |   |
| Young Parent   |   |                |                |   |  |  |                        |                        |                                      |   |
| Young Carer  |   |                |                |   |  |  |                        |                        | 71                                   | 100   |
| Other  | 4   |                |                | 44  |  | 8  |                        |                        |                                      |   |

## Appendix 4: Feedback from staff consultation events

| Kent   | Dartford / Gravesham / Sevenoaks / Tonbridge & Malling / Tunbridge Wells / Maidstone | Canterbury / Swale / Thanet / Dover           | Ashford / Shepway   |
|--|--|---|---|
| SEN (pre-statement/assessment)                   | Family support (families in crisis)  | Family support (in home lower need)           | Family support (holistic)   |
| EHWB (lower level counselling, active listening) | EHWB (lower level counselling, active listening)                                     | Link to adult mental health                   | Consistent approach (1 worker)  |
| SLC development                                  | Resources (for families e.g. loanable DVDs)  | Parenting (1Y babies parenting programmes)    | Family support (Peer mentoring, family to family support, transition work, child development) |
| EHWB (pre-CAHMS level e.g. phobia, OCD)          | Mental health (not meeting needs of teenagers and YP)                                | SEN (Family support ASD/ADHD i.e. Early Bird) | Links with VCS/community  |
| Family trauma (bereavement, separation)          | Family trauma (bereavement)  | Family support (teenagers)                    | Family trauma (bereavement)   |
| Think Family approach                            | Education and attendance (ELS children and families support - interpreters)          | EHWB (boys)                                   | Lack of aspiration  |
| Resources (for FIPs)                             | Gambling support   | Child sexual abuse support                    | Needs based data (Local approaches)   |
| Parenting (flexible support)                     | Pre-CAF flexible support (CAF notification and refusers)                             | Pre-CAF flexible support                      | Step down/exit strategies (closure summaries)   |
| DA (family DA services)                          | EHWB (pre-CAHMS level e.g. phobia, OCD)  | Domestic abuse                                | Needs-based model (local data linked to issues and needs, local champion model)               |
| DA (aimed at perpetrators)                       | Education and Attendance (School refusers)   | Mental Health                                 | Needs based data - Long-term outcomes tracking (EYFS to KS2)                                  |
|  |  |   | Needs based data - Consistent paperwork and data collection                                   |

## Appendix 5: Thematic analysis

### Early years open access and targeted support

- Resources
  - Access to systems
  - Play equipment
  - Funds for engagement e.g. coffee
- Supervision
  - Receive good quality supervision and support
- Approaches
  - Holistic/whole family
  - Non-judgemental
  - Non-authoritarian
  - Strength-focussed
  - Knowledge-based
    - Realises impact of trauma on brain development
- Engagement
  - Must be flexible - Longer/shorter engagement plans
- Location
  - Multiple areas
    - Home
    - Community/children's centres
    - Telephone
- Skills
  - Active listening
  - Ability to model behaviours
  - Positive role modelling
  - Time management
  - Play/development
  - Poverty alleviation
  - Debt management
  - Employability support
- Collaborative working
  - With existing local partners and able to refer to them
  - Health services e.g. mental health, breastfeeding, smoking
  - Adult education e.g. literacy and numeracy
  - Uses volunteers to engage families, act as mentors and build capacity
- Information
  - Must be shared between partners

## 5-11 Open access and targeted support

### Approaches

- Safe and confidential
- Everyday approach
- Communicate well – shows we value people
- Restorative

### Engagement

- Multiple areas
  - Social media
  - Virtual groups
  - Real relationships
- Rapid – no waiting list
- Must be timely
- Flexible
- Consistent presence
- Utilise community assets

### Location

- Based locally in community, not office i.e. youth centre, supermarket, children's centre

### Skills

- Self-awareness
- Focus on emotional need
- Active listening
- Conflict resolution

## 12+ Open access and targeted support

### Resources

- Requires filtered information on issues/needs from scorecards
- Needs information from workforce
  - Must be able to cross-reference datasets and capture gaps in the workforce
- Requires service-level agreements to set expectations

### Supervision

- Key to role
- Can be used to capture workforce intelligence

### Approaches

- Evidence-based/guided by intelligence

### Engagement

- Must be proactive between services and interventions
- Be responsive
- Flexibility
- Must be based on local gaps/needs (District and sub level)

### Collaborative working (with partners)

### Information

- Needs information sharing protocol
- Services must be tested/evaluable
- Services must be testable
- WEMWBS to track outcomes

## Substance misuse

### Approaches

- Holistic/whole family
- Child-based

### Engagement

- Needs to work with a “light touch”
- Can't work with people under the influence – how can this be safely overcome?

### Location

- Uses multiple areas
  - Children's centre
  - Schools
  - Youth centres
  - “Busses and marquees”

### Collaborative working

- Primary MH
- Schools (FLOs, SENCOs)
- CSA
- Police
- Health (midwives, health visitors, school nurses)

## Housing/Financial

### Approaches

- Needs-based
  - Harness local knowledge
- Co-designed (within community)
- Sustainable
- Mindful
- Range of delivery models

### Engagement

- Flexible model (to adapt if not working)
- Engage community at every stage
- Consistency of presence
- Approach and programme should grow organically

### Location

- Multiple areas
  - Wherever community is
  - Range of public spaces

### Collaborative with partners

- Housing providers
- Voluntary sector
- Workers with expertise and local knowledge
- Volunteers, befrienders, mentors, influential community members
- Key community members
- Arts and cultural organisations and individuals

## Family and parenting

### Engagement

- One-offs don't work very well
- Be consistent, not just stops
- Uses volunteers
  - Up-front investment in infrastructure for volunteers can save money over time
  - Must ensure enough volunteers as not enough are available
- Use mentors/champions who have already been through the programme
- Must engage families in rural areas as well as population centres
- Flexible
  - Shorter engagements as 12 weeks is a long commitment (could offer 6 week focussed courses)
  - Across age ranges
- Could offer food incentives to families to complete courses
- Open every day including Saturday and Sunday.
- Remain open past 16:30 as some families can only access after this time

### Approach

- Non-stigmatising
- No logos
- Needs identified based on consultation with users

### Location

- Must be suitable
- Offer an outreach to hard to reach families

### Collaborative working

- Colocation at sites with other partners
- Midwives
- Health visitors
- Children's Centres
- GPs
- VCS – through libraries, arts and culture

## Emotional/mental health

### Approach

- Use of creative approaches e.g. artistic facilitation, mirroring, modelling
- Focus on change and prevention not just on diagnosis
- Gardening i.e. allotments

### Engagement

- Use champions
- "Train the trainers" approach to engage community

### Location

- Tailored environment
- Shared spaces e.g. eating, experiences

### Collaborative working

- VCS e.g. Youngminds, MIND, Children's Society, NCVS
- Libraries, pubs, community centres, cafes, wellbeing centres



- Social services and early help practitioners (especially around vulnerable groups)

#### Skills

- CBT
- Art therapy
- Practical interventions e.g. sport and physical activity
- Diet

#### Information

- Must be evidence-based
- Must show what works
- Gather evidence of impact

### Domestic Violence

#### Approaches

- Identify trigger points within families i.e. financial pressures
- Whole family, holistic
- Includes educational, social and emotional elements
- Sensitivity to individual needs
- Include restorative processes

#### Engagement

- Should not drop-off after engagement
- Continuum of services
- Promotional materials e.g. leaflets, posters, digital media, word of mouth
- Flexible, with county offer and rapid response, bespoke targeted service component.
- Appropriate to the level of need

#### Location

- In home
- Place where service user is safe/comfortable

#### Skills

- Community development
- Promote internal learning
- Supervision
- Drama/music/art workshops in schools

#### Collaborative working

- Clear communication with partners
- Children's centres
- Youth hubs
- Schools
- Housing providers
- Voluntary sector

#### Information

- Must be evidence-based
- Includes training on why we collect data and understanding of local intelligence and its use.



## Appendix 6: EHPS Indicators

### EHPS One Year Plan 2014-2015 (July 2014) – Performance Indicators and Targets

| Indicator   | Performance Target |               | Target 2015 |
|---|--------------------|---------------|-------------|
|   | Kent 2014          | National 2014 |             |
| Reduce referrals to Specialist Children's Services by 15%   | 19741              |               | 16779       |
| Reduce re-referrals to Specialist Children's Services by 6%   | 26.6%              |               | 25%         |
| Increase step downs from statutory Social Care to Early Help by 30%   | 1145               |               | 1490        |
| Reduce step ups from Early Help to statutory Social Care by 25%   | 600                |               | 450         |
| Early Help Assessments completed per 10,000 per age group, 0-4  | 86                 |               | 103         |
| Early Help Assessments completed per 10,000 per age group, 5-11   | 132                |               | 154         |
| Early Help Assessments completed per 10,000 per age group, 11-16  | 117                |               | 136         |
| Early Help Assessments completed per 10,000 per age group, 16-19  | 48                 |               | 57          |
| Increase the percentage of CAFs and TAFs closed with a measurable positive outcome by 25%   | 66%                |               | 83%         |
| Reduce the number of primary fixed term exclusions by 10%   | 1107               |               | 1000        |
| Reduce the number of primary permanent exclusions by 10%  | 26                 |               | 23          |
| Reduce the level of persistent absence in the primary sector  | 3.1%               |               | 2.8%        |
| Reduce the number of secondary fixed term exclusions  | 6783               |               | 5625        |
| Reduce the number of secondary permanent exclusions   | 76                 |               | 39          |
| Reduce the level of persistent absence in the secondary sector  | 6.7%               |               | 5.5%        |
| Troubled Families: percentage of phase 1 cohort identified and worked with  | 84%                | NA            | 95%         |
| Troubled Families: percentage of phase 1 cohort turned around   | 30%                | NA            | 70%         |
| Reduce the percentage of NEETs overall  | 5.9%               |               | 2.4%        |
| Reduce the number of NEETs coming from vulnerable groups  | 1142               |               | 890         |
| Reduce the percentage of young women who become pregnant (per 1000 women aged 15-17)  | 25                 | 26            | 23          |
| Increase the percentage of Children's Centres receiving a judgement of good or better following Ofsted inspection                         | 72%                |               | 75%         |
| Increase the percentage of DWP identified 2 year olds taking up free entitlement  | 79%                |               | 83%         |
| Percentage of funded 2 year olds in good or outstanding settings  | 85%                |               | 86%         |
| Increase the percentage of children taking up 'free for two'  | 61%                |               | 80%         |
| Reduce the number of first time entrants to the Youth Justice System by 10%   | 698                | NA            | 628         |
| Reduce the rate of re-offending by young people   | 33.4%              | 35.3%         | 31%         |
| Reduce custodial sentences as a percentage of court disposals   | 4.3%               |               | 3.5%        |
| Reduce the number of Children in Care on the Youth Justice caseload (snapshot at end of each Quarter)                                     | 52                 | NA            | 47          |
| Increase the percentage of families with children under 5 living in poverty who are registered with a Children's Centre                   | TBA                |               | TBA         |
| Increase the percentage of priority families with children under 5 living in the area who have sustained contact with a Children's Centre | TBA                |               | TBA         |
| Increase the percentage of children with FSM achieving good levels of development in the Early Years Foundation Stage                     | 48%                | 36%           | 50%         |
| Increase the percentage of parents from target groups completing parenting or other programmes  | 50%                |               | 60%         |
| Increase the percentage of children being breastfed at six to eight weeks and sustained over time   | 36%                |               | 40%         |
| Reduce the percentage of babies born to mothers who still smoke at the end of pregnancy by 10%  | 10%                | 13.1%         | 11.8%       |
| Increase the number of vulnerable learners on apprenticeships   | 173                |               | 200         |
| Increase the percentage of Children Missing Education offered suitable education within 30 days of becoming known                         | 56%                |               | 70%         |
| Number of families electing to educate at home who receive a visit by the LA  | 618                |               | 700         |
| Reduce CAMHS caseload, for patients open at end of the month (May 2014)   | 8949               |               | 8000        |
| Reduce the number waiting for routine treatment after assessment by CAMHS   | 484                |               | 350         |

Table 8: EHPS performance indicators and targets (one year plan)

## EHPS Prospectus (May 2014) – Performance Indicators 0-11 year olds

| Priorities for 0-11 year olds  | Key Performance Measures  |
|--|---|
| We will keep vulnerable and disadvantaged children safe without the need of specialist children's services                           | Number of CAFs completed per 10,000 population for 0-4 year olds and 5-11 year olds   |
|  | % and number of TAFs closed because the case has escalated to Children's Social Services for 0-4 year olds and 5-11 year olds               |
|  | % and number of SCS cases closed that have been stepped down to CAF/Preventative Services for 0-4 year olds and 5-11 year olds              |
|  | % and number of TAF's open for 3 months or less when outcomes were achieved for 0-4 year olds and 5-11 year olds                            |
|  | % and number of TAF's open for 6 months or less when outcomes were achieved for 0-4 year olds and 5-11 year olds                            |
|  | % and number of TAF's open for 12 months or less when outcomes were achieved for 0-4 year olds and 5-11 year olds                           |
|  | % and number of referrals with a previous referral within 12 months for 0-4 year olds and 5-11 year olds                                    |
|  |   |
| We will reduce health inequalities in the early years and during childhood and ensure we improve physical and mental health outcomes | % of mothers breastfeeding at 6-8 weeks from birth  |
|  | Obesity1 % of obese children in Reception and Year 6  |
|  | % Prevalence of smoking during pregnancy  |
|  | Number of A&E attendances for 0-4 year olds and 5-11 year olds  |
|  | Number of teenage mothers   |
|  | Number of children supported by CAMHS with a positive outcome   |
|  | Reduction in the number of children referred to CAMHS   |
|  | Reduction in waiting and treatment times for CAMHS  |
| We will ensure vulnerable and disadvantaged children access and participate in good quality childcare and education and achieve good | % and number of fixed term exclusions at primary school   |
|  | % and number of permanent exclusions at primary school  |
|  | % and number of persistent absentees receiving early help   |
|  | % and number of take up of EYFE for two year olds, and three and four year olds   |
|  | % of pupils at EYFS achieving a Good Level of Development2  |
|  | % of pupils at KS1 achieving L2B+ in Reading, Writing and Mathematics3  |
|  | % of pupils at KS2 achieving L4+ in Reading, Writing and Mathematics4   |
|  | % reduction in attainment gaps for pupil premium pupils at EYFS, KS1 And KS2  |
| We will ensure early help services support children and families to be resilient and overcome barriers to achieving their potential  | Number of families who receive early help support who report a positive outcome in helping them to move on                                  |
|  | % of families contacted within 8 weeks of child being born - Children's Centre  |
|  | Number of families supported through the Troubled Families Programme that achieve good outcomes and are turned around (with child under 11) |
|  | % and number of families in each reach area who engage with Children's Centres  |
|  | % of families with children living in poverty under 11 who access employment and who take up maximum benefits                               |
|  |   |

**Table 9: EHPS performance indicators 0-11 (prospectus)**

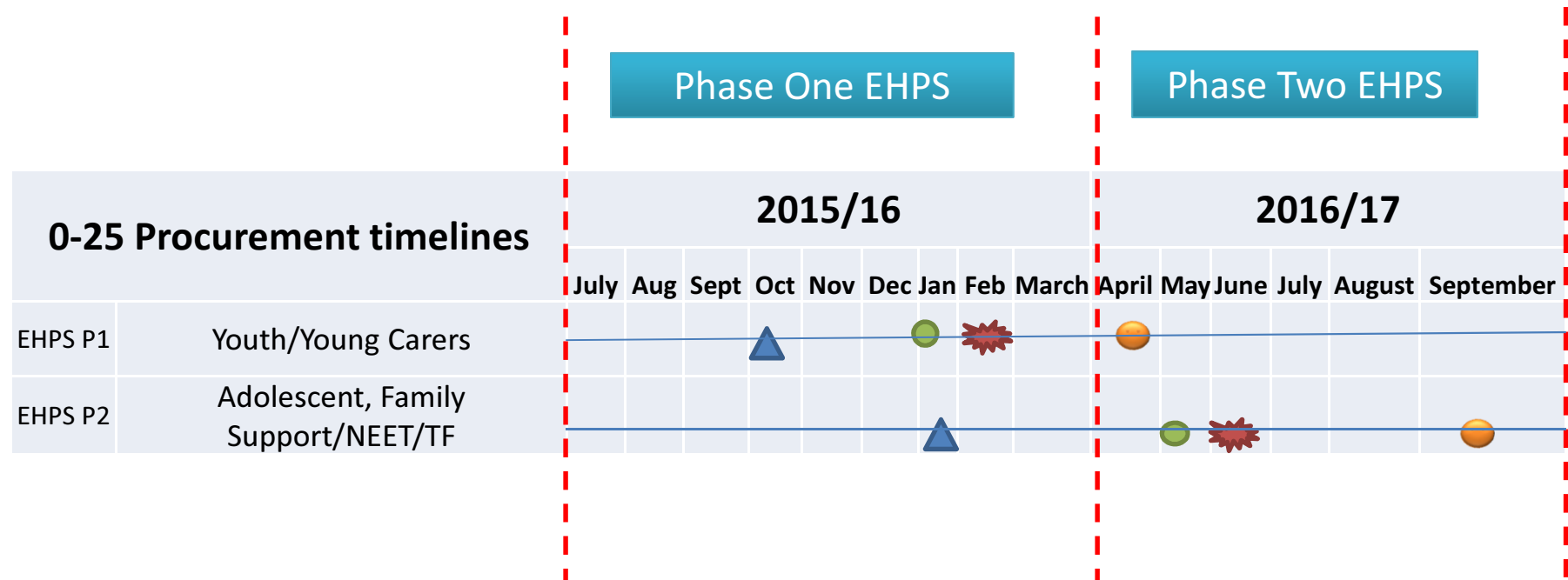
## EHPS Prospectus (May 2014) – Performance Indicators 12-1- year olds

| Priorities for 12-19 year olds  | Key Performance Measures  |
|---|---|
| We will ensure that more young people receive help earlier so that their needs do not escalate and require support from specialist provision                                  | Number of CAFs completed per 10,000 population for 12-16 year olds and post 16 year olds  |
|   | % and number of TAFs closed because the case has escalated to Children's Social Services for 12-16 year olds and post 16 year olds  |
|   | % and number of SCS cases closed that have been stepped down to CAF/Preventative Services for 12-16 year olds and post 16 year olds   |
|   | % and number of TAF's open for 3 months or less when outcomes were achieved for 12-16 year olds and post 16 year olds   |
|   | % and number of TAF's open for 6 months or less when outcomes were achieved for 12-16 year olds and post 16 year olds   |
|   | % and number of TAF's open for 12 months or less when outcomes were achieved for 12-16 year olds and post 16 year olds  |
|   | % and number of referrals with a previous referral within 12 months 12-16 year olds and post 16 year olds   |
|   |   |
| We will ensure young people are helped to avoid harm from substance misuse and risky behaviours and they benefit from improvements in support for mental health and wellbeing | Number of young people supported by CAMHS with a positive outcome   |
|   | Reduction in the number of young people referred to CAMHS   |
|   | Reduction in waiting and treatment times for CAMHS  |
|   | Number and % of teenage pregnancies and single mothers aged under 20  |
|   | Self-reported use of drugs and alcohol and reduction in drug misuse   |
|   | Attendance by young people at A&E for deliberate or unintentional harm  |
| We will ensure that all young people aged 11-19 are positively participating in EET, and achieving and progressing well to employment or higher learning                      | Chlamydia rates for 15-24 year olds   |
|   | Percentage of persistent absenteeism by young people receiving early help   |
|   | Percentage of NEETs   |
|   | Percentage and number of fixed term exclusions for young people receiving early help  |
|   | Percentage and number of permanent exclusions for young people receiving early help   |
|   | Percentage and number of young people attending PRUs or alternative provision who achieve a good outcome at age 16 and have a positive destination to college or employment with training |
|   | % young people achieving 5 good GCSEs with English and maths at age 16  |
|   | % young people achieving level 2 and 3 qualifications at age 19   |
|   | % reduction in attainment gaps for disadvantaged young people at ages 16 and 19   |
| We will ensure that young people are resilient, able to make positive informed choices and become active and responsible citizens with strong personal networks               | Number of apprenticeships started and completed by vulnerable and disadvantaged young people receiving early help   |
|   | Percentage and number of targeted young people aged 16-17 engaged in social action and volunteering   |
|   | Unemployment numbers for vulnerable 17-19 year olds   |
|   | Number of families with adolescent members supported through the Troubled Families Programme that achieve good outcomes and are turned around   |
|   | Number of young people receiving custodial sentences  |
|   | Numbers of young people first time entrants (FTE) into the criminal justice system  |
|   | Rate and number of re-offending by young offenders  |

**Table 10: EHPS performance indicators 12-19 (prospectus)**

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## Proposed Phased approach - EHPS



|             |   |
|-------------|---|
| Procurement | ▲ |
| Award       | ● |
| Mobilise    | ✱ |
| Start       | ● |

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**From:** Peter Oakford, Cabinet Member for Specialist Children's Services

Roger Gough, Cabinet Member for Education and Health Reform

Mike Hill, Cabinet Member for Community Services

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

**To:** Education and Young People's Services Cabinet Committee – 18 September 2015

**Subject:** Performance of Early Help and Preventative Services

**Classification:** Unrestricted

**Summary:**

Early Help and Preventative Services (EHPS) were integrated and formed as a new service in April 2014. They are designed to provide support for vulnerable, and at risk, children, young people and families who are most likely to experience poor social, emotional and educational outcomes. The services form a continuum of support with Specialist Children's Services as part of an integrated model encompassing universal, targeted and specialist provision. A range of support is provided by (EHPS) to children, young people and families, some of whom are known to Specialist Children's Services (SCS).

A key priority is to reduce the number of children and families that need the statutory intervention of Children's Social Care and to reduce the numbers in the social care system by stepping down cases safely and providing continuing support to those families that need it. A particular focus is reducing the number of children in care through:

- Earlier identification and response to need
- Prompt and proactive engagement of families
- Delivery of family focused approaches that build resilience and understanding of family responsibility

The services encompass parts of the portfolios of three Cabinet Members, and include Children's Centres, Youth Justice, Troubled Families, Youth Work, Attendance and Inclusion, Pupil Referral Units including the Health Needs Education Service, and integrated Early Help teams that operate on a district basis. The service is closely integrated with the work of schools and Early Years settings, that provide a range of early intervention themselves and contribute to the packages of support for families provided by the Early Help service.

This report sets out the progress made to date in delivering an effective Early Help

service, the current performance of the service and the performance monitoring arrangements that have been developed. The performance of this service is also scrutinised by Kent Safeguarding Children's Board, where regular reports are presented.

**Recommendation(s):**

**Cabinet Committee is asked to note the progress to date, the current performance and the arrangements for monitoring performance through the scorecard attached as appendix 1.**

**1. Early Help and Preventative Services (EHPS) Overview**

- 1.1 The vision of the Early Help and Preventative Services (EHPS) is that every child and young person, from pre-birth to age 25, and their family, who needs early help will receive support in a timely and responsive way, so that they are safeguarded and their educational, social and emotional needs are met with good outcomes. We work to ensure that children and young people contribute positively to their communities and are actively engaged in learning and employment to achieve adult well-being and independence.
- 1.2 EHPS aims to target early help services to the most vulnerable children, young people and families with complex needs and multiple disadvantage who require additional and intensive support, with a focus on delivering better outcomes. Children, young people and families should be able to access the right services at the right time in the right place. The service aims to place them at the heart of everything it does, working in a more integrated way and avoiding, where possible, lack of coordination or wasteful duplication.
- 1.3 The intention is to make a significant difference through early help, to prevent the escalation of needs wherever possible, and to reduce the likelihood of problems emerging in the first place. The service also works to make a significant difference in reducing demand for statutory children's social care and to help step-down social care cases where it is safe to do so.

**2. EHPS Budget**

- 2.1 The net budget for Early Help and Preventative Services in 2015 /16 is £29,297k. The service receives £18,019k income from grants and other income sources. The gross budget is £47,316k.
- 2.2 The net Budget for EHPS has seen a 37% reduction over the last three years as a result of efficiency savings, from £45,690k net in 2013-14 to £34,699k in 14-15 and £28,797k in 15-16. Proposed savings for 2016-17 will reduce the budget by a further 6% to £26,611k. This has been achieved by restructuring and integrating the service, and by removing duplication and layers of management.



- 2.3 By integrating services and ensuring reduced duplication and maximum flexibility the service is able to manage the demand for Early Help Services and deliver a range of opportunities and support for children, young people and families. Financial savings have been achieved without the loss of front line delivery to date, while maintaining careful management oversight of the capacity to deliver reductions in Children's Social Care. .
- 2.4 Table 1 below provides a breakdown of spend across service areas. The Early Intervention and Prevention Service budget includes youth hubs, integrated additional and intensive support (including Youth Justice, Attendance and Inclusion and Troubled Family work), the Family Liaison Officers and a range of commissioned services.

**Table 1**

|   | <b>Gross</b>    | <b>Income</b>   | <b>Net</b>      |
|---|-----------------|-----------------|-----------------|
| Children's Centres (excluding Property costs)                             | 8,604.4         | -1,576.5        | 7,027.9         |
| Troubled Families   | 1,887.1         | -1,887.1        | 0.0             |
| Directorate Management & Support for Education & Young People Directorate | 3,073.1         | -1,159.7        | 1,913.4         |
| Attendance & Behaviour  | 1,760.1         | -1,621.5        | 138.6           |
| Early Intervention & Prevention   | 20,209.7        | -5,338.1        | 14,871.6        |
| Youth Offending Service   | 2,373.1         | -1,941.5        | 431.6           |
| Youth Service   | 2,962.2         | -1,726.2        | 1,236.0         |
| Housing Support for Vulnerable Young People                               | 3,677.9         | 0.0             | 3,677.9         |
| Schools & High Needs Education Budgets - Exclusion Services               | 2,768.4         | -2,768.4        | 0.0             |
| <b>TOTAL</b>  | <b>47,316.0</b> | <b>18,019.0</b> | <b>29,297.0</b> |

### **3. Range of Provision in Early Help and Preventative Services**

- 3.1 EHPS provides opportunities and support to children, young people and families across the range of safeguarding and well-being levels to help solve problems and find solutions at the earliest possible stage; and as a step down from Specialist Children's Services to maintain and support achievements made whilst statutory social care was involved.
- 3.2 Individual and family casework is arranged according to the Kent Safeguarding Children Board Inter Agency Threshold Guidance levels of need. The four levels of need are **Universal, Additional, Intensive and Specialist**. Cases are managed by Specialist Children's Services (SCS) or Early Help, according to appropriate application of the Kent Safeguarding Children's Board (KSCB) multi agency threshold framework
- 3.3 **Universal services** seek to meet all the needs of children, young people and families so they are happy, healthy and able to learn and develop securely. In Kent there is a good level of provision across the county, delivered where

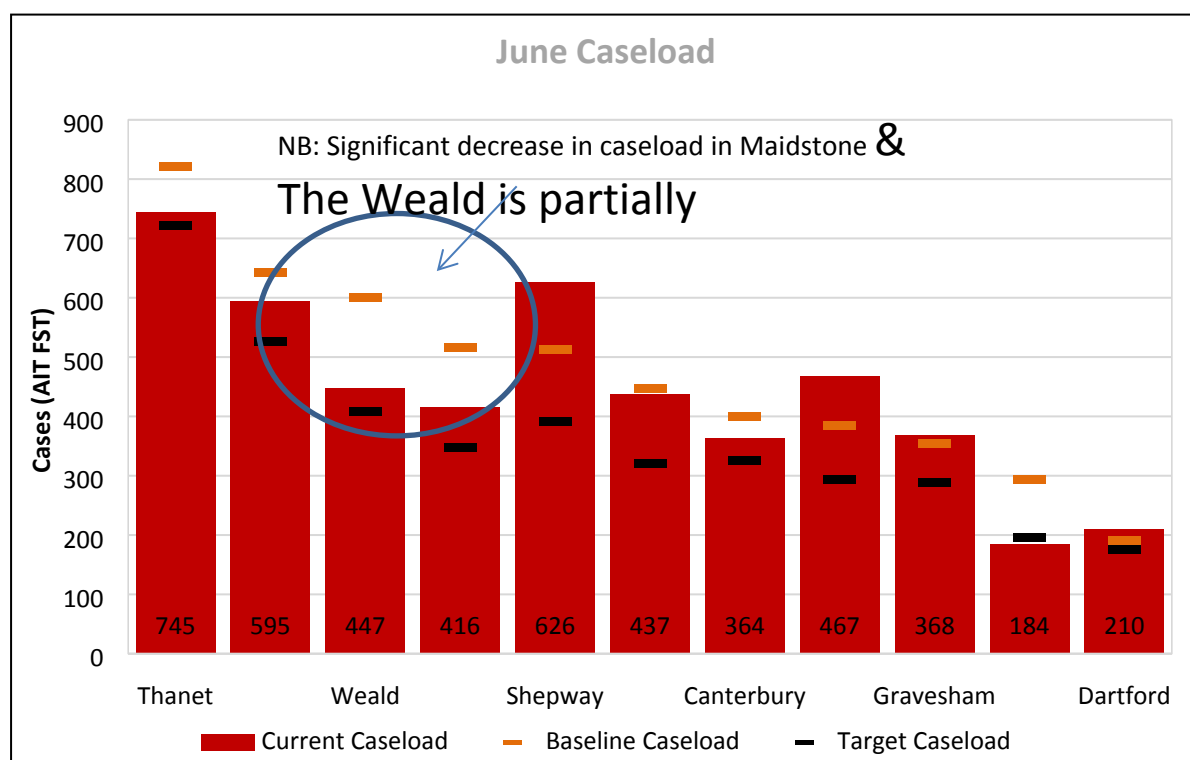
communities have the most need. EHPS resource is allocated to ensure that provision is targeted to children and families known to Specialist Children's Services and the most vulnerable children, adolescents and families. EHPS universal services are provided to all children and young people, for example in Children's Centres and Youth Hubs, including those with additional, Intensive or specialist needs.

- 3.4 The figures for children worked with in Children's Centres who are also known to SCS are as follows:

| Target Group                             | KCC Baseline | Registered/<br>Worked With | Percentage |
|--|--------------|----------------------------|------------|
| Children Known to SCS                    | 2,319        | 1,721                      | 74.2%      |
| Children Known to Social Services (LAC)  | 171          | 131                        | 76.6%      |
| Children Known to Social Services (CP)   | 577          | 432                        | 74.9%      |
| Children Known to Social Services (CHiN) | 1,583        | 1,169                      | 73.8%      |
| Children with Early Help Notifications   | 789          | 552                        | 70.0%      |

- 3.5 Currently 17% of the SCS caseload for 12 -18 year olds is accessing a Youth Hub or commissioned youth service. Work is taking place to standardise the recording in Youth Hubs to ensure that all work undertaken in the Youth Hubs is captured. This should lead to an increase in this figure.
- 3.6 Children and families with **additional needs** are best supported by those who already work with them or in settings where they feel safe to make changes or resolve problems. This is often provided in universal settings or through targeted and outreach work to vulnerable communities or identified children and families. All EHPS staff providing open access universal provision are expected to undertake 20% of their work delivering targeted additional needs casework. This is often supporting statutory SCS intervention cases. There are 205 staff delivering open access provision and undertaking individual and family additional support. **This equates to 3198 children and families worked with per year.**
- 3.7 Where additional support is required for children known to SCS, in the form of targeted open access support, this arrangement is agreed locally between the respective EHPS and SCS district teams and put in place swiftly to complement the support being provided by the family's social worker. Examples of such work include a parenting course in a Children's Centre to increase parenting skills of teenage parents or a girls group in a Youth Hub to tackle sexual exploitation, low self-esteem and self-harm issues.

- 3.8 For children whose needs are **Intensive**, a multi - agency approach or team around the family usually achieves the best outcomes. The **Kent Family Support Framework**, which replaced the CAF, provides a clear pathway for Notification, Screening, Assessment, Planning, Outcome Tracking and Reviewing of Early Help cases. Early Help Units in each district work with children, young people and families requiring intensive support. They work in partnership with other professionals and the family to build resilience and develop solutions to problems the family may be experiencing. There are 44 Early Help units across Kent; the number allocated to each district being dependent on demography and levels of need. Each Early Help Unit consists of five members of staff, including a Unit Leader and Senior Early Help worker, coming from varying professional backgrounds. An additional 0.5 business support officer is allocated to each unit to ensure that professionals can undertake the maximum amount of time in direct contact work with children and families. Each member of the unit works with an average of 13 or 14 cases at any one time for an average duration of 20 weeks. **This equates to 6320 cases over a year**
- 3.9 Increasing proportions of cases closed to SCS are stepped down to EHPS (currently 27%). The chart below demonstrates the impact that working together in the West of the County has had on reducing demand in Specialist Children's Services



- 3.10 District panel meetings take place every week to discuss complex cases, the step-down of cases to ensure an integrated approach to working and to plan the appropriate handover of the case from SCS to EHPS.

- 3.11 By working together across all thresholds of need we seek to prevent more children and young people requiring statutory specialist social care interventions, at higher cost, and to promote the very best educational, health and emotional well-being outcomes for children and young people to ensure future adult well-being and economic independence.

#### **4 Integrated Specialist Services in EHPS**

- 4.1 In addition to the universal, additional and intensive work in EHPS, statutory Youth Justice and school Attendance and Inclusion work is integrated within the service. This enables the greatest budget efficiency and ensures that the service can deliver to maximum capacity and flexibility without unnecessary transfer of cases due to circumstances rather than the needs of the young person. The model also ensures that the minimum number of professionals is involved with a young person and that good working relationships form the basis of effective practice.
- 4.1 33% of the Youth Justice caseload is known to SCS. In Quarter 4 of 2014-15 this was 124 young people. The SCS social work teams work closely with the Youth Justice teams to ensure appropriate planning and support by both statutory services.
- 4.2 There is also a significant number of Other Local authority Children in Care on the youth justice caseload. In Q4 of 2014-15 there were 33, which added to the SCS cases means that 41% of the youth justice caseload is known to Children's Social Services in Kent or in other local authorities.

#### **5 Joint Working between Early Help Triage and the Central Duty Team**

- 5.1 In June the Early Help Triage team, responsible for receiving and assessing all Early Help notifications (referrals) moved to Kroner House to be co-located with the Specialist Children's Services' (SCS) Central Duty Team (CDT) and form part of the multi-agency Central Referral Unit (CRU). This co-location supports closer-working between the two services to ensure a swift and appropriate response to referrals by the correct service according to application of the KSCB thresholds.
- 5.2 Where referrals are made into Triage that actually meet SCS thresholds, then a consultation takes places and the referral is escalated quickly. Where referrals are made into CDT that do not meet their thresholds, an Early Help Notification is completed and screened by designated EHPS staff in CDT.
- 5.3 A key piece of joint working between Triage and CDT is around the notification, tracking and follow-up of children missing from home or care. Notifications from the Police go into CDT, and those missing children not known to SCS are passed to EHPS for follow-up. All information is recorded

on the Liberi data system by both services to ensure reporting captures all work undertaken with missing children.

## **6 EHPS Performance Monitoring and Summary data**

- 6.1 Early Help and Preventative Services produce a monthly scorecard outlining performance against a range of Key Indicators. This includes a breakdown by age of reach and outputs for the County as a whole and each district. The indicators include output data for the number of notifications received, the number of open and closed cases, the number of cases stepped up or down to Specialist Children's Services, timeliness of responses and the percentage of cases closed with a positive outcome. The latest July EHPS scorecard, including data up to June 2015, is included at **Appendix 1**.
- 6.2 Overall 749 notifications were received by EHPS in June 2015. Of these 18.6% were for 0-4 year olds, 35% for 5-10 year olds, 38.1% were for 11-15 year olds and 8.1% were for over 16s. Fewer cases are stepped down from SCS in the older age range. Overall in June, 95 cases were stepped down to EHPS from SCS, compared to 87 in May. Of these 26 were in the 0 – 4 age range, 35 in the 5 – 10 group, 29 in 11 – 15 age range and only 5 in the 16 plus age range.
- 6.3 The effectiveness of EHPS relies on good throughput and positive outcomes being achieved. Overall data for EHPS for June 2015 evidences that significant progress has been made with the throughput of cases, with the number of case closures increasing by over 200 from last month, from 254 to 665. The percentage of cases closed with a positive outcome has also increased from 69.4 % to 73.7%.
- 6.4 In addition to the throughput and outcome data the scorecard focuses on key data for specific areas that impact on vulnerable children and young people. This includes Children's Centres, Youth Justice, NEETs, school attendance and exclusions data. More detailed data is also available in each of the service areas and outcomes are reported to their respective management boards, such as the Youth Justice Board and the Troubled Families Multi Agency Steering Group.
- 6.5 The Youth Justice work which is specifically with adolescents is showing good outcomes. The number of first time entrants to the Youth Justice System has fallen again this quarter from 581 to 445, a reduction of 136 young people. The number of fixed term exclusions within secondary schools has fallen by 156 episodes and permanent exclusions in Kent continue to decrease.
- 6.6 There remains a challenge with the NEET performance with current performance being at 6% (June 2015) of young people being NEET. The latest national scorecard data published by the Department for Business, Innovation and Skills reports Kent's annual NEET figure as 4.7%, which is in line with the national average. Good performance in this area is based on a range of complex interdependencies across a wide range of partners including

schools, colleges, work based training providers, employers, KCC services including Skills and Employability, Special Educational Needs, VSK, Youth Justice, Troubled Families and commissioned services. To address this area of work a high level cross directorate task and finish group is in place which will inform ongoing practice and performance with a new NEETs strategy in autumn 2015.

## **7 Early Help Intensive Casework**

- 7.1 All Early Help intensive level casework is informed by an Early Help assessment and plan. The structure of the assessment is informed by Kent's model of practice, Signs of Safety. This ensures an accurate picture of the individual and family circumstances that informs the plan and its expected outcomes. The assessment and plan always involve the child, young person or family and all work is outcome focused
- 7.2 A revised Quality Assurance framework is in development to inform QA activity. Currently QA is undertaken by the Information and Intelligence team. The new QA framework will enable a greater volume of activity and ensure that all managers undertake quality assurance in a consistent way.
- 7.3 A detailed outcome tracker is being utilised by all Early Help Units to ensure that work load and throughput of cases is managed and work does not drift. The tracker enables the Early Help Unit leader to have an overview of activity for all cases and outcomes achieved. This focus has resulted in improved outcomes for children and young people, and increasing the number of cases closed with a positive outcome. In January 2015 49.2 % of cases resulted in a positive outcome with this incrementally improving over the following six months to an overall 73.7% of cases achieving a positive outcome in June 2015. Over the coming year we will further track this work to monitor the re-referrals to both EHPS and SCS, and better understand the factors for best practice. An example of the outcome tracker is provided at appendix 2.

## **8 EHPS Commissioned Services**

- 8.1 Early Help and Preventative Services commission a range of provision that works with children and adolescents. Details about the commissioned services and the budget available, plus the plans to re-commission much of this provision is set out in another paper being presented to the Cabinet Committee.
- 8.2 Performance for the EHPS commissioned services has been measured through contract monitoring as either good or acceptable. However this has not always been outcome focused. A new commissioning framework is being developed which will ensure that for future EHPS commissioned services outcome focused, impact evaluations, where appropriate, are conducted which feed into an overarching evaluation framework

- 8.3 Commissioned services can also be structured in the Kent Safeguarding Children Levels of Need. The table below illustrates the volume of work (numbers of children and young people) across additional support provided by commissioned services. Whilst table 3 shows the support provided by VCS organisations at the intensive level of work.

**Table 2**

| <u>Additional Support - either as a stand-alone case or alongside intensive or specialist casework</u> | <u>Per Year</u> | <u>SCS Step Downs</u> |
|--|-----------------|-----------------------|
| Project Salus – Domestic violence  | 218             | 38                    |
| Rising Sun – Domestic Violence   | 313             | 12                    |
| Choices - Positive relationships (pregnancy, sex etc)  | 123             | 16                    |
| Barnardos – Positive relationships (as above)  | 91              | 1                     |
| Avante - Family Mediation  | 444             | 59                    |
| Imago – Young Carers   | 921             | 27                    |
| CXK - Parent Training Programmes   | 1716            | 2                     |
| CXK – Neet provision   | 1500K           | unknown               |
| <b>TOTAL</b>   | <b>5,326</b>    | <b>155</b>            |

**Table 3**

| <u>Intensive VCS Casework</u>                | <u>Per Year</u> | <u>SCS Step Downs</u> |
|--|-----------------|-----------------------|
| Troubled Families FIP and FIP Light Casework | 533             | unknown               |
| Family Action (Intensive Family Support)     | 285             | 67                    |
| Stonham (IFS)                                | 502             | 63                    |
| Porchlight                                   | 1018            | 180                   |
| <b>TOTAL</b>                                 | <b>2,338</b>    | <b>310</b>            |

- 8.4 The new Commissioning framework will be in place for April 2016 with a phased approach to ensure alignment with the Emotional Health and Well-being strategy. The second phase will be in place for September 2016.

## 9 Summary

- 9.1 EHPS is committed to evidencing the impact of Early Help and Preventative Services. As the service develops and practice embeds, a greater richness of performance data across all fields of quality, outputs and impact will be available. Work is also underway to evaluate value for money, cost avoidance and the longer term impact of EHPS work for vulnerable children, young people and families.

### **Recommendation(s):**

**Cabinet Committee is asked to note the progress to date, the current performance and the arrangements for monitoring performance through the scorecard attached as appendix 1.**

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# Education & Young People's Services Performance Management Early Help & Preventative Services Monthly Scorecard

August 2015 Release (July 2015 Data)

Produced by: Management Information, KCC

Publication Date: 26th August 2015

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# Early Help & Preventative Services Monthly Scorecard

## Executive Summary

### Data Headlines:

- After a reduction in May, the number of notifications received has risen to 818 which is down by 116 from last month.
- The percentage of assessments completed within 2 weeks of notification has increased by 7.4% from 56.3% to 63.7% this month.
- The average length of time for both notification to assessment and notification to plan has continued to fall again this month.
- The number of first time entrants to the Youth Justice System has dropped considerably in the first month of quarter 2, from 583 to 492, a reduction of 91 young people.
- The number of fixed term exclusions in primary and secondary schools has continued to fall again this month by 28 and 85 respectively.

### Recent Activity:

- Recruitment to the new Early Help & Preventative Services structure is almost complete, and the roll-out of the 0-25 transformation is well underway in West Kent and South Kent. Revised notification, assessment, planning and review forms have been launched in order to provide a clear outcomes-focused approach to working with children, young people and their families.
- Work is taking place to continue to strengthen the links between Triage, the Early Help units and open-access provision in Early Help, with a focus on addressing demand whilst meeting the needs of children, young people and their families that meet the threshold for Early Help & Preventative Services.
- A new process for attendance referrals is now in place which means attendance-only issues can be referred direct to the PRU, Inclusion and Attendance service, resulting in reduced demand into Triage and the Early Help units.
- Business processes have been mapped out to specify how youth justice work will be managed between the central youth justice team and the Early Help units, and the new process will start in September.
- Work is progressing well on the implementation of the Early Help Module, due to go live at the end of the year. This will provide a full case management system that links to the system used by SCS. Staff from across the service have recently been involved in the second round of testing which is shaping the final developments within the system.
- A series of reviews of Children's Centres have taken place and the results of these are shaping our planning to continue the improvement journey for centres in Kent and to ensure greater consistency across districts.
- A series of meetings have taken place to consider how to embed the NEET strategy into all aspects of Early Help & Preventative Services, to ensure an integrated approach across the service when working with young people at risk of NEET, or with those already NEET. This has resulted with a new process planned in EHPS which will be launched in the autumn. This work is part of the wider partnership approach to NEET involving Skills & Employability, SEN, Fair Access, VSK and our commissioned services.

### Planned Activity:




- Further work is planned with Public Health to ensure an integrated approach to health issues across the service, from the 0-5 population serviced by Children's Centres to those requiring adolescent mental health services from CAMHS.
- An internal review of our Youth Hubs is underway in order to inform our improvement planning, to ensure greater consistency across districts, and to identify synergies with Children's Centres as they start to work more closely together to provide open-access services.
- Work is taking place to match data and to map the pathways for access to Early Help support for children and young people known to SCS to ensure appropriate support to complement their casework in SCS.
- Service development reviews are underway with the PRU, Inclusion & Attendance service to ensure the new structure is best placed to support the needs of children, young people and schools, and to ensure improved data flows with schools.

# Early Help & Preventative Services Monthly Scorecard

## Guidance Notes

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

### 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 |

Page 14

Page 14

KEY TO ABBREVIATIONS

|                    |  |
|--------------------|--|
| MI                 | Management Information                           |
| EH&PS              | Early Help & Preventative Services               |
| CIC                | Children In Care                                 |
| CP                 | Child Protection                                 |
| CIN                | Child in Need                                    |
| M                  | Monthly  |
| T                  | Termly   |
| Q                  | Quarterly  |
| NEET               | Not in Education, Employment or Training         |
| Persistent Absence | Proportion of pupils absent for >15% of sessions |
| SCS                | Specialist Children's Services                   |
| SKWO               | Secure Kent Workforce Online                     |
| LSOA               | Lower Super Output Area                          |
| CYP                | Children and Young People                        |

### MANAGEMENT INFORMATION CONTACT DETAILS

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### Important Data Notes:

Performance Indicators are monitored using direction of travel

Activity indicators are not monitored using direction of travel

Due to data quality issues in SKWO, all data being reported is subject to change

All date measured indicators are based on calendar days and not working days

|   |                     |
|---|---------------------|
|  | Data to be supplied |
|  | Data not available  |

### The number of cases closed in July has fallen due to the following reasons;

- 1) The roll out of induction training for all unit staff.  
(North & East Kent staff were all trained in July and South Kent at the end of June)
- 2) July is typically a busy month for new requests, schools and others wanting support for families focus on ensuring this support is set up over the summer holidays. This month is not always the best time to close a case, often these are closed with the understanding that the universal service – school or other service will continue to work with the family but if they are not about due to the summer holidays this then cannot happen.

## Early Help &amp; Preventative Services Monthly Scorecard - Kent Trends

|      | Indicators   | Frequency | Polarity | Jan 2015   | Feb 2015 | March 2015 | April 2015 | May 2015 | June 2015 | July 2015 |
|------|--|-----------|----------|--|----------|------------|------------|----------|-----------|-----------|
|      |  |           |          | Overall  | Overall  | Overall    | Overall    | Overall  | Overall   | Overall   |
| SCS  | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        | 31.7   | 32.0     | 39.3       | 31.2       | 39.8     | 43.6      | 46.7      |
| SCS  | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        | 28.7   | 28.6     | 28.5       | 21.5       | 22.4     | 21.2      | 21.4      |
| EH3  | Number of notifications received   | M         |          | 832  | 749      | 1220       | 731        | 544      | 934       | 818       |
| EH4  | Rate of notifications received per 10,000 0-18 population  | M         |          | 24.1   | 21.7     | 35.4       | 21.2       | 15.8     | 27.1      | 23.7      |
| EH5  | Number of open cases   | M         | L        | 3606   | 4212     | 5380       | 5759       | 5547     | 5669      | 5806      |
| EH6  | Number of cases closed   | M         | H        | 118  | 179      | 330        | 324        | 454      | 763       | 698       |
| EH7  | Average case duration (Calendar Days)  | M         | L        | 54   | 60       | 63         | 72         | 84       | 87        | 95        |
| EH8  | Percentage of cases closed - positive outcome  | M         | H        | 49.2   | 55.9     | 68.8       | 63.3       | 69.4     | 75.8      | 77.5      |
| EH9  | Percentage of cases closed - step-up to SCS  | M         | L        | 15.3   | 15.6     | 9.4        | 10.2       | 8.1      | 6.2       | 6.3       |
| EH10 | Number of cases stepped-up to SCS  | M         | L        | 18   | 28       | 31         | 33         | 37       | 47        | 44        |
| EH11 | Number of cases stepped-down from SCS  | M         | H        | 104  | 86       | 102        | 96         | 87       | 136       | 145       |
| EH12 | Percentage of cases stepped-down from SCS  | M         | H        |  |          | 22         | 24         | 27       | 26        | 28        |
| EH13 | Percentage of notifications leading to an assessment   | M         | L        | 93.2   | 94.5     | 96.8       | 96.9       | 97.9     | 97.6      | 97.7      |
| EH14 | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 23.6   | 39.8     | 71.3       | 55.5       | 59.4     | 56.3      | 63.7      |
| EH15 | Percentage of notifications leading to a plan  | M         | H        | 46.5   | 53.9     | 55.9       | 52.1       | 50.3     | 58.1      | 58        |
| EH16 | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 11.5   | 44.9     | 58.7       | 47.4       | 51.4     | 59.2      | 63.0      |
| EH17 | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 22   | 19       | 21         | 19         | 14       | 19        | 14        |
| EH18 | Average length of time from notification to plan (Calendar Days)   | M         | L        | 40   | 41       | 40         | 36         | 30       | 26        | 22        |
| EH19 | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        | Monitoring not available until January 2016 due to time lag. |          |            |            |          |           |           |
| EH20 | Profile of open cases by vulnerable group - % Non White British  | M         |          | 27.3   | 25.0     | 21.2       | 23.0       | 21.4     | 19.4      | 18.6      |
| EH21 | Profile of open cases by vulnerable group - % Boys   | M         |          | 51.8   | 53.5     | 53.1       | 52.4       | 54.0     | 53.9      | 53.7      |
| EH22 | Profile of open cases by vulnerable group - % Disability   | M         |          | 14.5   | 14.9     | 15.5       | 15.1       | 16.1     | 17.0      | 16.4      |
| EH23 | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 996  | 896      | 971        | 957        | 958      | 934       | 881       |
| EH24 | Number of children under 5 attending a Children's Centre   | M         | H        | 11062  | 11021    | 12180      | 11319      | 11324    | 11645     | 11001     |
| EH25 | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 71.3   | 71.5     | 71.4       | 71.6       | 71.8     | 71.7      | 71.6      |
| EH26 | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 78.1   | 78.0     | 79.9       | 78.2       | 78.1     | 78.0      | 78.0      |
| EH27 | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 48.6   | 48.3     | 47.0       | 48.0       | 47.9     | 47.8      | 47.0      |
| EH28 | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 72.0   | 77.6     | 75.3       | 74.9       | 74.5     | 74.2      | 73.1      |
| EH29 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        | 72   | 72       | 72         | 72         | 72       | 72        | 72        |
| EH30 | Number of attendances at KCC or commissioned youth provision   | M         | H        | 7399   | 7263     | 15244      | 9218       | 11725    | 11423     | 7301      |
| EH31 | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 2783   | 2687     | 3837       | 3104       | 2570     | 3341      | 2498      |
| EH32 | Number of first time entrants to the Youth Justice System  | M         | L        | 664  | 640      | 614        | 583        | 567      | 537       | 492       |
| EH33 | Custodial sentences as a percentage of court disposals   | M         | L        | 2.0  | 8.2      | 7.2        | 3.7        | 3.8      | 13.0      | 3.9       |
| EH34 | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 12.3   | 11.2     | 12.3       | 15.0       | 15.4     | 14.8      | 16.0      |
| EH35 | Percentage of 16-18 cohort who are NEET  | M         | L        | 5.3  | 5.3      | 5.7        | 6.0        | 6.1      | 6.1       | 7.8       |
| EH36 | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 659  | 680      | 733        | 761        | 796      | 816       | 839       |
| EH37 | Number of fixed term exclusions - primary  | M         | L        | 1620   | 1619     | 1763       | 1661       | 1713     | 1697      | 1669      |
| EH38 | Number of permanent exclusions - primary   | M         | L        | 35   | 37       | 39         | 43         | 45       | 46        | 48        |
| EH39 | Percentage persistent absence - primary  | A         | L        | 2.3  | 2.3      | 2.3        | 2.3        | 2.3      | 2.3       | 2.3       |
| EH40 | Number of fixed term exclusions - secondary  | M         | L        | 8812   | 8986     | 8374       | 8964       | 9117     | 8959      | 8874      |
| EH41 | Number of permanent exclusions - secondary   | M         | L        | 61   | 61       | 59         | 59         | 59       | 58        | 61        |
| EH42 | Percentage persistent absence - secondary  | A         | L        | 6.2  | 6.2      | 6.2        | 6.2        | 6.2      | 6.2       | 6.2       |

**Note:**

Annual Indicators only showing the latest year available.

## Early Help &amp; Preventative Services Monthly Scorecard - Kent

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |  |      |       |      | June 2015 |      |      |       |      | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|--|------|-------|------|-----------|------|------|-------|------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4  | 5-10 | 11-15 | 16+  | Overall   | 0-4  | 5-10 | 11-15 | 16+  |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        | 46.7      |  |      |       |      | 43.6      |      |      |       |      |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        | 21.4      |  |      |       |      | 21.2      |      |      |       |      | ↓   | 25.0        |             |             |             |
| EH3        | Number of notifications received   | M         |          | 818       | 22.7   | 32.8 | 37    | 7.5  | 934       | 17.8 | 35.1 | 39    | 8.1  |     |             |             |             |             |
| EH4        | Rate of notifications received per 10,000 0-18 population  | M         |          | 23.7      | 20.4   | 25.2 | 33.7  | 10.6 | 27.1      | 18.2 | 30.8 | 40.4  | 13.2 |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 5806      | 17.1   | 32.0 | 41.5  | 9.4  | 5669      | 17.1 | 31.8 | 41.7  | 9.6  | ↓   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 698       | 23.6   | 32.8 | 34.4  | 9.2  | 763       | 18.9 | 32.0 | 38.1  | 11.0 | ↓   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 95        | 97   | 106  | 104   | 95   | 87        | 93   | 98   | 96    | 88   | ↓   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 77.5      | 71.5   | 86.5 | 73.3  | 76.6 | 75.8      | 70.1 | 79.5 | 77.0  | 70.2 | ↑   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 6.3       | 10.9   | 2.6  | 7.1   | 4.7  | 6.2       | 10.4 | 5.7  | 4.8   | 4.8  | ↓   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 44        | 18   | 6    | 17    | 3    | 47        | 15   | 14   | 14    | 4    | ↑   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 145       | 43   | 45   | 43    | 12   | 136       | 43   | 45   | 40    | 9    | ↑   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        | 28        |  |      |       |      | 26        |      |      |       |      |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 97.7      | 97.9   | 98.4 | 97.0  | 97.6 | 97.6      | 97.9 | 98.1 | 97.2  | 96.1 | ↓   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 63.7      | 61.0   | 68.0 | 61.8  | 58.6 | 56.3      | 55.4 | 59.6 | 55.9  | 46.3 | ↑   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 58        | 56.4   | 58.7 | 58.6  | 56.0 | 58.1      | 60.4 | 60.0 | 57.1  | 47.6 | ↓   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 63.0      | 58.5   | 66.4 | 61.4  | 70.8 | 59.2      | 61.4 | 58.5 | 62.4  | 38.1 | ↑   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 14        | 14   | 14   | 14    | 15   | 19        | 17   | 19   | 19    | 22   | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 22        | 21   | 23   | 21    | 23   | 26        | 23   | 27   | 26    | 26   | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           | Monitoring not available until January 2016 due to time lag. |      |       |      |           |      |      |       |      |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 18.6      | 31.0   | 17.3 | 14.3  | 18.8 | 19.4      | 33.2 | 18.5 | 14.6  | 18.1 |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 53.7      | 54.3   | 61.1 | 50.3  | 42   | 53.9      | 53.6 | 61.6 | 50.6  | 42.6 |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 16.4      | 7.8  | 18.0 | 18.2  | 18.2 | 17.0      | 8.0  | 18.2 | 19.1  | 19.6 |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 881       |  |      |       |      | 934       |      |      |       |      | ↓   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 11001     |  |      |       |      | 11645     |      |      |       |      | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 71.6      |  |      |       |      | 71.7      |      |      |       |      | ↓   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 78.0      |  |      |       |      | 78.0      |      |      |       |      | ↔   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 47.0      |  |      |       |      | 47.8      |      |      |       |      | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 73.1      |  |      |       |      | 74.2      |      |      |       |      | ↓   |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        | 72        |  |      |       |      | 72        |      |      |       |      | ↔   | 75          | 81          | 90          | 100         |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 7301      |  |      |       |      | 11423     |      |      |       |      | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 2498      |  |      |       |      | 3341      |      |      |       |      | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 492       |  |      |       |      | 537       |      |      |       |      | ↑   | 628         | 615         | 602         | 589         |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 3.9       |  |      |       |      | 13.0      |      |      |       |      | ↑   | 3.5         | 3.5         | 3.5         | 3.5         |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 16.0      |  |      |       |      | 14.8      |      |      |       |      | ↓   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 7.8       |  |      |       |      | 6.1       |      |      |       |      | ↓   | 4.0         | 3.5         | 1.0         | 1.0         |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 839       |  |      |       |      | 816       |      |      |       |      | ↓   | 300         | 200         | 130         | 70          |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 1669      |  |      |       |      | 1697      |      |      |       |      | ↑   | 1350        | 1250        | 1150        | 1050        |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 48        |  |      |       |      | 46        |      |      |       |      | ↓   | 11          | 8           | 6           | 5           |
| EH39       | Percentage persistent absence - primary  | A         | L        | 2.3       |  |      |       |      | 2.3       |      |      |       |      | ↔   | 2.8         | 2.6         | 2.4         | 2.2         |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 8874      |  |      |       |      | 8959      |      |      |       |      | ↑   | 8000        | 7000        | 6000        | 5000        |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 61        |  |      |       |      | 58        |      |      |       |      | ↓   | 39          | 32          | 24          | 15          |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 6.2       |  |      |       |      | 6.2       |      |      |       |      | ↔   | 5.8         | 5.6         | 5.4         | 5.2         |

## Early Help &amp; Preventative Services Monthly Scorecard - East

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |      |  |       |       | June 2015 |      |      |       |       | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|------|--|-------|-------|-----------|------|------|-------|-------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4  | 5-10   | 11-15 | 16+   | Overall   | 0-4  | 5-10 | 11-15 | 16+   |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |      |  |       |       |           |      |      |       |       |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |      |  |       |       |           |      |      |       |       |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 256       | 21.1 | 32.8   | 38.7  | 7.4   | 328       | 18.9 | 36.3 | 34.8  | 10.1  |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 26.7      | 21.6 | 29   | 39.3  | 11.4  | 34.2      | 24.8 | 41.1 | 45.3  | 19.8  |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 1985      | 18.2 | 31.3   | 41.4  | 9.2   | 1960      | 17.9 | 31.3 | 41.4  | 9.4   | ↓   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 263       | 22.8 | 33.8   | 35.7  | 7.6   | 276       | 21.0 | 31.2 | 34.8  | 13    | ↓   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 91        | 92   | 102  | 97    | 91    | 67        | 88   | 97   | 86    | 84    | ↓   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 78.3      | 75   | 88.8   | 68.1  | 90.0  | 75.4      | 65.5 | 76.7 | 79.2  | 77.8  | ↑   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 5.7       | 6.7  | 2.2  | 8.5   | 5.0   | 6.9       | 10.3 | 7.0  | 7.3   | 0.0   | ↑   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 15        | 4    | 2  | 8     | 1     | 19        | 6    | 6    | 7     | 0     | ↑   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 62        | 22   | 19   | 18    | 3     | 68        | 23   | 22   | 18    | 2     | ↓   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |      |  |       |       |           |      |      |       |       |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 96.9      | 95.3 | 97.7   | 96.5  | 100.0 | 97.5      | 96.6 | 97.0 | 97.5  | 100.0 | ↑   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 66.0      | 69.2 | 66.3   | 67.6  | 46.2  | 57.5      | 70.8 | 58.6 | 52.6  | 42.9  | ↑   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 48.7      | 52.3 | 48.3   | 47.7  | 46.2  | 51.9      | 54.5 | 55.2 | 50.0  | 39.4  | ↓   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 70.2      | 76.0 | 73.2   | 66.0  | 62.5  | 59.3      | 76.9 | 52.8 | 60.0  | 50.0  | ↑   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 14        | 14   | 14   | 15    | 16    | 15        | 14   | 16   | 13    | 18    | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 22        | 20   | 23   | 21    | 25    | 26        | 21   | 26   | 27    | 29    | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           |      | Monitoring not available until January 2016 due to time lag. |       |       |           |      |      |       |       |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 17.0      | 26.9 | 17.6   | 12.1  | 17.6  | 18.2      | 30.6 | 18.2 | 12.3  | 18.9  |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 51.8      | 50.1 | 58.9   | 48.7  | 44.5  | 52.2      | 49.7 | 60.4 | 49    | 43.8  |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 14.4      | 4.8  | 15.4   | 18.0  | 14.4  | 15.0      | 5.4  | 14.9 | 19.2  | 15    |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 170       |      |  |       |       | 247       |      |      |       |       | ↓   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 3213      |      |  |       |       | 4105      |      |      |       |       | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 77.8      |      |  |       |       | 77.6      |      |      |       |       | ↑   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 80.6      |      |  |       |       | 80.6      |      |      |       |       | ↔   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 52.7      |      |  |       |       | 53.7      |      |      |       |       | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 77.6      |      |  |       |       | 79.9      |      |      |       |       |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |      |  |       |       |           |      |      |       |       |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 2024      |      |  |       |       | 3888      |      |      |       |       | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 808       |      |  |       |       | 1210      |      |      |       |       | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 185       |      |  |       |       | 201       |      |      |       |       | ↑   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 2.3       |      |  |       |       | 13.3      |      |      |       |       | ↑   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 20.0      |      |  |       |       | 14.9      |      |      |       |       | ↓   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 9.6       |      |  |       |       | 7.2       |      |      |       |       |     |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 328       |      |  |       |       | 316       |      |      |       |       |     |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 666       |      |  |       |       | 688       |      |      |       |       | ↑   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 21        |      |  |       |       | 20        |      |      |       |       | ↓   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 2.3       |      |  |       |       | 2.3       |      |      |       |       | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 2725      |      |  |       |       | 2754      |      |      |       |       | ↑   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 0         |      |  |       |       | 0         |      |      |       |       | ↔   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 7.3       |      |  |       |       | 7.3       |      |      |       |       | ↔   |             |             |             |             |

## Early Help &amp; Preventative Services Monthly Scorecard - North

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |  |      |       |       | June 2015 |       |      |       |       | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|--|------|-------|-------|-----------|-------|------|-------|-------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4  | 5-10 | 11-15 | 16+   | Overall   | 0-4   | 5-10 | 11-15 | 16+   |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |  |      |       |       |           |       |      |       |       |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |  |      |       |       |           |       |      |       |       |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 146       | 24.0   | 26.7 | 39.0  | 10.3  | 144       | 22.9  | 37.5 | 35.4  | 4.2   |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 18.9      | 16.3   | 16.1 | 29.6  | 12.3  | 18.7      | 15.3  | 22.4 | 26.5  | 4.9   |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 1074      | 18.2   | 35.0 | 38.9  | 7.9   | 1019      | 17.3  | 35.3 | 39.2  | 8.2   | ↓   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 100       | 23   | 23.0 | 40.0  | 14    | 127       | 24.4  | 34.6 | 32.3  | 8.7   | ↓   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 101       | 93   | 98   | 106   | 101   | 92        | 89    | 95   | 95    | 90    | ↓   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 81.0      | 78.3   | 82.6 | 85.0  | 71.4  | 77.2      | 77.4  | 84.1 | 73.2  | 63.6  | ↑   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 8.0       | 13.0   | 4.3  | 7.5   | 7.1   | 7.9       | 12.9  | 4.5  | 4.9   | 18.2  | ↓   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 8         | 3  | 1    | 3     | 1     | 10        | 4     | 2    | 2     | 2     | ↑   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 26        | 10   | 5    | 8     | 3     | 27        | 7     | 13   | 6     | 1     | ↓   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |  |      |       |       |           |       |      |       |       |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 98.9      | 100.0  | 97.7 | 98.9  | 100.0 | 98.9      | 100.0 | 98.9 | 98.8  | 100.0 | ↔   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 55.0      | 60.6   | 55.6 | 52.2  | 40.0  | 37.1      | 37.9  | 42.1 | 26.5  | 75.0  | ↑   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 41.5      | 39.7   | 40.7 | 42.6  | 50.0  | 38.7      | 44.6  | 34.7 | 39.8  | 28.6  | ↑   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 48.1      | 25.0   | 61.5 | 45.8  | 100.0 | 36.6      | 50.0  | 31.3 | 33.3  | 50.0  | ↑   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 16        | 14   | 17   | 17    | 18    | 19        | 16    | 18   | 20    | 23    | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 26        | 28   | 25   | 27    | 20    | 30        | 31    | 27   | 33    | 20    | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           | Monitoring not available until January 2016 due to time lag. |      |       |       |           |       |      |       |       |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 20.3      | 31.3   | 17.8 | 16.7  | 23.5  | 20.6      | 31.3  | 18.9 | 17.5  | 20.2  |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 54.5      | 57.9   | 59.0 | 51.4  | 41.2  | 55.4      | 56.8  | 60.0 | 53.1  | 44    |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 20.2      | 11.1   | 22.4 | 22.2  | 21.7  | 21.0      | 11.2  | 22.3 | 24    | 22.2  |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 197       |  |      |       |       | 235       |       |      |       |       | ↓   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 2159      |  |      |       |       | 2267      |       |      |       |       | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 72.7      |  |      |       |       | 73.1      |       |      |       |       | ↓   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 85.1      |  |      |       |       | 85.4      |       |      |       |       | ↓   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 43.8      |  |      |       |       | 44.7      |       |      |       |       | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 73.3      |  |      |       |       | 73.1      |       |      |       |       |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |  |      |       |       |           |       |      |       |       |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 1995      |  |      |       |       | 2740      |       |      |       |       | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 622       |  |      |       |       | 919       |       |      |       |       | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 82        |  |      |       |       | 87        |       |      |       |       | ↑   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 0.0       |  |      |       |       | 0.0       |       |      |       |       | ↔   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 8.3       |  |      |       |       | 10.0      |       |      |       |       | ↑   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 7.3       |  |      |       |       | 5.5       |       |      |       |       |     |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 133       |  |      |       |       | 127       |       |      |       |       |     |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 313       |  |      |       |       | 292       |       |      |       |       | ↓   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 7         |  |      |       |       | 7         |       |      |       |       | ↔   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 2.6       |  |      |       |       | 2.6       |       |      |       |       | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 1272      |  |      |       |       | 1252      |       |      |       |       | ↓   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 32        |  |      |       |       | 28        |       |      |       |       | ↓   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 5.1       |  |      |       |       | 5.1       |       |      |       |       | ↔   |             |             |             |             |



## Early Help &amp; Preventative Services Monthly Scorecard - South

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |      |  |       |      | June 2015 |      |       |       |      | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|------|--|-------|------|-----------|------|-------|-------|------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4  | 5-10   | 11-15 | 16+  | Overall   | 0-4  | 5-10  | 11-15 | 16+  |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |      |  |       |      |           |      |       |       |      |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |      |  |       |      |           |      |       |       |      |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 239       | 23.8 | 36.8   | 33.5  | 5.9  | 260       | 13.5 | 36.9  | 40.0  | 9.6  |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 31        | 28.3 | 37.2   | 39.2  | 10.8 | 33.7      | 17.4 | 40.6  | 51.0  | 19.3 |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 1482      | 14.9 | 32.5   | 41.9  | 10.7 | 1501      | 15.3 | 32    | 41.6  | 11.1 | ↑   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 229       | 26.2 | 38.4   | 27.5  | 7.9  | 237       | 14.3 | 30.8  | 43.0  | 11.8 | ↓   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 97        | 101  | 117  | 109   | 97   | 99        | 97   | 103   | 103   | 94   | ↑   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 75.1      | 66.7 | 84.1   | 71.4  | 72.2 | 73.8      | 70.6 | 79.5  | 75.5  | 57.1 | ↑   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 6.6       | 11.7 | 3.4  | 7.9   | 0.0  | 4.2       | 8.8  | 4.1   | 2.0   | 7.1  | ↓   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 15        | 7    | 3  | 5     | 0    | 10        | 3    | 3     | 2     | 2    | ↓   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 32        | 6    | 13   | 9     | 3    | 19        | 2    | 4     | 9     | 3    | ↑   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |      |  |       |      |           |      |       |       |      |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 97.8      | 96.9 | 100.0  | 96.5  | 96.2 | 96.7      | 95.8 | 100.0 | 96.7  | 90.6 | ↓   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 75.8      | 6.6  | 79.2   | 75.8  | 87.5 | 70.2      | 76.9 | 77.5  | 67.4  | 53.3 | ↑   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 80.8      | 81.5 | 83.1   | 80.3  | 69.2 | 78        | 80.6 | 84.2  | 75.2  | 62.5 | ↑   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 72.0      | 70.4 | 73.8   | 69.4  | 85.7 | 71.3      | 56.3 | 81.3  | 74.4  | 50.0 | ↑   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 11        | 9    | 12   | 9     | 16   | 22        | 18   | 21    | 24    | 27   | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 18        | 17   | 18   | 17    | 23   | 21        | 21   | 22    | 21    | 25   | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           |      | Monitoring not available until January 2016 due to time lag. |       |      |           |      |       |       |      |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 16.9      | 28.5 | 14.9   | 14.0  | 16.5 | 18.7      | 33.9 | 16.4  | 15.1  | 15.7 |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 53.5      | 57.5 | 61.6   | 49.6  | 38   | 52.4      | 56.1 | 60.1  | 48.7  | 38.6 |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 16.9      | 8.6  | 17.9   | 18.2  | 20.9 | 17.3      | 8.1  | 17.9  | 18.4  | 24   |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 237       |      |  |       |      | 175       |      |       |       |      | ↑   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 3222      |      |  |       |      | 2809      |      |       |       |      | ↑   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 70.4      |      |  |       |      | 70.5      |      |       |       |      | ↓   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 72.4      |      |  |       |      | 72.3      |      |       |       |      | ↑   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 44.5      |      |  |       |      | 44.7      |      |       |       |      | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 71.9      |      |  |       |      | 67.6      |      |       |       |      |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |      |  |       |      |           |      |       |       |      |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 1899      |      |  |       |      | 2934      |      |       |       |      | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 630       |      |  |       |      | 743       |      |       |       |      | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 120       |      |  |       |      | 134       |      |       |       |      | ↑   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 20.0      |      |  |       |      | 14.3      |      |       |       |      | ↓   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 18.5      |      |  |       |      | 19.3      |      |       |       |      | ↑   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 7.5       |      |  |       |      | 6.2       |      |       |       |      |     |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 214       |      |  |       |      | 214       |      |       |       |      |     |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 377       |      |  |       |      | 390       |      |       |       |      | ↑   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 11        |      |  |       |      | 11        |      |       |       |      | ↔   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 2.0       |      |  |       |      | 2.0       |      |       |       |      | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 3083      |      |  |       |      | 3070      |      |       |       |      | ↓   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 3         |      |  |       |      | 3         |      |       |       |      | ↔   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 6.6       |      |  |       |      | 6.6       |      |       |       |      | ↔   |             |             |             |             |

## Early Help &amp; Preventative Services Monthly Scorecard - West

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |       |  |       |      | June 2015 |       |      |       |      | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|-------|--|-------|------|-----------|-------|------|-------|------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4   | 5-10   | 11-15 | 16+  | Overall   | 0-4   | 5-10 | 11-15 | 16+  |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |       |  |       |      |           |       |      |       |      |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |       |  |       |      |           |       |      |       |      |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 177       | 22.6  | 32.2   | 37.9  | 7.3  | 202       | 17.8  | 29.2 | 47.0  | 5.9  |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 18.6      | 16.3  | 19.2   | 26.6  | 8.4  | 21.3      | 14.6  | 19.9 | 37.7  | 7.7  |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 1265      | 17.2  | 29.9   | 43.6  | 9.3  | 1189      | 16.7  | 29.1 | 44.7  | 9.4  | ⇅   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 106       | 20.8  | 27.4   | 40.6  | 11.3 | 123       | 17.1  | 33.3 | 42.3  | 7.3  | ⇅   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 91        | 102   | 102  | 106   | 91   | 97        | 103   | 94   | 101   | 83   | ↑   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 77.4      | 68.2  | 89.7   | 76.7  | 66.7 | 78.9      | 71.4  | 80.5 | 78.8  | 88.9 | ⇅   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 5.7       | 18.2  | 0.0  | 2.3   | 8.3  | 6.5       | 9.5   | 7.3  | 5.8   | 0.0  | ↑   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 6         | 4     | 0  | 1     | 1    | 8         | 2     | 3    | 3     | 0    | ↑   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 25        | 5     | 8  | 8     | 3    | 22        | 5     | 6    | 7     | 3    | ↑   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |       |  |       |      |           |       |      |       |      |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 97.7      | 100.0 | 97.9   | 96.8  | 95.0 | 97.5      | 100.0 | 97.0 | 97.5  | 95.8 | ⇅   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 49.5      | 36.8  | 61.8   | 66.7  | 45.5 | 58.3      | 50.0  | 60.0 | 69.4  | 33.3 | ⇅   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 58.7      | 55.2  | 58.8   | 61.1  | 55.0 | 62.0      | 61.8  | 64.6 | 62.3  | 50.0 | ⇅   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 46.1      | 38.9  | 40.0   | 52.5  | 50.0 | 56.1      | 60.0  | 55.9 | 62.2  | 14.3 | ⇅   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 15        | 18    | 13   | 15    | 13   | 21        | 21    | 20   | 21    | 22   | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 27        | 24    | 32   | 25    | 24   | 30        | 24    | 35   | 29    | 25   | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           |       | Monitoring not available until January 2016 due to time lag. |       |      |           |       |      |       |      |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 21.7      | 40.1  | 19.6   | 16.1  | 20.3 | 21.5      | 38.7  | 21.4 | 15.4  | 18.8 |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 56.4      | 54.8  | 65.9   | 52.7  | 44.1 | 57.3      | 54.8  | 67.6 | 53.4  | 45.5 |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 15.6      | 9.1   | 18.4   | 15.6  | 17.5 | 16.5      | 9.9   | 20.2 | 16.0  | 17.9 |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 277       |       |  |       |      | 277       |       |      |       |      | ⇅   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 2407      |       |  |       |      | 2464      |       |      |       |      | ⇅   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 63.5      |       |  |       |      | 63.3      |       |      |       |      | ↑   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 70.0      |       |  |       |      | 70.0      |       |      |       |      | ⇅   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 40.5      |       |  |       |      | 41.0      |       |      |       |      | ⇅   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 67.4      |       |  |       |      | 72.4      |       |      |       |      |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |       |  |       |      |           |       |      |       |      |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 1383      |       |  |       |      | 1861      |       |      |       |      | ⇅   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 438       |       |  |       |      | 469       |       |      |       |      | ⇅   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 100       |       |  |       |      | 110       |       |      |       |      | ↑   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 0.0       |       |  |       |      | 0.2       |       |      |       |      | ↑   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 11.1      |       |  |       |      | 12.5      |       |      |       |      | ↑   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 6.5       |       |  |       |      | 5.3       |       |      |       |      |     |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 164       |       |  |       |      | 159       |       |      |       |      |     |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 313       |       |  |       |      | 327       |       |      |       |      | ↑   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 9         |       |  |       |      | 8         |       |      |       |      | ⇅   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 2.1       |       |  |       |      | 2.1       |       |      |       |      | ⇅   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 1794      |       |  |       |      | 1883      |       |      |       |      | ↑   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 26        |       |  |       |      | 27        |       |      |       |      | ↑   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 5.4       |       |  |       |      | 5.4       |       |      |       |      | ⇅   |             |             |             |             |

## Early Help &amp; Preventative Services Monthly Scorecard - Ashford

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |       |  |       |       | June 2015 |       |       |       |      | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|-------|--|-------|-------|-----------|-------|-------|-------|------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4   | 5-10   | 11-15 | 16+   | Overall   | 0-4   | 5-10  | 11-15 | 16+  |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |       |  |       |       |           |       |       |       |      |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |       |  |       |       |           |       |       |       |      |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 57.0      | 33.3  | 28.1   | 35.1  | 3.5   | 79.0      | 10.1  | 41.8  | 36.7  | 11.4 |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 19.0      | 23.9  | 17.0   | 25.4  | 4.2   | 26.4      | 10.1  | 35.1  | 36.9  | 18.9 |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 501.0     | 14.8  | 31.7   | 45.3  | 8.2   | 556.0     | 13.8  | 33.6  | 43.7  | 8.8  | ↑   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 96.0      | 21.9  | 39.6   | 30.2  | 8.3   | 78.0      | 9.0   | 37.2  | 38.5  | 15.4 | ↑   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 105.0     | 100.0 | 122.0  | 117.0 | 105.0 | 97.7      | 82.1  | 102.0 | 104.0 | 95.0 | ↓   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 82.3      | 61.9  | 97.4   | 72.4  | 100.0 | 75.6      | 71.4  | 79.3  | 80.0  | 58.3 | ↑   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 3.1       | 4.8   | 0.0  | 6.9   | 0.0   | 2.6       | 0.0   | 3.4   | 0.0   | 8.3  | ↓   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 3.0       | 1.0   | 0.0  | 2.0   | 0.0   | 2.0       | 0.0   | 1.0   | 0.0   | 1.0  | ↓   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 4.0       | 4.0   | 0.0  | 0.0   | 0.0   | 7.0       | 1.0   | 1.0   | 5.0   | 0.0  | ↓   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |       |  |       |       |           |       |       |       |      |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 96.6      | 100.0 | 100.0  | 94.3  | 75.0  | 93.9      | 87.5  | 100.0 | 95.6  | 75.0 | ↓   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 70.6      | 75.0  | 76.9   | 61.5  | 0.0   | 75.0      | 100.0 | 78.6  | 72.7  | 50.0 | ↓   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 78.7      | 86.7  | 85.7   | 68.6  | 75.0  | 68.4      | 66.7  | 83.8  | 60.0  | 50.0 | ↑   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 65.0      | 66.7  | 78.9   | 46.7  | 0.0   | 54.2      | 16.7  | 62.5  | 85.7  | 33.3 | ↑   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 10.2      | 5.9   | 10.8   | 11.5  | 12.0  | 23.6      | 18.1  | 24.5  | 24.5  | 27.6 | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 19.8      | 19.7  | 20.6   | 18.5  | 22.3  | 24.1      | 31.4  | 23.7  | 21.3  | 16.3 | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           |       | Monitoring not available until January 2016 due to time lag. |       |       |           |       |       |       |      |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 21.8      | 40.5  | 17.6   | 18.5  | 19.5  | 22.1      | 46.8  | 18.2  | 18.1  | 16.3 |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 54.7      | 59.5  | 62.3   | 53.3  | 22.0  | 53.1      | 54.5  | 60.4  | 52.3  | 24.5 |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 15.3      | 11.5  | 15.7   | 17.0  | 12.1  | 15.5      | 11.3  | 14.7  | 17.6  | 14.0 |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 77        |       |  |       |       | 85        |       |       |       |      | ↓   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 1050      |       |  |       |       | 1085      |       |       |       |      | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 67.2      |       |  |       |       | 67.1      |       |       |       |      | ↑   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 66.5      |       |  |       |       | 66.2      |       |       |       |      | ↑   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 44.8      |       |  |       |       | 44.9      |       |       |       |      | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 73.1      |       |  |       |       | 72.3      |       |       |       |      |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |       |  |       |       |           |       |       |       |      |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 802       |       |  |       |       | 1141      |       |       |       |      | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 223       |       |  |       |       | 250       |       |       |       |      | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 33        |       |  |       |       | 33        |       |       |       |      | ↔   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 0.0       |       |  |       |       | 0.0       |       |       |       |      | ↔   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 19.0      |       |  |       |       | 22.7      |       |       |       |      | ↑   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 6.5       |       |  |       |       | 5.8       |       |       |       |      | ↓   |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 56        |       |  |       |       | 57        |       |       |       |      | ↑   |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 132       |       |  |       |       | 231       |       |       |       |      | ↑   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 0         |       |  |       |       | 0         |       |       |       |      | ↔   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 1.7       |       |  |       |       | 1.7       |       |       |       |      | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 1495      |       |  |       |       | 1467      |       |       |       |      | ↓   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 0         |       |  |       |       | 0         |       |       |       |      | ↔   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 6.0       |       |  |       |       | 6.0       |       |       |       |      | ↔   |             |             |             |             |

## Early Help &amp; Preventative Services Monthly Scorecard - Canterbury

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |       |  |       |       | June 2015 |       |      |       |       | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|-------|--|-------|-------|-----------|-------|------|-------|-------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4   | 5-10   | 11-15 | 16+   | Overall   | 0-4   | 5-10 | 11-15 | 16+   |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |       |  |       |       |           |       |      |       |       |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |       |  |       |       |           |       |      |       |       |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 83.0      | 19.3  | 28.9   | 43.4  | 8.4   | 118.0     | 12.7  | 39.0 | 35.6  | 12.7  |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 26.6      | 21.0  | 25.5   | 43.6  | 11.8  | 37.8      | 19.7  | 48.9 | 50.9  | 25.3  |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 523.0     | 12.8  | 33.7   | 43.4  | 10.1  | 529.0     | 13.4  | 33.8 | 42.2  | 10.6  | ↑   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 88.0      | 25.0  | 33.0   | 31.8  | 10.2  | 109.0     | 13.8  | 24.8 | 38.5  | 22.9  | ↓   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 86.0      | 80.0  | 92.0   | 106.0 | 86.0  | 89.0      | 77.7  | 90.0 | 99.0  | 83.0  | ↑   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 85.2      | 86.4  | 89.7   | 75.0  | 100.0 | 82.6      | 80.0  | 92.6 | 78.6  | 80.0  | ↑   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 3.4       | 0.0   | 0.0  | 10.7  | 0.0   | 2.8       | 0.0   | 3.7  | 4.8   | 0.0   | ↓   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 3.0       | 0.0   | 0.0  | 3.0   | 0.0   | 3.0       | 0.0   | 1.0  | 2.0   | 0.0   | ↔   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 9.0       | 3.0   | 5.0  | 1.0   | 0.0   | 10.0      | 3.0   | 4.0  | 2.0   | 0.0   | ↓   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |       |  |       |       |           |       |      |       |       |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 95.9      | 100.0 | 92.9   | 96.7  | 100.0 | 96.1      | 100.0 | 93.2 | 96.3  | 100.0 | ↑   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 63.3      | 62.5  | 56.5   | 79.2  | 20.0  | 57.1      | 100.0 | 63.6 | 55.0  | 33.3  | ↑   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 53.3      | 50.0  | 52.4   | 56.7  | 40.0  | 62.0      | 61.1  | 65.9 | 63.0  | 46.2  | ↓   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 70.0      | 100.0 | 54.5   | 69.2  | 100.0 | 77.3      | 0.0   | 62.5 | 91.7  | 100.0 | ↓   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 13.6      | 15.1  | 14.7   | 12.4  | 15.1  | 7.6       | 11.6  | 16.6 | 0.0   | 17.4  | ↓   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 21.8      | 15.6  | 24.2   | 21.4  | 20.8  | 22.8      | 17.1  | 25.2 | 22.8  | 22.3  | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           |       | Monitoring not available until January 2016 due to time lag. |       |       |           |       |      |       |       |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 20.1      | 32.8  | 23.3   | 14.1  | 18.9  | 22.1      | 39.4  | 22.3 | 16.1  | 21.4  |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 50.9      | 59.7  | 56.3   | 47.6  | 35.8  | 48.4      | 52.1  | 55.9 | 44.8  | 33.9  |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 15.1      | 2.5   | 13.1   | 19.2  | 20.3  | 15.8      | 3.0   | 15.0 | 19.2  | 20.4  |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 67        |       |  |       |       | 59        |       |      |       |       | ↑   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 1231      |       |  |       |       | 1243      |       |      |       |       | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 74.0      |       |  |       |       | 73.7      |       |      |       |       | ↑   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 74.9      |       |  |       |       | 74.3      |       |      |       |       | ↑   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 48.4      |       |  |       |       | 48.7      |       |      |       |       | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 81.3      |       |  |       |       | 86.0      |       |      |       |       |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |       |  |       |       |           |       |      |       |       |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 921       |       |  |       |       | 1933      |       |      |       |       | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 305       |       |  |       |       | 471       |       |      |       |       | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 36        |       |  |       |       | 36        |       |      |       |       | ↔   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 0.0       |       |  |       |       | 0.0       |       |      |       |       | ↔   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 19.2      |       |  |       |       | 17.2      |       |      |       |       | ↓   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 8.3       |       |  |       |       | 6.3       |       |      |       |       | ↓   |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 80        |       |  |       |       | 80        |       |      |       |       | ↔   |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 174       |       |  |       |       | 179       |       |      |       |       | ↑   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 3         |       |  |       |       | 3         |       |      |       |       | ↔   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 2.6       |       |  |       |       | 2.6       |       |      |       |       | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 423       |       |  |       |       | 405       |       |      |       |       | ↓   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 0         |       |  |       |       | 0         |       |      |       |       | ↔   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 6.7       |       |  |       |       | 6.7       |       |      |       |       | ↔   |             |             |             |             |

## Early Help &amp; Preventative Services Monthly Scorecard - Dartford

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |  |       |       |       | June 2015 |       |      |       |       | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|--|-------|-------|-------|-----------|-------|------|-------|-------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4  | 5-10  | 11-15 | 16+   | Overall   | 0-4   | 5-10 | 11-15 | 16+   |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |  |       |       |       |           |       |      |       |       |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |  |       |       |       |           |       |      |       |       |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 47.0      | 29.8   | 12.8  | 42.6  | 14.9  | 38.0      | 26.3  | 36.8 | 34.2  | 2.6   |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 19.1      | 19.3   | 7.8   | 34.2  | 18.5  | 15.5      | 13.8  | 18.3 | 22.2  | 2.6   |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 314.0     | 20.1   | 31.5  | 39.5  | 8.9   | 290.0     | 17.6  | 34.5 | 39.0  | 9.0   | ↓   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 23.0      | 21.7   | 21.7  | 39.1  | 17.4  | 45.0      | 20.0  | 46.7 | 28.9  | 4.4   | ↓   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 90.0      | 91.0   | 92.0  | 90.0  | 90.0  | 88.4      | 90.7  | 91.0 | 86.0  | 92.0  | ↓   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 82.6      | 60.0   | 100.0 | 88.9  | 75.0  | 88.9      | 88.9  | 90.5 | 84.6  | 100.0 | ↓   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 13.0      | 20.0   | 0.0   | 11.1  | 25.0  | 4.4       | 11.1  | 4.8  | 0.0   | 0.0   | ↓   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 3.0       | 1.0  | 0.0   | 1.0   | 1.0   | 2.0       | 1.0   | 1.0  | 0.0   | 0.0   | ↓   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 7.0       | 4.0  | 2.0   | 1.0   | 0.0   | 8.0       | 4.0   | 2.0  | 2.0   | 0.0   | ↓   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |  |       |       |       |           |       |      |       |       |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 98.8      | 100.0  | 95.7  | 100.0 | 100.0 | 99.0      | 100.0 | 97.1 | 100.0 | 100.0 | ↑   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 69.7      | 87.5   | 71.4  | 62.5  | 50.0  | 60.7      | 50.0  | 80.0 | 50.0  | 0.0   | ↑   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 35.8      | 42.3   | 34.8  | 30.0  | 50.0  | 31.3      | 52.0  | 28.6 | 20.6  | 20.0  | ↑   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 69.2      | 25.0   | 66.7  | 100.0 | 100.0 | 62.5      | 66.7  | 66.7 | 50.0  | 0.0   | ↑   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 13.1      | 12.3   | 12.4  | 13.8  | 19.0  | 16.6      | 15.6  | 15.1 | 16.9  | 23.7  | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 18.6      | 22.5   | 20.5  | 12.4  | 11.0  | 22.4      | 26.8  | 21.2 | 17.3  | 14.0  | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           | Monitoring not available until January 2016 due to time lag. |       |       |       |           |       |      |       |       |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 25.2      | 30.2   | 20.2  | 22.6  | 42.9  | 26.9      | 31.4  | 24.0 | 23.9  | 42.3  |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 58.0      | 57.1   | 60.6  | 57.3  | 53.6  | 58.3      | 56.9  | 60.0 | 56.6  | 61.5  |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 16.2      | 11.0   | 14.5  | 20.4  | 16.2  | 16.7      | 12.0  | 15.3 | 20.5  | 14.3  |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 73        |  |       |       |       | 92        |       |      |       |       | ↓   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 682       |  |       |       |       | 692       |       |      |       |       | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 65.8      |  |       |       |       | 66.2      |       |      |       |       | ↓   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 77.7      |  |       |       |       | 77.9      |       |      |       |       | ↓   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 38.8      |  |       |       |       | 39.9      |       |      |       |       | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 71.0      |  |       |       |       | 69.2      |       |      |       |       |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |  |       |       |       |           |       |      |       |       |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 332       |  |       |       |       | 485       |       |      |       |       | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 103       |  |       |       |       | 151       |       |      |       |       | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 20        |  |       |       |       | 22        |       |      |       |       | ↑   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 0.0       |  |       |       |       | 0.0       |       |      |       |       | ↔   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 8.3       |  |       |       |       | 7.1       |       |      |       |       | ↓   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 7.2       |  |       |       |       | 5.0       |       |      |       |       | ↓   |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 32        |  |       |       |       | 28        |       |      |       |       | ↓   |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 136       |  |       |       |       | 128       |       |      |       |       | ↓   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 3         |  |       |       |       | 3         |       |      |       |       | ↔   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 3.3       |  |       |       |       | 3.3       |       |      |       |       | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 608       |  |       |       |       | 610       |       |      |       |       | ↑   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 13        |  |       |       |       | 11        |       |      |       |       | ↓   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 3.9       |  |       |       |       | 3.9       |       |      |       |       | ↔   |             |             |             |             |

## Early Help &amp; Preventative Services Monthly Scorecard - Dover

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |  |       |       |       | June 2015 |       |       |       |       | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|--|-------|-------|-------|-----------|-------|-------|-------|-------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4  | 5-10  | 11-15 | 16+   | Overall   | 0-4   | 5-10  | 11-15 | 16+   |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |  |       |       |       |           |       |       |       |       |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |  |       |       |       |           |       |       |       |       |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 95.0      | 23.2   | 38.9  | 32.6  | 5.3   | 95.0      | 10.5  | 36.8  | 45.3  | 7.4   |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 39.0      | 35.4   | 50.2  | 48.0  | 11.6  | 39.0      | 16.1  | 47.5  | 66.6  | 16.2  |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 508.0     | 14.2   | 35.0  | 39.8  | 11.0  | 504.0     | 15.9  | 33.1  | 39.1  | 11.9  | ↓   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 81.0      | 29.6   | 39.5  | 22.2  | 8.6   | 78.0      | 20.5  | 34.6  | 38.5  | 6.4   | ↑   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 73.0      | 94.0   | 111.0 | 85.0  | 73.0  | 89.9      | 97.7  | 101.0 | 84.0  | 70.0  | ↑   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 76.5      | 70.8   | 78.1  | 88.9  | 57.1  | 73.1      | 62.5  | 81.5  | 73.3  | 60.0  | ↑   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 4.9       | 16.7   | 0.0   | 0.0   | 0.0   | 5.1       | 12.5  | 3.7   | 0.0   | 20.0  | ↑   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 4.0       | 4.0  | 0.0   | 0.0   | 0.0   | 4.0       | 2.0   | 1.0   | 0.0   | 1.0   | ↔   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 14.0      | 1.0  | 9.0   | 3.0   | 1.0   | 2.0       | 0.0   | 0.0   | 1.0   | 1.0   | ↑   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |  |       |       |       |           |       |       |       |       |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 98.6      | 96.4   | 100.0 | 97.8  | 100.0 | 97.7      | 100.0 | 100.0 | 93.9  | 100.0 | ↓   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 79.2      | 78.6   | 79.3  | 75.0  | 100.0 | 58.5      | 83.3  | 83.3  | 43.8  | 28.6  | ↑   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 82.9      | 82.1   | 83.3  | 91.3  | 50.0  | 80.5      | 89.3  | 88.4  | 79.6  | 38.5  | ↑   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 67.8      | 70.0   | 61.9  | 70.8  | 75.0  | 65.0      | 85.7  | 78.6  | 50.0  | 33.3  | ↑   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 11.5      | 8.4  | 12.4  | 9.9   | 19.6  | 20.8      | 17.2  | 16.8  | 27.3  | 25.9  | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 16.9      | 14.4   | 16.2  | 18.9  | 17.3  | 21.2      | 18.3  | 19.6  | 23.9  | 26.0  | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           | Monitoring not available until January 2016 due to time lag. |       |       |       |           |       |       |       |       |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 13.0      | 18.1   | 12.9  | 10.4  | 16.1  | 14.7      | 23.8  | 13.8  | 11.2  | 16.7  |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 53.9      | 54.2   | 60.1  | 50.5  | 46.4  | 52.6      | 57.5  | 56.9  | 49.2  | 45.0  |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 17.3      | 6.7  | 17.7  | 18.2  | 29.7  | 18.3      | 7.8   | 18.3  | 17.6  | 36.1  |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 63        |  |       |       |       | 38        |       |       |       |       | ↑   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 840       |  |       |       |       | 842       |       |       |       |       | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 68.1      |  |       |       |       | 68.6      |       |       |       |       | ↓   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 70.8      |  |       |       |       | 71.0      |       |       |       |       | ↓   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 41.3      |  |       |       |       | 41.1      |       |       |       |       | ↑   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 70.8      |  |       |       |       | 72.4      |       |       |       |       |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |  |       |       |       |           |       |       |       |       |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 178       |  |       |       |       | 719       |       |       |       |       | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 93        |  |       |       |       | 196       |       |       |       |       | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 50        |  |       |       |       | 57        |       |       |       |       | ↑   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 25.0      |  |       |       |       | 16.7      |       |       |       |       | ↓   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 15.6      |  |       |       |       | 15.2      |       |       |       |       | ↓   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 8.1       |  |       |       |       | 6.0       |       |       |       |       | ↓   |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 75        |  |       |       |       | 75        |       |       |       |       | ↔   |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 105       |  |       |       |       | 107       |       |       |       |       | ↑   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 6         |  |       |       |       | 6         |       |       |       |       | ↔   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 2.1       |  |       |       |       | 2.1       |       |       |       |       | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 645       |  |       |       |       | 679       |       |       |       |       | ↑   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 0         |  |       |       |       | 0         |       |       |       |       | ↔   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 6.6       |  |       |       |       | 6.6       |       |       |       |       | ↔   |             |             |             |             |



## Early Help &amp; Preventative Services Monthly Scorecard - Gravesham

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |  |       |       |       | June 2015 |       |       |       |       | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|--|-------|-------|-------|-----------|-------|-------|-------|-------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4  | 5-10  | 11-15 | 16+   | Overall   | 0-4   | 5-10  | 11-15 | 16+   |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |  |       |       |       |           |       |       |       |       |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |  |       |       |       |           |       |       |       |       |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 50.0      | 26.0   | 30.0  | 34.0  | 10.0  | 58.0      | 19.0  | 39.7  | 39.7  | 1.7   |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 19.7      | 18.6   | 19.2  | 26.5  | 12.1  | 22.9      | 15.7  | 29.5  | 35.9  | 2.4   |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 418.0     | 18.4   | 35.2  | 38.0  | 8.4   | 408.0     | 17.2  | 34.3  | 40.4  | 8.1   | ↓   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 50.0      | 22.0   | 20.0  | 48.0  | 10.0  | 53.0      | 32.1  | 24.5  | 32.1  | 11.3  | ↓   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 120.0     | 98.0   | 85.0  | 118.0 | 120.0 | 88.2      | 90.0  | 77.0  | 98.0  | 95.0  | ↓   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 74.0      | 81.8   | 60.0  | 79.2  | 60.0  | 73.6      | 82.4  | 69.2  | 76.5  | 50.0  | ↑   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 8.0       | 9.1  | 10.0  | 8.3   | 0.0   | 13.2      | 11.8  | 7.7   | 11.8  | 33.3  | ↑   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 4.0       | 1.0  | 1.0   | 2.0   | 0.0   | 7.0       | 2.0   | 1.0   | 2.0   | 2.0   | ↑   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 15.0      | 6.0  | 3.0   | 3.0   | 3.0   | 13.0      | 2.0   | 8.0   | 2.0   | 1.0   | ↑   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |  |       |       |       |           |       |       |       |       |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 99.2      | 100.0  | 100.0 | 97.6  | 100.0 | 98.4      | 100.0 | 100.0 | 96.1  | 100.0 | ↓   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 19.1      | 14.3   | 13.3  | 29.4  | 0.0   | 12.7      | 0.0   | 14.3  | 10.0  | 66.7  | ↑   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 59.3      | 58.6   | 55.0  | 64.3  | 57.1  | 53.5      | 59.3  | 42.9  | 62.7  | 28.6  | ↑   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 31.0      | 14.3   | 57.1  | 21.4  | 100.0 | 25.8      | 40.0  | 9.1   | 30.8  | 50.0  | ↑   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 21.4      | 20.2   | 21.3  | 22.5  | 20.4  | 20.9      | 19.9  | 19.5  | 21.9  | 24.3  | ↓   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 30.5      | 32.0   | 28.4  | 32.6  | 22.3  | 33.7      | 33.9  | 31.3  | 35.7  | 23.5  | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           | Monitoring not available until January 2016 due to time lag. |       |       |       |           |       |       |       |       |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 23.2      | 36.4   | 22.4  | 18.9  | 17.1  | 22.8      | 34.3  | 21.4  | 20.6  | 15.2  |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 51.7      | 59.7   | 57.8  | 46.5  | 31.4  | 52.7      | 58.6  | 58.6  | 50.9  | 24.2  |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 22.9      | 11.1   | 29.9  | 22.6  | 20.9  | 23.3      | 9.1   | 29.1  | 25.3  | 18.8  |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 75        |  |       |       |       | 77        |       |       |       |       | ↓   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 914       |  |       |       |       | 951       |       |       |       |       | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 83.7      |  |       |       |       | 83.9      |       |       |       |       | ↓   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 92.6      |  |       |       |       | 92.6      |       |       |       |       | ↔   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 50.8      |  |       |       |       | 51.2      |       |       |       |       | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 81.0      |  |       |       |       | 80.0      |       |       |       |       |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |  |       |       |       |           |       |       |       |       |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 949       |  |       |       |       | 1422      |       |       |       |       | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 325       |  |       |       |       | 485       |       |       |       |       | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 35        |  |       |       |       | 38        |       |       |       |       | ↑   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 0.0       |  |       |       |       | 0.0       |       |       |       |       | ↔   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 14.3      |  |       |       |       | 14.8      |       |       |       |       | ↑   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 9.6       |  |       |       |       | 7.0       |       |       |       |       | ↓   |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 78        |  |       |       |       | 76        |       |       |       |       | ↓   |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 81        |  |       |       |       | 77        |       |       |       |       | ↓   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 1         |  |       |       |       | 1         |       |       |       |       | ↔   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 2.7       |  |       |       |       | 2.7       |       |       |       |       | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 417       |  |       |       |       | 398       |       |       |       |       | ↓   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 12        |  |       |       |       | 11        |       |       |       |       | ↓   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 6.0       |  |       |       |       | 6.0       |       |       |       |       | ↔   |             |             |             |             |

## Early Help &amp; Preventative Services Monthly Scorecard - Maidstone

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |  |       |       |       | June 2015 |       |      |       |       | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|--|-------|-------|-------|-----------|-------|------|-------|-------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4  | 5-10  | 11-15 | 16+   | Overall   | 0-4   | 5-10 | 11-15 | 16+   |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |  |       |       |       |           |       |      |       |       |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |  |       |       |       |           |       |      |       |       |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 65.0      | 21.5   | 27.7  | 38.5  | 12.3  | 81.0      | 16.0  | 32.1 | 46.9  | 4.9   |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 17.9      | 13.9   | 16.0  | 26.8  | 14.0  | 22.3      | 12.9  | 23.1 | 40.7  | 7.0   |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 483.0     | 16.6   | 30.0  | 44.3  | 9.1   | 443.0     | 17.4  | 29.6 | 44.9  | 8.1   | ↓   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 25.0      | 48.0   | 20.0  | 28.0  | 4.0   | 46.0      | 10.9  | 45.7 | 34.8  | 8.7   | ↓   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 90.0      | 105.0  | 89.0  | 98.0  | 90.0  | 91.3      | 106.6 | 85.0 | 93.0  | 93.0  | ↑   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 76.0      | 66.7   | 100.0 | 71.4  | 100.0 | 76.1      | 60.0  | 76.2 | 75.0  | 100.0 | ↓   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 8.0       | 8.3  | 0.0   | 14.3  | 0.0   | 13.0      | 20.0  | 9.5  | 18.8  | 0.0   | ↑   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 2.0       | 1.0  | 0.0   | 1.0   | 0.0   | 6.0       | 1.0   | 2.0  | 3.0   | 0.0   | ↑   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 6.0       | 2.0  | 1.0   | 2.0   | 1.0   | 7.0       | 1.0   | 2.0  | 2.0   | 2.0   | ↓   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |  |       |       |       |           |       |      |       |       |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 97.7      | 100.0  | 97.4  | 95.9  | 100.0 | 97.7      | 100.0 | 94.7 | 98.1  | 100.0 | ↑   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 37.8      | 25.0   | 58.3  | 29.2  | 100.0 | 66.0      | 70.0  | 53.3 | 76.5  | 60.0  | ↓   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 68.0      | 70.0   | 71.8  | 65.3  | 60.0  | 66.9      | 73.3  | 71.1 | 63.5  | 50.0  | ↑   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 44.2      | 30.0   | 22.2  | 52.4  | 100.0 | 54.5      | 55.6  | 63.2 | 50.0  | 25.0  | ↓   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 15.1      | 15.2   | 14.1  | 17.1  | 8.9   | 23.6      | 22.6  | 23.7 | 24.7  | 19.6  | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 25.6      | 21.9   | 24.5  | 30.4  | 18.3  | 28.0      | 21.4  | 28.0 | 33.8  | 19.4  | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           | Monitoring not available until January 2016 due to time lag. |       |       |       |           |       |      |       |       |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 22.2      | 43.8   | 20.7  | 15.9  | 18.2  | 22.1      | 41.6  | 21.4 | 15.6  | 19.4  |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 58.2      | 53.8   | 64.1  | 57.5  | 50.0  | 57.8      | 53.2  | 64.9 | 56.3  | 50.0  |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 14.7      | 5.6  | 15.0  | 17.4  | 17.8  | 14.4      | 5.3   | 15.2 | 17.0  | 15.8  |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 112       |  |       |       |       | 87        |       |      |       |       | ↑   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 863       |  |       |       |       | 864       |       |      |       |       | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 63.0      |  |       |       |       | 62.8      |       |      |       |       | ↑   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 70.4      |  |       |       |       | 70.2      |       |      |       |       | ↑   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 41.7      |  |       |       |       | 41.8      |       |      |       |       | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 66.5      |  |       |       |       | 67.2      |       |      |       |       |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |  |       |       |       |           |       |      |       |       |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 242       |  |       |       |       | 431       |       |      |       |       | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 65        |  |       |       |       | 123       |       |      |       |       | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 45        |  |       |       |       | 46        |       |      |       |       | ↑   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 0.0       |  |       |       |       | 28.6      |       |      |       |       | ↑   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 21.4      |  |       |       |       | 21.4      |       |      |       |       | ↔   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 7.2       |  |       |       |       | 5.7       |       |      |       |       | ↓   |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 69        |  |       |       |       | 66        |       |      |       |       | ↓   |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 114       |  |       |       |       | 125       |       |      |       |       | ↑   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 2         |  |       |       |       | 2         |       |      |       |       | ↔   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 2.1       |  |       |       |       | 2.1       |       |      |       |       | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 801       |  |       |       |       | 861       |       |      |       |       | ↑   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 14        |  |       |       |       | 14        |       |      |       |       | ↔   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 5.0       |  |       |       |       | 5.0       |       |      |       |       | ↔   |             |             |             |             |



## Early Help &amp; Preventative Services Monthly Scorecard - Sevenoaks

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |  |       |       |       | June 2015 |       |       |       |       | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|--|-------|-------|-------|-----------|-------|-------|-------|-------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4  | 5-10  | 11-15 | 16+   | Overall   | 0-4   | 5-10  | 11-15 | 16+   |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |  |       |       |       |           |       |       |       |       |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |  |       |       |       |           |       |       |       |       |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 49.0      | 16.3   | 36.7  | 40.8  | 6.1   | 48.0      | 25.0  | 35.4  | 31.3  | 8.3   |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 18.0      | 11.0   | 20.7  | 28.7  | 7.0   | 17.6      | 16.5  | 19.5  | 21.5  | 9.3   |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 342.0     | 16.1   | 38.0  | 39.5  | 6.4   | 321.0     | 17.1  | 37.4  | 37.7  | 7.8   | ↓   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 27.0      | 25.9   | 29.6  | 25.9  | 18.5  | 29.0      | 17.2  | 34.5  | 37.9  | 10.3  | ↓   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 89.0      | 86.0   | 125.0 | 106.0 | 89.0  | 104.8     | 85.4  | 125.0 | 102.0 | 81.0  | ↑   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 92.6      | 85.7   | 100.0 | 100.0 | 80.0  | 65.5      | 40.0  | 90.0  | 54.5  | 66.7  | ↑   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 3.7       | 14.3   | 0.0   | 0.0   | 0.0   | 3.4       | 20.0  | 0.0   | 0.0   | 0.0   | ↓   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 1.0       | 1.0  | 0.0   | 0.0   | 0.0   | 1.0       | 1.0   | 0.0   | 0.0   | 0.0   | ↔   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 4.0       | 0.0  | 0.0   | 4.0   | 0.0   | 6.0       | 1.0   | 3.0   | 2.0   | 0.0   | ↓   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |  |       |       |       |           |       |       |       |       |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 98.5      | 100.0  | 95.7  | 100.0 | 100.0 | 100.0     | 100.0 | 100.0 | 100.0 | 100.0 | ↑   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 85.0      | 100.0  | 92.9  | 69.2  | 50.0  | 68.2      | 83.3  | 71.4  | 50.0  | 100.0 | ↑   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 16.7      | 5.6  | 21.7  | 18.2  | 33.3  | 17.9      | 0.0   | 27.8  | 17.4  | 50.0  | ↓   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 70.0      | 100.0  | 66.7  | 60.0  | 100.0 | 100.0     | 0.0   | 100.0 | 0.0   | 0.0   | ↓   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 10.4      | 8.3  | 12.1  | 10.4  | 9.7   | 18.2      | 11.4  | 18.1  | 22.0  | 19.3  | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 17.4      | 12.0   | 19.0  | 16.5  | 18.0  | 29.5      | 0.0   | 22.0  | 41.8  | 18.0  | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           | Monitoring not available until January 2016 due to time lag. |       |       |       |           |       |       |       |       |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 12.3      | 25.5   | 10.8  | 8.9   | 9.1   | 12.1      | 27.3  | 11.7  | 7.4   | 4.0   |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 54.7      | 56.4   | 59.2  | 51.9  | 40.9  | 56.4      | 54.5  | 61.7  | 52.9  | 52.0  |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 20.6      | 11.3   | 20.0  | 23.4  | 30.8  | 22.2      | 13.0  | 20.3  | 25.4  | 38.1  |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 49        |  |       |       |       | 66        |       |       |       |       | ↓   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 563       |  |       |       |       | 624       |       |       |       |       | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 69.0      |  |       |       |       | 69.7      |       |       |       |       | ↓   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 75.9      |  |       |       |       | 77.5      |       |       |       |       | ↓   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 28.4      |  |       |       |       | 30.5      |       |       |       |       | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 59.5      |  |       |       |       | 65.1      |       |       |       |       |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |  |       |       |       |           |       |       |       |       |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 714       |  |       |       |       | 833       |       |       |       |       | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 194       |  |       |       |       | 283       |       |       |       |       | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 27        |  |       |       |       | 27        |       |       |       |       | ↔   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 0.0       |  |       |       |       | 0.0       |       |       |       |       | ↔   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 0.0       |  |       |       |       | 5.3       |       |       |       |       | ↑   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 5.2       |  |       |       |       | 4.3       |       |       |       |       | ↓   |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 23        |  |       |       |       | 23        |       |       |       |       | ↔   |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 96        |  |       |       |       | 87        |       |       |       |       | ↓   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 3         |  |       |       |       | 3         |       |       |       |       | ↔   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 1.9       |  |       |       |       | 1.9       |       |       |       |       | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 247       |  |       |       |       | 244       |       |       |       |       | ↓   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 7         |  |       |       |       | 6         |       |       |       |       | ↓   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 6.7       |  |       |       |       | 6.7       |       |       |       |       | ↔   |             |             |             |             |

## Early Help &amp; Preventative Services Monthly Scorecard - Shepway

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |       |  |       |       | June 2015 |       |       |       |       | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|-------|--|-------|-------|-----------|-------|-------|-------|-------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4   | 5-10   | 11-15 | 16+   | Overall   | 0-4   | 5-10  | 11-15 | 16+   |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |       |  |       |       |           |       |       |       |       |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |       |  |       |       |           |       |       |       |       |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 87.0      | 18.4  | 40.2   | 33.3  | 8.0   | 86.0      | 19.8  | 32.6  | 37.2  | 10.5  |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 38.1      | 26.9  | 50.9   | 47.6  | 18.0  | 37.7      | 28.5  | 40.7  | 52.6  | 23.1  |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 473.0     | 15.9  | 30.7   | 40.6  | 12.9  | 441.0     | 16.6  | 28.8  | 41.7  | 12.9  | ↓   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 52.0      | 28.8  | 34.6   | 30.8  | 5.8   | 81.0      | 13.6  | 21.0  | 51.9  | 13.6  | ↓   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 109.0     | 115.0 | 116.0  | 126.0 | 109.0 | 114.6     | 116.3 | 108.0 | 121.0 | 113.0 | ↑   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 59.6      | 66.7  | 66.7   | 50.0  | 33.3  | 72.8      | 81.8  | 76.5  | 73.8  | 54.5  | ↓   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 15.4      | 13.3  | 16.7   | 18.8  | 0.0   | 4.9       | 9.1   | 5.9   | 4.8   | 0.0   | ↓   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 8.0       | 2.0   | 3.0  | 3.0   | 0.0   | 4.0       | 1.0   | 1.0   | 2.0   | 0.0   | ↓   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 14.0      | 1.0   | 4.0  | 6.0   | 2.0   | 10.0      | 1.0   | 3.0   | 3.0   | 2.0   | ↑   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |       |  |       |       |           |       |       |       |       |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 97.9      | 95.5  | 100.0  | 96.7  | 100.0 | 98.2      | 100.0 | 100.0 | 97.9  | 90.9  | ↑   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 75.0      | 40.0  | 80.0   | 82.8  | 66.7  | 77.8      | 66.7  | 71.4  | 84.2  | 83.3  | ↓   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 80.0      | 77.3  | 80.9   | 78.7  | 90.0  | 84.8      | 85.0  | 79.4  | 85.1  | 100.0 | ↓   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 81.0      | 72.7  | 81.0   | 82.6  | 100.0 | 89.2      | 66.7  | 100.0 | 90.0  | 75.0  | ↓   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 10.4      | 12.9  | 11.5   | 8.2   | 13.7  | 22.2      | 18.4  | 23.8  | 21.3  | 27.1  | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 17.4      | 17.3  | 18.8   | 14.5  | 26.0  | 19.4      | 14.8  | 21.9  | 17.4  | 27.6  | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           |       | Monitoring not available until January 2016 due to time lag. |       |       |           |       |       |       |       |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 16.1      | 26.7  | 14.5   | 12.5  | 14.8  | 18.8      | 31.5  | 17.3  | 15.2  | 14.0  |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 51.8      | 58.7  | 62.8   | 44.3  | 41.0  | 51.5      | 56.2  | 63.8  | 43.5  | 43.9  |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 18.3      | 8.0   | 20.7   | 19.7  | 20.3  | 18.5      | 5.3   | 21.7  | 20.4  | 21.3  |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 97        |       |  |       |       | 52        |       |       |       |       | ↑   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 1332      |       |  |       |       | 882       |       |       |       |       | ↑   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 74.9      |       |  |       |       | 77.1      |       |       |       |       | ↓   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 77.8      |       |  |       |       | 77.4      |       |       |       |       | ↑   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 47.4      |       |  |       |       | 48.2      |       |       |       |       | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 71.7      |       |  |       |       | 72.5      |       |       |       |       |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |       |  |       |       |           |       |       |       |       |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 919       |       |  |       |       | 1074      |       |       |       |       | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 314       |       |  |       |       | 297       |       |       |       |       | ↑   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 37        |       |  |       |       | 44        |       |       |       |       | ↑   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 25.0      |       |  |       |       | 20.0      |       |       |       |       | ↓   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 21.4      |       |  |       |       | 21.4      |       |       |       |       | ↔   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 8.3       |       |  |       |       | 6.8       |       |       |       |       | ↓   |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 83        |       |  |       |       | 82        |       |       |       |       | ↓   |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 140       |       |  |       |       | 140       |       |       |       |       | ↔   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 5         |       |  |       |       | 5         |       |       |       |       | ↔   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 2.4       |       |  |       |       | 2.4       |       |       |       |       | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 943       |       |  |       |       | 924       |       |       |       |       | ↓   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 3         |       |  |       |       | 3         |       |       |       |       | ↔   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 7.3       |       |  |       |       | 7.3       |       |       |       |       | ↔   |             |             |             |             |

## Early Help &amp; Preventative Services Monthly Scorecard - Swale

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |      |  |       |       | June 2015 |      |       |       |       | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|------|--|-------|-------|-----------|------|-------|-------|-------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4  | 5-10   | 11-15 | 16+   | Overall   | 0-4  | 5-10  | 11-15 | 16+   |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |      |  |       |       |           |      |       |       |       |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |      |  |       |       |           |      |       |       |       |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 81.0      | 21.0 | 35.8   | 39.5  | 3.7   | 91.0      | 20.9 | 35.2  | 36.3  | 7.7   |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 24.3      | 18.8 | 28.5   | 37.0  | 5.5   | 27.3      | 21.0 | 31.4  | 38.1  | 12.8  |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 746.0     | 18.6 | 32.0   | 40.5  | 8.8   | 719.0     | 17.5 | 32.0  | 41.3  | 9.2   | ↓   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 68.0      | 17.6 | 35.3   | 42.6  | 4.4   | 71.0      | 11.3 | 42.3  | 39.4  | 7.0   | ↓   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 81.0      | 88.0 | 107.0  | 94.0  | 81.0  | 91.8      | 86.1 | 104.0 | 88.0  | 73.0  | ↑   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 73.5      | 75.0 | 79.2   | 65.5  | 100.0 | 77.5      | 50.0 | 73.3  | 92.9  | 60.0  | ↓   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 2.9       | 8.3  | 0.0  | 3.4   | 0.0   | 7.0       | 12.5 | 10.0  | 3.6   | 0.0   | ↑   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 2.0       | 1.0  | 0.0  | 1.0   | 0.0   | 5.0       | 1.0  | 3.0   | 1.0   | 0.0   | ↑   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 23.0      | 10.0 | 6.0  | 6.0   | 1.0   | 32.0      | 10.0 | 11.0  | 8.0   | 1.0   | ↓   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |      |  |       |       |           |      |       |       |       |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 98.3      | 97.4 | 100.0  | 96.5  | 100.0 | 98.5      | 97.1 | 100.0 | 97.6  | 100.0 | ↑   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 61.6      | 66.7 | 65.6   | 56.5  | 33.3  | 41.0      | 53.3 | 30.4  | 38.1  | 100.0 | ↑   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 40.2      | 51.3 | 44.3   | 29.8  | 25.0  | 46.8      | 55.9 | 56.7  | 38.8  | 26.7  | ↓   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 68.6      | 60.0 | 76.9   | 70.0  | 50.0  | 48.7      | 85.7 | 44.4  | 35.7  | 0.0   | ↑   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 16.4      | 14.1 | 15.2   | 19.0  | 21.1  | 19.5      | 16.0 | 18.5  | 22.4  | 17.1  | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 24.2      | 22.9 | 25.0   | 23.4  | 31.0  | 28.5      | 22.3 | 27.8  | 32.9  | 32.0  | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           |      | Monitoring not available until January 2016 due to time lag. |       |       |           |      |       |       |       |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 15.1      | 24.5 | 13.8   | 9.9   | 22.7  | 15.6      | 27.0 | 13.9  | 10.1  | 22.7  |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 53.2      | 45.3 | 62.3   | 50.0  | 51.5  | 54.0      | 45.2 | 64.8  | 49.8  | 51.5  |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 15.6      | 4.5  | 17.0   | 19.5  | 15.7  | 16.3      | 4.6  | 16.5  | 21.8  | 15.4  |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 42        |      |  |       |       | 124       |      |       |       |       | ↓   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 757       |      |  |       |       | 1488      |      |       |       |       | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 77.3      |      |  |       |       | 76.5      |      |       |       |       | ↑   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 80.0      |      |  |       |       | 80.2      |      |       |       |       | ↓   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 53.6      |      |  |       |       | 55.0      |      |       |       |       | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 78.3      |      |  |       |       | 79.7      |      |       |       |       |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |      |  |       |       |           |      |       |       |       |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 475       |      |  |       |       | 782       |      |       |       |       | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 215       |      |  |       |       | 278       |      |       |       |       | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 62        |      |  |       |       | 70        |      |       |       |       | ↑   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 0.0       |      |  |       |       | 15.0      |      |       |       |       | ↑   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 14.3      |      |  |       |       | 10.3      |      |       |       |       | ↓   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 10.0      |      |  |       |       | 7.8       |      |       |       |       | ↓   |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 118       |      |  |       |       | 111       |      |       |       |       | ↓   |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 194       |      |  |       |       | 194       |      |       |       |       | ↔   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 5         |      |  |       |       | 5         |      |       |       |       | ↔   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 2.2       |      |  |       |       | 2.2       |      |       |       |       | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 1315      |      |  |       |       | 1360      |      |       |       |       | ↑   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 0         |      |  |       |       | 0         |      |       |       |       | ↔   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 9.1       |      |  |       |       | 9.1       |      |       |       |       | ↔   |             |             |             |             |

## Early Help &amp; Preventative Services Monthly Scorecard - Thanet

July 2015 Data

|      | Indicators   | Frequency | Polarity | July 2015 |       |  |       |       | June 2015 |       |      |       |       | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------|--|-----------|----------|-----------|-------|--|-------|-------|-----------|-------|------|-------|-------|-----|-------------|-------------|-------------|-------------|
|      |  |           |          | Overall   | 0-4   | 5-10   | 11-15 | 16+   | Overall   | 0-4   | 5-10 | 11-15 | 16+   |     |             |             |             |             |
| SCS  | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |       |  |       |       |           |       |      |       |       |     |             |             |             |             |
| SCS  | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |       |  |       |       |           |       |      |       |       |     |             |             |             |             |
| EH3  | Number of notifications received   | M         |          | 92.0      | 22.8  | 33.7   | 33.7  | 9.8   | 119.0     | 23.5  | 34.5 | 32.8  | 9.2   |     |             |             |             |             |
| EH4  | Number of notifications received per 10,000 0-18 population  | M         |          | 29.4      | 25.1  | 33.1   | 37.5  | 17.1  | 38.1      | 33.5  | 43.8 | 47.1  | 21.0  |     |             |             |             |             |
| EH5  | Number of open cases   | M         | L        | 716.0     | 21.6  | 28.8   | 40.8  | 8.8   | 712.0     | 21.5  | 28.8 | 40.9  | 8.8   | ↓   |             |             |             |             |
| EH6  | Number of cases closed   | M         | H        | 107.0     | 24.3  | 33.6   | 34.6  | 7.5   | 96.0      | 36.5  | 30.2 | 27.1  | 6.3   | ↑   |             |             |             |             |
| EH7  | Average case duration (Calendar Days)  | M         | L        | 109.0     | 103.0 | 108.0  | 91.0  | 109.0 | 27.5      | 95.6  | 97.0 | 70.0  | 100.0 | ↓   |             |             |             |             |
| EH8  | Percentage of cases closed - positive outcome  | M         | H        | 75.7      | 65.4  | 94.4   | 64.9  | 75.0  | 65.6      | 62.9  | 65.5 | 65.4  | 83.3  | ↑   |             |             |             |             |
| EH9  | Percentage of cases closed - step-up to SCS  | M         | L        | 9.3       | 11.5  | 5.6  | 10.8  | 12.5  | 11.5      | 14.3  | 6.9  | 15.4  | 0.0   | ↑   |             |             |             |             |
| EH10 | Number of cases stepped-up to SCS  | M         | L        | 10.0      | 3.0   | 2.0  | 4.0   | 1.0   | 11.0      | 5.0   | 2.0  | 4.0   | 0.0   | ↑   |             |             |             |             |
| EH11 | Number of cases stepped-down from SCS  | M         | H        | 30.0      | 9.0   | 8.0  | 11.0  | 2.0   | 26.0      | 10.0  | 7.0  | 8.0   | 1.0   | ↑   |             |             |             |             |
| EH12 | Percentage of cases stepped-down from SCS  | M         | H        |           |       |  |       |       |           |       |      |       |       |     |             |             |             |             |
| EH13 | Percentage of notifications leading to an assessment   | M         | L        | 96.3      | 91.9  | 98.3   | 96.4  | 100.0 | 97.3      | 94.4  | 96.3 | 100.0 | 100.0 | ↑   |             |             |             |             |
| EH14 | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 72.9      | 75.0  | 76.0   | 66.7  | 80.0  | 78.0      | 100.0 | 83.3 | 68.8  | 0.0   | ↓   |             |             |             |             |
| EH15 | Percentage of notifications leading to a plan  | M         | H        | 54.4      | 54.1  | 50.0   | 56.4  | 75.0  | 50.0      | 50.0  | 44.4 | 54.9  | 60.0  | ↑   |             |             |             |             |
| EH16 | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 71.2      | 81.8  | 82.4   | 63.0  | 50.0  | 60.0      | 80.0  | 60.0 | 50.0  | 0.0   | ↑   |             |             |             |             |
| EH17 | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 11.8      | 12.4  | 10.6   | 12.7  | 10.6  | 15.2      | 13.4  | 14.1 | 16.7  | 20.5  | ↑   |             |             |             |             |
| EH18 | Average length of time from notification to plan (Calendar Days)   | M         | L        | 20.1      | 18.0  | 19.8   | 20.6  | 26.2  | 25.1      | 21.7  | 24.9 | 25.9  | 40.0  | ↑   |             |             |             |             |
| EH19 | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           |       | Monitoring not available until January 2016 due to time lag. |       |       |           |       |      |       |       |     |             |             |             |             |
| EH20 | Profile of open cases by vulnerable group - % Non White British  | M         |          | 16.8      | 26.5  | 17.0   | 12.7  | 11.1  | 17.8      | 29.4  | 19.5 | 11.7  | 12.7  |     |             |             |             |             |
| EH21 | Profile of open cases by vulnerable group - % Boys   | M         |          | 51.0      | 50.3  | 57.3   | 48.3  | 44.4  | 53.2      | 52.3  | 59.5 | 51.2  | 44.4  |     |             |             |             |             |
| EH22 | Profile of open cases by vulnerable group - % Disability   | M         |          | 12.8      | 6.0   | 15.5   | 15.5  | 8.2   | 13.0      | 7.2   | 13.2 | 16.7  | 9.8   |     |             |             |             |             |
| EH23 | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 61        |       |  |       |       | 64        |       |      |       |       | ↓   |             |             |             |             |
| EH24 | Number of children under 5 attending a Children's Centre   | M         | H        | 1225      |       |  |       |       | 1374      |       |      |       |       | ↓   |             |             |             |             |
| EH25 | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 81.7      |       |  |       |       | 82.4      |       |      |       |       | ↓   |             |             |             |             |
| EH26 | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 83.4      |       |  |       |       | 83.6      |       |      |       |       | ↓   |             |             |             |             |
| EH27 | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 53.7      |       |  |       |       | 54.7      |       |      |       |       | ↓   |             |             |             |             |
| EH28 | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 75.3      |       |  |       |       | 77.2      |       |      |       |       |     |             |             |             |             |
| EH29 | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |       |  |       |       |           |       |      |       |       |     |             |             |             |             |
| EH30 | Number of attendances at KCC or commissioned youth provision   | M         | H        | 628       |       |  |       |       | 1173      |       |      |       |       | ↓   |             |             |             |             |
| EH31 | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 288       |       |  |       |       | 461       |       |      |       |       | ↓   |             |             |             |             |
| EH32 | Number of first time entrants to the Youth Justice System  | M         | L        | 87        |       |  |       |       | 95        |       |      |       |       | ↑   |             |             |             |             |
| EH33 | Custodial sentences as a percentage of court disposals   | M         | L        | 4.0       |       |  |       |       | 12.5      |       |      |       |       | ↑   |             |             |             |             |
| EH34 | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 24.6      |       |  |       |       | 17.0      |       |      |       |       | ↓   |             |             |             |             |
| EH35 | Percentage of 16-18 cohort who are NEET  | M         | L        | 10.6      |       |  |       |       | 7.6       |       |      |       |       | ↓   |             |             |             |             |
| EH36 | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 130       |       |  |       |       | 125       |       |      |       |       | ↓   |             |             |             |             |
| EH37 | Number of fixed term exclusions - primary  | M         | L        | 298       |       |  |       |       | 315       |       |      |       |       | ↑   |             |             |             |             |
| EH38 | Number of permanent exclusions - primary   | M         | L        | 13        |       |  |       |       | 12        |       |      |       |       | ↓   |             |             |             |             |
| EH39 | Percentage persistent absence - primary  | A         | L        | 2.2       |       |  |       |       | 2.2       |       |      |       |       | ↔   |             |             |             |             |
| EH40 | Number of fixed term exclusions - secondary  | M         | L        | 987       |       |  |       |       | 989       |       |      |       |       | ↑   |             |             |             |             |
| EH41 | Number of permanent exclusions - secondary   | M         | L        | 0         |       |  |       |       | 0         |       |      |       |       | ↔   |             |             |             |             |
| EH42 | Percentage persistent absence - secondary  | A         | L        | 6.1       |       |  |       |       | 6.1       |       |      |       |       | ↔   |             |             |             |             |

## Early Help &amp; Preventative Services Monthly Scorecard - Tonbridge &amp; Malling

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |       |  |       |       | June 2015 |       |       |       |      | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|-------|--|-------|-------|-----------|-------|-------|-------|------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4   | 5-10   | 11-15 | 16+   | Overall   | 0-4   | 5-10  | 11-15 | 16+  |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |       |  |       |       |           |       |       |       |      |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |       |  |       |       |           |       |       |       |      |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 62.0      | 25.8  | 24.2   | 43.5  | 6.5   | 74.0      | 20.3  | 23.0  | 51.4  | 5.4  |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 20.4      | 21.5  | 15.8   | 32.8  | 7.7   | 24.4      | 20.1  | 17.9  | 46.2  | 7.7  |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 441.0     | 16.1  | 26.8   | 47.2  | 10.0  | 431.0     | 14.2  | 28.8  | 46.9  | 10.2 | ↓   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 53.0      | 11.3  | 37.7   | 41.5  | 9.4   | 48.0      | 20.8  | 25.0  | 47.9  | 6.3  | ↑   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 81.0      | 97.0  | 116.0  | 109.0 | 81.0  | 100.4     | 107.2 | 101.0 | 103.0 | 71.0 | ↑   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 86.8      | 83.3  | 95.0   | 81.8  | 80.0  | 75.0      | 70.0  | 75.0  | 78.3  | 66.7 | ↑   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 1.9       | 16.7  | 0.0  | 0.0   | 0.0   | 2.1       | 0.0   | 8.3   | 0.0   | 0.0  | ↑   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 1.0       | 1.0   | 0.0  | 0.0   | 0.0   | 1.0       | 0.0   | 1.0   | 0.0   | 0.0  | ↔   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 6.0       | 1.0   | 1.0  | 3.0   | 0.0   | 9.0       | 2.0   | 2.0   | 3.0   | 1.0  | ↓   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |       |  |       |       |           |       |       |       |      |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 99.1      | 100.0 | 100.0  | 100.0 | 75.0  | 98.4      | 100.0 | 100.0 | 98.1  | 83.3 | ↓   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 64.1      | 57.1  | 60.0   | 66.7  | 100.0 | 54.3      | 45.5  | 60.0  | 66.7  | 0.0  | ↑   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 60.7      | 54.2  | 59.4   | 65.4  | 50.0  | 65.0      | 58.3  | 65.9  | 69.2  | 50.0 | ↓   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 51.9      | 66.7  | 50.0   | 46.2  | 0.0   | 63.4      | 71.4  | 50.0  | 77.8  | 0.0  | ↓   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 13.9      | 17.1  | 11.3   | 13.8  | 17.3  | 19.3      | 17.4  | 20.5  | 18.9  | 21.4 | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 26.9      | 22.5  | 41.7   | 20.1  | 32.5  | 29.3      | 22.5  | 39.2  | 24.4  | 30.7 | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           |       | Monitoring not available until January 2016 due to time lag. |       |       |           |       |       |       |      |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 20.6      | 33.8  | 20.3   | 17.3  | 15.9  | 19.7      | 34.4  | 21.8  | 15.8  | 11.4 |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 55.3      | 57.7  | 71.2   | 50.0  | 34.1  | 56.6      | 55.7  | 72.6  | 52.0  | 34.1 |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 16.4      | 6.8   | 23.4   | 15.7  | 14.3  | 18.4      | 8.8   | 27.0  | 16.8  | 14.0 |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 106       |       |  |       |       | 104       |       |       |       |      | ↑   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 937       |       |  |       |       | 945       |       |       |       |      | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 68.0      |       |  |       |       | 67.5      |       |       |       |      | ↑   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 73.1      |       |  |       |       | 73.7      |       |       |       |      | ↓   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 46.0      |       |  |       |       | 46.3      |       |       |       |      | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 68.5      |       |  |       |       | 67.9      |       |       |       |      |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |       |  |       |       |           |       |       |       |      |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 512       |       |  |       |       | 528       |       |       |       |      | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 194       |       |  |       |       | 166       |       |       |       |      | ↑   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 34        |       |  |       |       | 37        |       |       |       |      | ↑   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 0.0       |       |  |       |       | 0.0       |       |       |       |      | ↔   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 5.6       |       |  |       |       | 4.8       |       |       |       |      | ↓   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 6.6       |       |  |       |       | 5.2       |       |       |       |      | ↓   |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 52        |       |  |       |       | 51        |       |       |       |      | ↓   |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 122       |       |  |       |       | 123       |       |       |       |      | ↑   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 6         |       |  |       |       | 5         |       |       |       |      | ↓   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 1.9       |       |  |       |       | 1.9       |       |       |       |      | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 472       |       |  |       |       | 506       |       |       |       |      | ↑   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 6         |       |  |       |       | 7         |       |       |       |      | ↑   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 7.0       |       |  |       |       | 7.0       |       |       |       |      | ↔   |             |             |             |             |

## Early Help &amp; Preventative Services Monthly Scorecard - Tunbridge Wells

July 2015 Data

| Indicators |  | Frequency | Polarity | July 2015 |       |  |       |       | June 2015 |       |       |       |       | DOT | Target 2015 | Target 2016 | Target 2017 | Target 2018 |
|------------|--|-----------|----------|-----------|-------|--|-------|-------|-----------|-------|-------|-------|-------|-----|-------------|-------------|-------------|-------------|
|            |  |           |          | Overall   | 0-4   | 5-10   | 11-15 | 16+   | Overall   | 0-4   | 5-10  | 11-15 | 16+   |     |             |             |             |             |
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | M         | T        |           |       |  |       |       |           |       |       |       |       |     |             |             |             |             |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | M         | L        |           |       |  |       |       |           |       |       |       |       |     |             |             |             |             |
| EH3        | Number of notifications received   | M         |          | 50.0      | 20.0  | 48.0   | 30.0  | 2.0   | 47.0      | 17.0  | 34.0  | 40.4  | 8.5   |     |             |             |             |             |
| EH4        | Number of notifications received per 10,000 0-18 population  | M         |          | 17.7      | 14.1  | 27.2   | 19.7  | 2.1   | 16.7      | 11.3  | 18.1  | 25.0  | 8.6   |     |             |             |             |             |
| EH5        | Number of open cases   | M         | L        | 341.0     | 19.4  | 33.7   | 38.1  | 8.8   | 315.0     | 19.4  | 28.9  | 41.6  | 10.2  | ↓   |             |             |             |             |
| EH6        | Number of cases closed   | M         | H        | 28.0      | 14.3  | 14.3   | 50.0  | 21.4  | 29.0      | 20.7  | 27.6  | 44.8  | 6.9   | ↓   |             |             |             |             |
| EH7        | Average case duration (Calendar Days)  | M         | L        | 110.0     | 106.0 | 100.0  | 112.0 | 110.0 | 100.8     | 90.8  | 98.0  | 110.0 | 92.0  | ↓   |             |             |             |             |
| EH8        | Percentage of cases closed - positive outcome  | M         | H        | 60.7      | 50.0  | 50.0   | 71.4  | 50.0  | 89.7      | 83.3  | 100.0 | 84.6  | 100.0 | ↓   |             |             |             |             |
| EH9        | Percentage of cases closed - step-up to SCS  | M         | L        | 10.7      | 50.0  | 0.0  | 0.0   | 16.7  | 3.4       | 16.7  | 0.0   | 0.0   | 0.0   | ↓   |             |             |             |             |
| EH10       | Number of cases stepped-up to SCS  | M         | L        | 3.0       | 2.0   | 0.0  | 0.0   | 1.0   | 1.0       | 1.0   | 0.0   | 0.0   | 0.0   | ↓   |             |             |             |             |
| EH11       | Number of cases stepped-down from SCS  | M         | H        | 13.0      | 2.0   | 6.0  | 3.0   | 2.0   | 6.0       | 2.0   | 2.0   | 2.0   | 0.0   | ↑   |             |             |             |             |
| EH12       | Percentage of cases stepped-down from SCS  | M         | H        |           |       |  |       |       |           |       |       |       |       |     |             |             |             |             |
| EH13       | Percentage of notifications leading to an assessment   | M         | L        | 95.7      | 100.0 | 96.2   | 92.0  | 100.0 | 95.6      | 100.0 | 95.0  | 92.3  | 100.0 | ↓   |             |             |             |             |
| EH14       | Percentage of assessments completed within 2 weeks of notification (Calendar Days)                       | M         | H        | 48.1      | 25.0  | 66.7   | 40.0  | 0.0   | 51.9      | 20.0  | 80.0  | 63.6  | 33.3  | ↓   |             |             |             |             |
| EH15       | Percentage of notifications leading to a plan  | M         | H        | 38.6      | 23.1  | 38.5   | 44.0  | 50.0  | 47.1      | 42.9  | 50.0  | 46.2  | 50.0  | ↓   |             |             |             |             |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)                              | M         | H        | 42.1      | 0.0   | 50.0   | 66.7  | 0.0   | 38.5      | 50.0  | 0.0   | 42.9  | 0.0   | ↑   |             |             |             |             |
| EH17       | Average length of time from notification to assessment (Calendar Days)                                   | M         | L        | 16.7      | 23.8  | 15.3   | 14.3  | 16.2  | 18.9      | 22.3  | 15.9  | 18.7  | 26.3  | ↑   |             |             |             |             |
| EH18       | Average length of time from notification to plan (Calendar Days)   | M         | L        | 29.7      | 45.3  | 32.9   | 22.4  | 30.0  | 35.8      | 39.0  | 46.1  | 29.3  | 27.5  | ↑   |             |             |             |             |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | M         | H        |           |       | Monitoring not available until January 2016 due to time lag. |       |       |           |       |       |       |       |     |             |             |             |             |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | M         |          | 22.6      | 42.4  | 17.4   | 14.6  | 30.0  | 23.2      | 39.3  | 20.9  | 14.5  | 28.1  |     |             |             |             |             |
| EH21       | Profile of open cases by vulnerable group - % Boys   | M         |          | 55.4      | 53.0  | 62.6   | 49.2  | 50.0  | 57.5      | 55.7  | 64.8  | 51.1  | 56.3  |     |             |             |             |             |
| EH22       | Profile of open cases by vulnerable group - % Disability   | M         |          | 15.6      | 15.7  | 17.4   | 12.8  | 21.9  | 16.9      | 16.7  | 19.2  | 13.2  | 25.8  |     |             |             |             |             |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | M         | H        | 59        |       |  |       |       | 86        |       |       |       |       | ↓   |             |             |             |             |
| EH24       | Number of children under 5 attending a Children's Centre   | M         | H        | 607       |       |  |       |       | 655       |       |       |       |       | ↓   |             |             |             |             |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | M         | H        | 59.8      |       |  |       |       | 59.9      |       |       |       |       | ↓   |             |             |             |             |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | M         | H        | 66.2      |       |  |       |       | 65.9      |       |       |       |       | ↑   |             |             |             |             |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | M         | H        | 32.5      |       |  |       |       | 33.9      |       |       |       |       | ↓   |             |             |             |             |
| EH28       | Percentage of children under 5 with Current Social Services involvement known to a Children Centre       | M         | H        | 68.1      |       |  |       |       | 68.3      |       |       |       |       |     |             |             |             |             |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | M         | H        |           |       |  |       |       |           |       |       |       |       |     |             |             |             |             |
| EH30       | Number of attendances at KCC or commissioned youth provision   | M         | H        | 629       |       |  |       |       | 902       |       |       |       |       | ↓   |             |             |             |             |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | M         | H        | 179       |       |  |       |       | 180       |       |       |       |       | ↓   |             |             |             |             |
| EH32       | Number of first time entrants to the Youth Justice System  | M         | L        | 21        |       |  |       |       | 27        |       |       |       |       | ↑   |             |             |             |             |
| EH33       | Custodial sentences as a percentage of court disposals   | M         | L        | 0.0       |       |  |       |       | 0.0       |       |       |       |       | ↔   |             |             |             |             |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | M         | L        | 0.0       |       |  |       |       | 6.7       |       |       |       |       | ↑   |             |             |             |             |
| EH35       | Percentage of 16-18 cohort who are NEET  | M         | L        | 5.6       |       |  |       |       | 4.7       |       |       |       |       | ↓   |             |             |             |             |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | M         | L        | 43        |       |  |       |       | 42        |       |       |       |       | ↓   |             |             |             |             |
| EH37       | Number of fixed term exclusions - primary  | M         | L        | 77        |       |  |       |       | 79        |       |       |       |       | ↑   |             |             |             |             |
| EH38       | Number of permanent exclusions - primary   | M         | L        | 1         |       |  |       |       | 1         |       |       |       |       | ↔   |             |             |             |             |
| EH39       | Percentage persistent absence - primary  | A         | L        | 2.3       |       |  |       |       | 2.3       |       |       |       |       | ↔   |             |             |             |             |
| EH40       | Number of fixed term exclusions - secondary  | M         | L        | 521       |       |  |       |       | 516       |       |       |       |       | ↓   |             |             |             |             |
| EH41       | Number of permanent exclusions - secondary   | M         | L        | 6         |       |  |       |       | 6         |       |       |       |       | ↔   |             |             |             |             |
| EH42       | Percentage persistent absence - secondary  | A         | L        | 4.2       |       |  |       |       | 4.2       |       |       |       |       | ↔   |             |             |             |             |



# Early Help & Preventative Services Monthly Scorecard

## Scorecard - Indicator Data Source

| Indicators |  | Source Description   | Latest data Description | Latest data release date |
|------------|--|--|-------------------------|--------------------------|
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                       | Liberi Monthly Reporting, MIU - SCS  | Snapshot - July 2015    | August 2015              |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral     | Liberi YTD Monthly Reporting, MIU - SCS  | YTD - July 2015         | August 2015              |
| EH3        | Number of notifications received   | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH4        | Number of notifications received per 10,000 0-18 population  | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH5        | Number of open cases   | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH6        | Number of cases closed   | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH7        | Average case duration  | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH8        | Percentage of cases closed - positive outcome  | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH9        | Percentage of cases closed - step-up to SCS  | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH10       | Number of cases stepped-up to SCS  | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH11       | Number of cases stepped-down from SCS  | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH12       | Percentage of cases stepped-down from SCS  | SKWO Monthly Reporting/ Liberi   | YTD - July 2015         | August 2015              |
| EH13       | Percentage of notifications leading to an assessment   | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH14       | Percentage of assessments completed within 2 weeks of notification                                       | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH15       | Percentage of notifications leading to a plan  | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH16       | Percentage of plans in place within 4 weeks of notification  | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH17       | Average length of time from notification to assessment   | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH18       | Average length of time from notification to plan   | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                     | SKWO Monthly Reporting/ Liberi   |                         |                          |
| EH20       | Profile of open cases by vulnerable group - % Non White British  | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH21       | Profile of open cases by vulnerable group - % Boys   | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH22       | Profile of open cases by vulnerable group - % Disability   | SKWO Monthly Reporting   | Snapshot - July 2015    | August 2015              |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                     | EStart. Reporting is extracted as soon as possible after the 8th of the month and data represents activity or registrations within the month of interest | Snapshot - July 2015    | August 2015              |
| EH24       | Number of children under 5 attending a Children's Centre   | EStart. Reporting is extracted as soon as possible after the 8th of the month and data represents activity or registrations within the month of interest | Snapshot - July 2015    | August 2015              |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                               | EStart. Reporting is extracted as soon as possible after the 8th of the month and data represents activity or registrations within the month of interest | Snapshot - July 2015    | August 2015              |
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | EStart. Reporting is extracted as soon as possible after the 8th of the month and data represents activity or registrations within the month of interest | Snapshot - July 2015    | August 2015              |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | EStart. Reporting is extracted as soon as possible after the 8th of the month and data represents activity or registrations within the month of interest | Snapshot - July 2015    | August 2015              |
| EH28       | Percentage of children under 5 with current Social Services involvement known to a Children's Centre     | EStart. Reporting is extracted as soon as possible after the 8th of the month and data represents activity or registrations within the month of interest | Snapshot - July 2015    | August 2015              |

## Early Help & Preventative Services Monthly Scorecard

### Scorecard - Indicator Data Source

| Indicators |   | Source Description  | Latest data Description       | Latest data release date |
|------------|---|---|-------------------------------|--------------------------|
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements | Ofsted and Estart   | Snapshot - July 2015          | August 2015              |
| EH30       | Number of attendances at KCC or commissioned youth provision                | Information, Quality and Performance  | Snapshot - July 2015          | August 2015              |
| EH31       | Number of young people accessing KCC or commissioned youth provision        | Information, Quality and Performance  | Snapshot - July 2015          | August 2015              |
| EH32       | Number of first time entrants to the Youth Justice System                   | Information, Quality and Performance  | Rolling 12 Months - July 2015 | August 2015              |
| EH33       | Custodial sentences as a percentage of court disposals                      | Information, Quality and Performance  | Snapshot - July 2015          | August 2015              |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)           | Information, Quality and Performance  | Snapshot - July 2015          | August 2015              |
| EH35       | Percentage of 16-18 cohort who are NEET                                     | MI monthly reporting  | Snapshot - July 2015          | August 2015              |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups                         | MI monthly reporting  | Snapshot - July 2015          | August 2015              |
| EH37       | Number of fixed term exclusions - primary                                   | Impulse database - monthly reported data  | Rolling 12 Months - July 2015 | August 2015              |
| EH38       | Number of permanent exclusions - primary                                    | Impulse database - monthly reported data  | Rolling 12 Months - July 2015 | August 2015              |
| EH39       | Percentage persistent absence - primary                                     | Kent LA is DfE Published, District level is MI calculations based on Termly School Census | Snapshot - 2013-14            | 2013-14 annual data      |
| EH40       | Number of fixed term exclusions - secondary                                 | Impulse database - monthly reported data  | Rolling 12 Months - July 2015 | August 2015              |
| EH41       | Number of permanent exclusions - secondary                                  | Impulse database - monthly reported data  | Rolling 12 Months - July 2015 | August 2015              |
| EH42       | Percentage persistent absence - secondary                                   | Kent LA is DfE Published, District level is MI calculations based on Termly School Census | Snapshot - 2013-14            | 2013-14 annual data      |



## Early Help & Preventative Services Monthly Scorecard

### Scorecard - Indicator Definitions

| Indicators |  | Definition  |
|------------|--|---|
| SCS        | Rate of referrals to Specialist Children's Services per 10,000 under 18 population                   | The purpose of the indicator is to track the number of referrals into Specialist Children's Services. Using a per 10,000 calculation allows for the comparison of different sized districts with Kent, and for comparison with other local authorities.   |
| SCS        | Percentage of re-referrals to Specialist Children's Services within 12 months of a previous referral | The number of referrals since April, where a previous referral had been made within the last 12 months, as a percentage of the total number of referrals since April.   |
| EH3        | Number of notifications received   | SKWO: The number of notifications received during the current month is given in the "Overall" column, the percentage breakdown is given for the age bandings. The data includes all notifications received by EH&PS excluding the following Notification Types: "Existing TAF moved", "Existing TAF moved (CDT e-mail)", "SCS open case - support", "SCS step-down". Date of birth used to calculate age. |
| EH4        | Number of notifications received per 10,000 0-18 population  | SKWO: The number of notifications received during the current month per 10,000 of the Mid Year 2013 0-18 population Estimates. The data includes all notifications received by EH&PS excluding the following Notification Types: "Existing TAF moved", "Existing TAF moved (CDT e-mail)", "SCS open case - support", "SCS step-down". Date of birth used to calculate age.                                |
| EH5        | Number of open cases   | SKWO: The number of open cases as at the end of the current reported month is given in the "Overall" column, the percentage breakdown is given for the age bandings. The data includes all open cases received by EH&PS. Date of birth used to calculate age.   |
| EH6        | Number of cases closed   | SKWO: The number of closed cases at the point of data extract for the current month only is given in the "Overall" column, the percentage breakdown is given for the age bandings. The following Closure Outcomes are excluded: "Moved out of Kent", "Closure - Closed at Triage", "Closure - case open to Early Help", Date of birth used to calculate age.  |
| EH7        | Average case duration  | SKWO: Average all the 'Calc: Notification Date to Closure Date', cases are as at the end of the current reported month. Date of birth used to calculate age.  |
| EH8        | Percentage of cases closed - positive outcome  | SKWO: The percentage of all closed cases received by EH&PS at the point of data extract for the current month only. Closure Outcomes used are 'Outcomes achieved - case closed' and 'Outcomes achieved - support from partner agency'. Date of birth used to calculate age.   |
| EH9        | Percentage of cases closed - stepped-up to SCS   | SKWO: The number of all closed cases received by EH&PS at the point of data extract for the current month only. Closure outcome – escalation to SCS. Date of birth used to calculate age.   |
| EH10       | Number of cases stepped-up to SCS  | SKWO: The number of all closed cases received by EH&PS at the point of data extract for the current month only. Closure outcome – escalation to SCS. Date of birth used to calculate age.   |
| EH11       | Number of cases stepped-down from SCS  | SKWO: The number of all closed cases received by EH&PS at the point of data extract for the current month only. Notification type – SCS step-down. Date of birth used to calculate age.   |
| EH12       | Percentage of cases stepped-down from SCS  | The number of closed cases within the period where the referral end reason was recorded as being step down as a percentage of the total number of cases closed within the period.   |
| EH13       | Percentage of notifications leading to an assessment   | SKWO: The percentage of Early Help Notifications that have lead to an Assessment based on the number of Early Help Notifications received for the previous 3 months. 'Date First Key Worker Appointed' field used to determine if an assessment has taken place.  |
| EH14       | Percentage of assessments completed within 2 weeks of notification                                   | SKWO: The percentage of Early Help Notifications received during the current month. Notification date less than the plan date. Date of birth used to calculate age.   |
| EH15       | Percentage of notifications leading to a plan  | SKWO: The percentage of Early Help Notifications that have lead to a plan based on the number of Early Help Notifications received for the previous 3 months. 'First Meeting Date' field used to determine if a Plan has taken place.   |
| EH16       | Percentage of plans in place within 4 weeks of notification  | SKWO: The number of Early Help Plans for the current month only less the number of Early Help Notifications received. <28 calendar days. 'First Meeting Date' field used to determine if a plan has taken place.  |
| EH17       | Average length of time from notification to assessment   | SKWO: The number of Early Help Notifications received for the previous 3 months. The average length of time Early Help Assessments have taken place at anytime. 'Date First Key worker Appointed' field used to determine if an assessment has taken place.   |
| EH18       | Average length of time from notification to plan   | SKWO: The number of Early Help Notifications received for the previous 3 months. The average length of time Early Help Plans have taken place at anytime. 'First Meeting Date' field used to determine if a Plan has taken place.   |
| EH19       | Percentage of closed cases that are referred to SCS within 12 months                                 |   |
| EH20       | Profile of open cases by vulnerable group - % Non White British                                      | SKWO: The number of all open cases received by EH&PS at the point of data extract for the current month only. Non White British is based on the child's recorded ethnicity, this indicator excludes the following ethnicity codes: WENG/WBRI/WOWB/WSCO/WWEL/WCOR. Date of birth used to calculate age.  |
| EH21       | Profile of open cases by vulnerable group - % Boys   | SKWO: The number of all open cases received by EH&PS at the point of data extract for the current month only. The child's gender recorded is used to determine this percentage, any record without a gender has been excluded from the calculations. Date of birth used to calculate age.   |
| EH22       | Profile of open cases by vulnerable group - % Disability   | SKWO: The number of all open cases received by EH&PS at the point of data extract for the current month only. This indicator excludes the following Disability codes recorded: NCOL/NONE and where the field is blank. Date of birth used to calculate age.   |
| EH23       | Number of children under 5 newly registered with a Children's Centre                                 | Children aged under 5 newly registered with a Children's Centre within the month, includes Children recorded out of area.   |
| EH24       | Number of children under 5 attending a Children's Centre   | Children aged under 5 attending an activity or event at a Children's Centre within the month.   |
| EH25       | Percentage of children under 5 who are registered with a Children's Centre                           | Proportion of children aged under 5 registered with a Children's Centre.  |

## Early Help & Preventative Services Monthly Scorecard

### Scorecard - Indicator Definitions

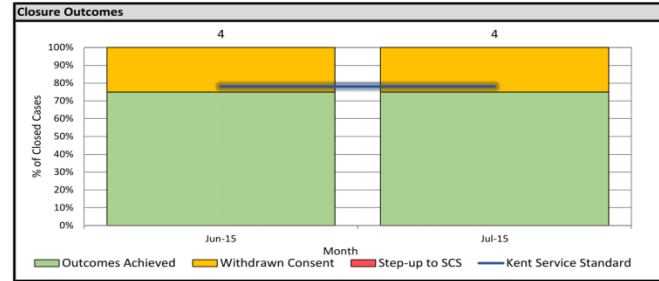
| Indicators |  | Definition   |
|------------|--|--|
| EH26       | Percentage of children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre | Proportion of children aged under 5, living in the most deprived 30% of LSOAs in Kent, registered with a Children's Centre.  |
| EH27       | Percentage of children under 5 living in the 30% most deprived LSOAs attending a Children's Centre       | Proportion of children aged under 5, living in the most deprived 30% of LSOAs in Kent, attending an activity or event at a Children's Centre within the last year.   |
| EH28       | Percentage of children under 5 with current Social Services involvement known to a Children's Centre     | Children under 5 years old known to Social Services, registered with a Children's Centre and on eStart. Children with confidential addresses have been excluded from the district level data, but included in the Kent total. eStart member has to be active and consent must be obtained before any data is extracted.  |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements                              | The percentage of Children's Centres judged Good or Outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent Children's Centres. Centres are now judged as a hub network, district level data has been re aggregated from centre level results.   |
| EH30       | Number of attendances at KCC or commissioned youth provision   | The number of attendances at all (commissioned and direct delivery) Kent County Council open access youth activities. These figures include 13-19 year olds (including 11-25 when identified as disability or learning difficulties). The figures are accurate at the time of publication but are subject to change. Please check with the original source for any updated figures if the data is to be used else where.     |
| EH31       | Number of young people accessing KCC or commissioned youth provision                                     | The number of Young people attending (commissioned and direct delivery) Kent County Council open access youth activities. These figures include 13-19 year olds (including 11-25 when identified as disability or learning difficulties). The figures are accurate at the time of publication but are subject to change. Please check with the original source for any updated figures if the data is to be used else where. |
| EH32       | Number of first time entrants to the Youth Justice System  | Notification from Kent Police of CYP aged 10 to 17years inclusive who receive their first formal Youth Justice Disposal. The figures are accurate at the time of publication but are subject to change. Please check with the original source for any updated figures if the data is to be used else where.  |
| EH33       | Custodial sentences as a percentage of court disposals   | The number of custodial sentences expressed as a percentage of the total number of sentences imposed in court within the quarter. The figures are accurate at the time of publication but are subject to change. Please check with the original source for any updated figures if the data is to be used else where.   |
| EH34       | Percentage of the Youth Justice caseload which are CIC (Kent CIC)  | The number of Kent Children in Care on the Youth Justice caseload as a snapshot taken on the last day of the quarter. The figures are accurate at the time of publication but are subject to change. Please check with the original source for any updated figures if the data is to be used else where.   |
| EH35       | Percentage of 16-18 cohort who are 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).  |
| EH36       | Number of 16-18 NEETs coming from vulnerable groups  | 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).  |
| EH37       | Number of fixed term exclusions - primary  | Number of pupils that have a fixed term exclusion from a Kent maintained Primary school or a Primary academy over the reported time period.  |
| EH38       | Number of permanent exclusions - primary   | Number of pupils that have been permanently excluded from a Kent maintained Primary school or a Primary academy over the reported time period.   |
| EH39       | Percentage persistent absence - primary  | 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       | Number of fixed term exclusions - secondary  | Number of pupils that have a fixed term exclusion from a Kent maintained Secondary school or a Secondary academy over the reported time period.  |
| EH41       | Number of permanent exclusions - secondary   | Number of pupils that have been permanently excluded from a Kent maintained Secondary school or a Secondary academy over the reported time period.   |
| EH42       | Percentage persistent absence - secondary  | 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.   |

|  |  |
|--|--|
| <b>Vision</b>  |  |
| Our focus is on supporting families, communities and universal settings within local districts to support all children and young people to do well and to stay safe. Our aim is also to provide additional local services that can be accessed easily, at the right time in the right place, to ensure more targeted early help is available to meet the needs of children and young people in a way that avoids problems becoming more serious. |  |
| <b>Help</b>  |  |
| Your local EYPS business support will be able to provide operational assistance should you require it. Access to SKWO via: <a href="http://www.kelsi.org.uk/earlyhelp">http://www.kelsi.org.uk/earlyhelp</a>   |  |

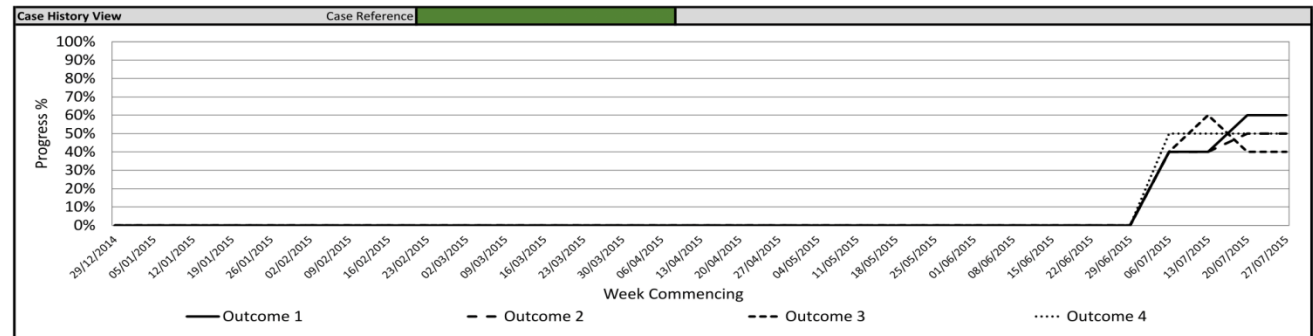
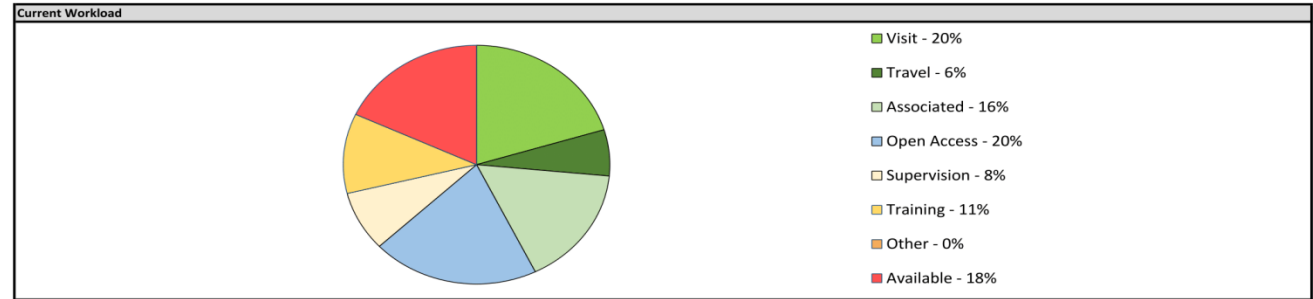
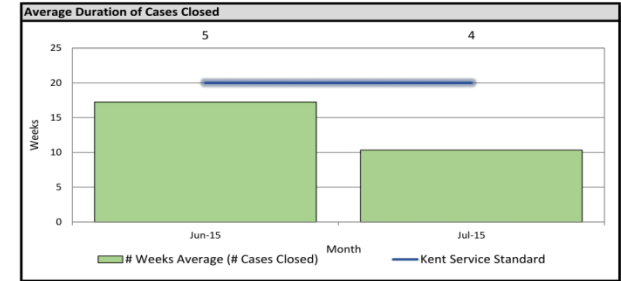
| Current Case Summary - Total Cases = 13 |         |  |
|---|---------|--|
|   | Value   | Notes  |
| Cases on Track                          | 5 (38%) | 38% cases on track - review case progress with Unit Lead   |
| Drifting/Escalating Cases               | 2 (15%) | 15% cases drifting / escalating - discuss drifting cases with Unit Lead<br><small>No progress in the last 3 weeks, or negative progress in the last week</small> |
| Outcomes not agreed                     | 5 (38%) | 38% cases without agreed outcomes - review plan to complete assessments with Unit Lead<br><small>No outcomes within 4 weeks of notification received</small>     |
| Long duration cases                     | 1 (8%)  | 8% long duration cases - review plans to achieve outcomes at next group supervision<br><small>Notification is greater than 20 weeks</small>                      |
| Case information not up to date         | 5 (38%) | 38% cases not up to date - update progress % against outcomes for these cases<br><small>Case information not updated in last 7 days</small>                      |
| Predicted number of case closures:      | 0.5     | Indication of case completion based on the percentage progress against outcomes - Target 0.5 case / week   |

| Closed Case Summary (over last 2 months) |         |                       |   |
|--|---------|-----------------------|---|
|  | Value   | Kent Service Standard | Notes   |
| Cases closed with outcomes achieved      | 6 (75%) | 78%                   | Better than Kent historical average but not yet at Service Standard |
| Cases closed per month                   | 4.1     | 2.4 /month            | Better than Kent Service Standard                                   |
| Average case duration                    | 21      | 20 weeks              | Close to target, review outcomes and progress towards them.         |

|                |                       |   |
|----------------|-----------------------|---|
| <b>Options</b> | Number of Months      | 2 |
|                | District Practitioner |   |



|  |   |
|--|---|
| Practitioner Dashboard for the date range: | <b>Kent County Council</b><br>kent.gov.uk |
| Jun-15 to 29-Jul-15                        |   |



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

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

To: **Education and Young People's Services Cabinet Committee – 18 September 2015**

Subject: **Teacher Recruitment and Retention Activity for 2015**

Classification: **Unrestricted**

**Past Pathway of Paper: Annual Update**

**Electoral Division: County-wide**

**Summary:** This report provides a general update on Teacher Recruitment and Retention Activity for 2015 and any key issues in relation to teacher recruitment and retention in Kent schools.

**Recommendation:** The Education and Young People's Services Cabinet Committee is recommended to comment and note the report.

## **1. Introduction**

- 1.1 This report relates to teacher recruitment and retention activity for 2015, and provides a general update relating to the current position, progress and any key issues.

## **2. History and Background**

- 2.1 [www.Kent-Teach.com](http://www.Kent-Teach.com) website was launched in 2000 in order to support schools in Kent with their recruitment. The Kent-Teach team maintain, market and promote the website and teaching as a desirable profession within Kent.
- 2.2 The website provides visitors with information on teaching careers and leadership, information on the county, job searches, help and support and resources via the blog and forum. Candidates can create an online profile which allows them to apply online and track their applications and set up job alerts.
- 2.3 Schools in Kent can either sign up to a monthly package which allows them unlimited advertising and access to the full range of KT services or they can advertise on an adhoc basis and pay per vacancy placed.

### **3. Progress to date**

- 3.1 Having successfully supported schools with their recruitment for over 15 years the team have a strong grasp of the Primary school recruitment market in Kent and have established themselves as worthy competitors of much larger organisations in the eyes of the Secondary school market too.

The team are also developing innovative strategies to target the shortage and quality of teachers in Kent more directly by putting in place recruitment strategies that allow Kent to be proactive rather than reactive.

### **4. Website Development**

- 4.1 The Kent-Teach website is crucial to the success of the team and is an integral part of all their recruitment strategies. The website was successfully rebranded and redesigned in the financial year 2013-14.

The new website design is accessible via mobile or tablet devices, Google Analytics shows that since its launch 45% of traffic to the website is now from a mobile or tablet device.

- 4.2 Digital media moves forward very quickly so the team constantly review and update the website and always address any feedback that is received from site members or schools. This flexibility sets them apart from their competitors.

- 4.3 In the year following the rebranding of the site, the team also developed 3 more areas of the site:

#### **(i) Application Form**

The application form has been updated to reflect the more varied needs of customers. As both Kent maintained schools and Academies use the site for advertising, a KCC branded online application form was no longer suitable for all customers. The newly redesigned application form has been streamlined to make it easier for candidates to complete and uses the school's own name and logo. This standard form is online only but schools have the option to upload their own form or redirect candidates to another website to apply.

#### **(ii) Trust and Federation Advertising**

Recognising a new need in the market with many schools becoming part of a federation or joining an academy trust the team have implemented a system which allows Trusts/Federations to be set up on the system as an organisation. This allows them to advertise for vacancies across a number of their schools and to link the schools within the Trust or Federation to their account. This means that Trusts and Federations are able to centrally manage their recruitment if they so wish, although the option is still available for schools to continue to maintain their accounts.

### (iii) Talent Stream

The team also implemented a Talent Stream system on to the website which allows them to identify and track top quality candidates and signpost them to vacancies in Kent schools. This helps manage and track candidates that have been alerted to Kent-Teach via the work the team do in recruiting from universities around the UK and Ireland. The long-term plan for the talent stream is that the team will be able to track not only Newly Qualified Teachers (NQTs) but more experienced teachers and suitable leadership candidates.

## 4.4 New Website Developments

It is nearly two years since the relaunch of the website so the team have once again reviewed the functionality of the website and identified several areas for development which will be implemented over the summer of 2015 These include the following:

### (i) Homepage

The homepage uses a structure of columns and boxes to direct visitors to the relevant information. The homepage is being reshuffled to group functional items; job search, NQT manager, Medway job page, enhanced featured jobs, featured schools and promotional items into the top section of the site and “added value” items like the blog articles, forum, twitter feed and upcoming events to the bottom half of the site. There is also the addition of a quick job search right at the top of the page.

### (ii) Job Enhancement Options

The website already had functionality to allow schools to “feature” their vacancy. This has a lot of take up from schools so the team have expanded these options to now include the following:

| Type                  | What does this include?   |
|-----------------------|---|
| Featured job          | <b>Automatic listing on job search pages. Appear near the top of relevant search listings.</b>  |
| Enhanced Featured Job | <b>Highlighted box. Automatic listing on job search pages. Appear at the top of relevant search listings. Listings on the homepage on rotation.</b> |
| Featured School       | <b>School name, logo and number of jobs appear on scroll on homepage. Featured schools also appear on rotation in featured school box.</b>          |

### **(iii) Blog**

For the last two years the team have run a blog which provides resources, information and first hand tales of teaching from Teachers in Kent schools. Promoting these posts on social media drives traffic to the website and adds value to the service they offer their customers. The blog was redesigned to incorporate the news and events section, allow users to share content directly to their social media pages and to subscribe so they receive notification of new blog posts. The updated blog went live in May and since then the team have seen a 130% increase in traffic to the blog.

### **(iv) Members Area**

The members' area is being redesigned to be more streamlined and easier to navigate.

### **(v) School Dashboard**

The School Dashboard is being redesigned to help schools keep their account and actions up to date. It will be easier for them to review their account details, share feedback and news with the team and access their list of vacancies and NQT manager tasks.

### **(vi) Vacancy Uploader**

The vacancy uploader function has been made more efficient and accessible.

### **(vii) Registration**

The team have reviewed and shortened the registration process to allow for a quicker registration.

## **4.5 Customer engagement**

The team ensure that they keep up to date with the latest research and methods for reaching their customers. Whilst the site is very effective for active job seekers, reaching that passive market can be more challenging and research shows that the best way to do this is to engage with your customers so that they have reason to keep in touch with you even when they are not actively job hunting.

### **(i) Social Media**

Kent-Teach uses a number of social media platforms to engage with customers.

Kent-Teach find that their customers do view and read the information that is put out on these platforms but there is limited engagement from the point of view of customers "talking back" to them.

This year the team undertook a review of their social media platforms and conducted research to build a strategy for their social media activity. This has been invaluable and has shown an increase engagement via shares, likes and click-throughs.



Kent-Teach currently use the following channels:

- Facebook
- Twitter
- Linked In
- Pinterest
- Google +

As well as using their own social media platforms to encourage traffic to the website and engage with their customers, the team have been assisting schools in running social media campaigns for their recruitment.

When the usual channels such as Kent-Teach, Guardian and TES have not resulted in an appointment KT have worked in partnership with advertising agency TMP Worldwide to run a Social Networking Advertising Package (SNAP) in order to promote their vacancy and reach a wider audience.

A SNAP campaign is more expensive than traditional advertising so the KT team offer this as an option to schools which have had difficulty in recruiting or who have a large number of vacancies.

## **(ii) Blog and Forum**

In June 2013, Kent-Teach launched a blog and forum to encourage traffic to the site from people other than active job seekers. The blog aims to give an insight into teaching and Kent schools and the posts are submitted by teachers and leaders currently working with Kent-Schools alongside posts from the team itself.

The forum aims to give teachers a platform to pose questions, queries or debate with each other on topics about teaching.

The blog has been redesigned and has since seen a 130% increase in traffic.

## **4.6 Marketing Schedule**

Kent-Teach has a well established reputation with 88% of its traffic being organic or direct (rather than through paid advertising or through another media). However it is important that this is maintained and so each year the team will implement a Media Schedule of advertising to keep the Kent-Teach brand recognised and to expand the reach of the brand beyond Kent.

Last year's campaign was a targeted campaign via Google Display Network and Keyword searches and ran for 36 weeks from September 2014 until end of May 2015 resulting in the following:

- 22,936 clicks across the 9 campaign locations
- £0.60 cost per click rate
- 1,834 submitted applications
- £7.50 cost per application rate
- Most effective keyword – “Kent Teaching Jobs”
- 90% of applications from desktop device /10% from mobile or tablet devices.

Kent was the most successful location with 39% of overall clicks and 60% of overall applications. London was next with 30% of campaign applications and 10% click to submit application conversion. The South East location performed better than other targeted areas.

#### **4.7 Recruitment Fairs**

The team attends a programme of recruitment events around the UK from October through to February in order to represent Kent schools and promote Kent as a desirable location for new teachers.

In 2014-15 the team attended 22 recruitment fairs which resulted in:

- 725 expressions of interest from teaching candidates
- 172 candidates went on to log on to the Kent-Teach website at least once
- 48 of these candidates have logged in 20 or more times
- 40% of these candidates have submitted at least 1 job application

#### **4.8 Irish Recruitment**

In order to address the shortage of teachers in Kent, the team have in the past recruited from Ireland where top quality teacher trainees do not find work due to the surplus of teachers.

In 2014 the team successfully placed 10 Irish teachers in 6 schools in Kent, with one of the schools taking a total of 4 teachers.

As well as helping the students to find jobs the team also assisted them in finding suitable accommodation and produced a brochure about their new local area for them. Research has found that this additional support is essential to ensuring that the teachers feel supported in their new jobs and are therefore more likely to settle in Kent for the longer term.

In 2015, the Irish market has become saturated with recruitment agencies recruiting teachers from Ireland. The team has seen a dramatic decrease in the number of trainee teachers interested in coming from Northern Ireland this year.

Kent-Teach has often had success with teachers from the Republic of Ireland but their graduate teacher training programme has just been extended to two years so no trainee teachers have come from Ireland this year. Kent-Teach may revisit this in 2016 when the trainee teachers will be finishing their two-year programme but it may be the case that there are still less available candidates given that there were no trainee teachers graduating this year.

#### **4.9 Headteacher Recruitment**

Kent-Teach works in partnership with the Schools' Personnel Service and the School Improvement Team to provide a comprehensive Headship recruitment package to Kent Schools.

In order to advertise the headships effectively Kent-Teach produce a microsite for each individual headship they support.

The team started using microsites for headship recruitment in January 2011 and since then just under 60% of headships advertised in this way have made a successful appointment on the first round of recruitment. Please refer to section 4.11 for statistics on the number of headship posts advertised for April 2014 – March 2015.

#### 4.10 Partnerships

Kent-Teach has a contract with The Guardian that enables all vacancies posted on Kent-Teach to be placed on Guardianjobs.co.uk at no additional cost to the school. Kent-Teach pay a yearly fee to the Guardian and are provided with monthly reports on click-throughs to the Kent-Teach site.

#### 4.11 Key Statistics

Kent-Teach statistics showing information for April 2014 - March 15:

|                         | Number of Vacancies | Number of Applications |
|-------------------------|---------------------|------------------------|
| Teaching Vacancies      | <b>2,986</b>        | <b>10,539</b>          |
| Leadership Vacancies    | <b>378</b>          | <b>1,078</b>           |
| Support Staff Vacancies | <b>2,416</b>        | <b>38,761</b>          |
| Total                   | <b>5,780</b>        | <b>50,378</b>          |

| Visits           | Unique Visits  | New Visits     |
|------------------|----------------|----------------|
| <b>1,357,078</b> | <b>607,348</b> | <b>407,304</b> |

| Total Members | New Members   |
|---------------|---------------|
| <b>85,680</b> | <b>16,493</b> |

| Number of Schools registered on Kent-Teach | Number of Schools on Monthly Package |
|--|--------------------------------------|
| <b>792</b>                                 | <b>511</b>                           |

| Number of Headships Advertised | Number appointed on 1 <sup>st</sup> Round |
|--------------------------------|---|
| <b>59</b>                      | <b>30</b>                                 |

Since September 2014 the following new Headteacher appointments have been made:

- 32 Headteachers started in the Autumn term 2014
- 9 Headteachers started Spring term 2015
- 15 Headteachers started Summer term 2015
- 28 Headteachers are due to start in Autumn term 2015
- 2 Headteachers are due to start in Spring term 2016 (so far)

There are currently 63 schools without a substantive Headteacher for September 2015, but in each case robust interim leadership arrangements are in place. These arrangements include an Executive Headteacher, a Head of School or an Interim Headteacher.

## **5. Key Issues**

5.1 In common with the national picture, schools in Kent are experiencing difficulty in teacher recruitment in Science, Mathematics, English, Modern Foreign Languages and Design Technology. The problem extends beyond the number of teachers as feedback from schools suggests that the shortage has led to further recruitment issues:

- Schools take on larger numbers of NQTs to meet the need for teachers but may not always be able to provide the support required.
- Schools feel that the quality of the candidates is not always as good as they would like.

5.2 Location can prove to be a problem for recruiting in Kent for a number of reasons:

- With a large coastline surrounding half of the county, schools in East Kent do not have the benefit of teachers crossing the border to teach.
- Being on the border of London, which is able to offer higher salaries, can mean that schools in West Kent often lose out to schools in neighbouring London boroughs.

5.3 2015 has also seen a number of other key factors affecting the number of teachers:

- Teacher trainee numbers are down by 12% nationally in the 2015 cohort.
- There has been an increase in teachers going abroad to work

## **6. Next Steps**

6.1 Key activities for 2015-16:

- Review strategies for nationwide recruitment
- Continue to review and develop the website to ensure it remains innovative and up-to-date
- Maintain and build on customer engagement via blog, forum and social media pages
- Implement new website developments in time for September 2015
- Review and streamline Kent headship process
- Explore possibility of implementing a positive PR campaign for teaching
- Develop strategies for encouraging candidates into teaching profession

### **6.2 National Recruitment**

In order to encourage the recruitment of teachers in Kent, Kent-Teach market outside of the county through a targeted Google Campaign, attendance at recruitment fairs and building relationships with teacher training universities.

Following a review of the data collected from last year's Google Campaign, this year's campaign will focus more on the South East areas.

### 6.3 Website Development

The team constantly reviews the website in order to keep up to date with current technology and recruitment advances. Large reviews are undertaken biannually by the team and small developments are considered at monthly team meetings in order to respond to customer feedback as timely as possible.

### 6.4 PR campaigns

The team is exploring ways in which it can raise the positive profile of teaching as a profession through the use of original video content and Twitter campaigns. By using their influence on social media they hope to encourage teachers to share positive messages about the profession as the antidote to the negative messages appearing in the mainstream press.

This is a long term strategy that will involve engaging with current teachers in a positive way and implementing strategies to engage with potential teachers early on.

### 6.5 Bespoke Solutions

The team is continuing to work closely with schools that have particular recruitment needs in order to provide innovative and bespoke solutions. This may include social media campaigns, signposting campaigns, videos and placement schemes.

## 7. Recommendation

### Recommendation:

- 7.1 The Education and Young People's Services Cabinet Committee is asked to comment and note the report.

## 8. Contact details

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From: Roger Gough, Cabinet Member – Education and Health Reform  
and Matthew Balfour, Cabinet Member – Environment and Transport

Patrick Leeson, Corporate Director – Education and Young People's Services and Roger Wilkin, Interim Director – Highways, Transport and Waste

To: Education and Young People's Services Cabinet Committee  
18 September 2015

Subject: **An Active Travel Strategy for Kent**

Classification: **Unrestricted**

**Past Pathway of Paper:** N/A

**Future Pathway of Paper:** The draft Strategy will be reported to this Cabinet Committee, Environment and Transport and Adult Social Care and Health. The Cabinet Member for Environment and Transport will ultimately take the decision to adopt the Strategy.

**Electoral Division:** Countywide

## Summary

Active travel (specifically choosing journeys by bicycle and on foot instead of by car wherever possible) can reduce congestion, improve the environment and the air we breathe. It can improve our health and can increase levels of physical activity in school-aged children leading to improved attainment. It is crucial to establish healthy habits in young people in order for them to be sustained in later life.

In Kent, almost half of adults fail to meet recommended levels of physical activity required for good health, and one third of Kent's children are overweight or obese by the time they leave Primary School. One in three adults in Kent is at high risk of developing a disease condition through a lack of physical activity. Evidence suggests that objectives and measures to increase active travel will help deliver positive outcomes and that these will be across all KCC directorates.

It is proposed that an Active Travel Strategy be developed and adopted as County Council policy. The strategy will be cost-neutral and provide strategic guidance in order to maximise existing investment in projects.

The development of the Strategy was reported to the Environment and Transport Cabinet Committee on 21<sup>st</sup> July 2015. A report to the Adult Social Care and Health Cabinet Committee will be considered on 11<sup>th</sup> September 2015.

## Recommendation

The Education and Young People's Services Cabinet Committee is asked to comment on the development of an Active Travel Strategy for Kent.

## **1. Introduction and Background**

- 1.1. Over 26% of adults in Kent are classed as physically inactive and at high risk of developing disease conditions as a result of their sedentary lifestyle. Over 43% fail to meet the recommended levels of activity required to maintain good health. 21% of children in Kent are above a healthy weight when starting Primary school, increasing to 33% by the time they leave.
- 1.2. By 2050, the NHS cost attributable to obesity and overweight will be £9.7 billion and the total costs will be £49.9 billion. The direct costs of illness as an outcome of physical inactivity to the NHS are quoted to be as much as £1.0 billion per annum, while costs to the whole economy are estimated at £20 billion per annum.
- 1.3. Active travel is the recognised public health term for journeys made by bicycle and on foot instead of by car, and includes part-journeys that involve public transport. It can reduce congestion, improve the environment and the air we breathe, and it can improve our health as well as attainment in school-aged children. Healthy habits established in young people are more likely to be sustained in later life. Delivery of actions through schools is also crucial in terms of impacting on congestion. In the morning peak around 20% of traffic is 'on the school run'.

## **2. An Active Travel Strategy**

- 2.1. Kent County Council currently does not have a corporate strategy for increasing active travel for every-day journeys such as to school, to work or for shopping. Evidence (see **Appendix 1**) suggests a co-ordinated set of policies and measures will have a positive benefit to reduce traffic congestion, improve the environment and improve public health. Further, if developed, an Active Travel Strategy will provide a commissioning framework for all directorates and partner organisations; it will inform local transport and health policies; it will provide a context for bids for external funding; and deliver an increase in walking and cycling to contribute to keeping Kent moving and healthy.
- 2.2. This Strategy will support National Institute for Health and Care Excellence (NICE) commissioning guidance that recommends schools foster a culture that supports physically active travel for journeys to school and during the school day, through encouraging children to walk or cycle.

## **3. Financial Implications**

- 3.1. The Strategy will be developed as a cost-neutral document and require no additional investment from Kent County Council budgets. The Strategy will act as a commissioning framework to provide strategic guidance on where existing programmes of work can deliver higher returns and maximise existing investment in projects



- 3.2. Further, the Strategy will be used to support bids for external income, including anticipated Government funding through the Infrastructure Act (2015) which specifically provides for investment in walking and cycling.

#### **4. The Strategic Statement and Corporate Objectives**

- 4.1. The Strategy is in line with the KCC Strategic Statement 2015-2020; specifically outcome 2: Kent Communities feel the benefits of economic growth by being in-work, healthy and enjoying a good quality of life.
- 4.2. In the Growth Environment and Transport Business Plan (2015-2016), the Strategy accords with priorities 1, 2, 4, 6, and 7: to contribute to the delivery of the growth and infrastructure outcomes, create successful bids to secure funding; facilitate partnerships between transport providers; delivery of the Kent Environment Strategy; and specifically to contribute to Public Health by facilitating and promoting active travel.
- 4.3 The Strategy delivers against objectives in the Public Health Outcomes Framework, specifically indicators 2.13i (proportion of adults achieving at least 150 minutes of physical activity per week), 2.13ii (proportion of adults classified as inactive) and 1.16 (utilisation of outdoor space for exercise or health reasons).
- 4.4 Schools, Early Years Settings and Children's Centres have responsibilities to promote the health and wellbeing of children and young people. The Strategy will support their efforts. Both Kent's Joint Health and Wellbeing Strategy, and the KCC Health Inequalities Action Plan, 'Mind the Gap' also highlight the importance of the early years of a child's life, and most crucially that health prevention through increasing levels of physical activity at this age will deliver long-term benefits for all family members, and improve a child's readiness for school.

#### **5. Timescales for consultation and adoption**

- 5.1 The Strategy will be developed by a cross-directorate working group. Partner engagement is planned to take place between September and October 2015. Workshops are proposed in October in the east and west of the county with further engagement planned for schools and young people. A draft Strategy will be developed between October and December, with full consultation beginning in January 2016. A final Strategy, taking into account consultation responses, will be presented for consideration to the three Cabinet Committees reviewing this paper during Spring 2016. It is proposed to recommend to the Cabinet Member for Transport and Environment that the Strategy be adopted as Kent County Council policy, subject to the views of these Cabinet Committees at that time.

## **6. Conclusions and Recommendation:**

- 6.1 Increasing the number of journeys made by active modes of travel will have benefits for the residents and visitors to Kent. An Active Travel Strategy will ensure that the Kent population, with particular reference to populations at risk of poor health through a lack of physical activity or pollution, are enabled to choose active modes of transport more regularly and for a wider range of journeys.
- 6.2 It is crucial to establish healthy habits, including walking and cycling to school and for leisure activities, in young people in order for them to be sustained in later life.

### **Recommendation**

The Education and Young People's Services Cabinet Committee is asked to comment on the development of an Active Travel Strategy for Kent.

## **Appendix 1: Background Documents**

- 7.1 The evidence base for policies to promote active travel includes the following:
- National Institute for Health & Care Excellence (2012) - Walking and Cycling: Local Measures to Promote Walking and Cycling as forms of Travel or Recreation.
  - Public Health England (2014) - Everybody Active, Every Day. A Physical Activity Strategy.
  - Public Health England (2014) - Public Health Outcomes Framework.
  - Kent & Medway Public Health Observatory Library (2014) - Active Travel Literature Review (unpublished).
  - Department of Health (2011) - Start Active Stay Active: A Report on Physical Activity from the 4 Home Countries.
  - National Institute for Health & Care Excellence (2008) - Physical Activity and the Environment.

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From: Peter Sass, Head of Democratic Services

To: Growth, Economic Development and Communities Cabinet  
Committee – 15 September 2015

Subject: **Work Programme 2015/16**

Classification: **Unrestricted**

**Past Pathway of Paper:** Growth, Economic Development and Communities Cabinet  
Committee meeting – 7 July 2015

**Future Pathway of Paper:** Standard agenda item

**Summary:** This report gives details of the proposed work programme for the Growth, Economic Development and Communities Cabinet Committee.

**Recommendation:** That the Growth, Economic Development and Communities Cabinet Committee considers and agrees its Work Programme for 2015/16.

## 1. Introduction

- 1.1 The proposed Work Programme, appended to the report, has been compiled from items in the Future Executive Decision List and from actions arising and from topics identified at the agenda setting meetings, held 6 weeks before a Cabinet Committee meeting in accordance with the Constitution, by the Chairman, Mr Wickham, Mr Holden, Vice Chairman and 3 Group Spokesmen, Mr Clarke, Mr Truelove and Mr Baldock.
- 1.2 Whilst the Chairman, in consultation with the Cabinet Member, are responsible for the programme's fine tuning, this item gives all Members of this 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 Growth, Economic Development and Communities Cabinet Committee '*To be responsible for those functions that fall within the responsibilities of the Director of Economic Development as well as some functions transferred from the former Communities Directorate and now located within the Growth, Environment and Transport Directorate*'. The functions within the remit of this Cabinet Committee are:

### **Economic Development**

Economic & Spatial Development

Strategy & Development

International Affairs

Regeneration Projects including Grant and Loan schemes and other 'bid for funded' projects

LEP reporting and monitoring

Kent Film Office

## **Communities**

Arts

Sport

Libraries

Registration and Archives

Volunteering

Big Society

### **3. Work Programme 2015**

- 3.1 The proposed Work Programme has been compiled from items in the Future Executive Decision List and from actions arising and from topics, within the remit of the functions, listed in paragraph 2.1 above, of this Cabinet Committee, identified at the agenda setting meetings [Agenda setting meetings are held 6 weeks before a Cabinet Committee meeting in accordance with the Constitution]. The attendees of the agenda setting meetings are; Mr Wickham, (Chairman), Mr Holden, (Vice Chairman) and 3 Group Spokesmen, Mr Clarke, Mr Truelove, Mr Baldock; and Mr Dance (Cabinet Member for Economic Development) and Mr Hill (Cabinet Member for Community Services).
- 3.2 An agenda setting meeting was held on 31 July 2015, when 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 to be considered at future meetings where appropriate.
- 3.3 The schedule of commissioning activity 2015-16 to 2017-18 that falls within the remit of this Cabinet Committee will be included in the Work Programme and considered at future agenda setting meetings to support more effective forward agenda planning and allow Members to have oversight of significant services delivery decisions in advance. The next agenda setting meeting is scheduled to be held on Tuesday, 13 October 2015.
- 3.5 When selecting future items the Cabinet Committee should give consideration to the contents of performance monitoring reports. Any 'for information' items will be sent to Members of the Cabinet Committee separately to the agenda and will not be discussed at the Cabinet Committee meetings.

### **4. Conclusion**

- 4.1 It is vital for the Cabinet Committee process that the Committee takes ownership of its work programme 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 Growth, Economic Development and Communities Cabinet Committee is asked to consider and agree its work programme for 2015.

### **6. Background Documents**

None.

**7. Contact details**

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**GROWTH, ECONOMIC DEVELOPMENT AND COMMUNITIES CABINET COMMITTEE**  
**WORK PROGRAMME 2014/2015**

*(Members agreed that the number of jobs, being created through the work being undertaken in the reports presented to the Cabinet Committee, should appear at the top of each report where appropriate)*

| <b>FORTHCOMING EXECUTIVE DECISIONS</b>  |   |  |
|---|---|--|
| <b>Decision</b>   | <b>Decision Maker</b>                   | <b>Lead officer</b>  |
| Discovery Park Enterprise Zone, Sandwich. Growing Places Fund investment<br>Decision Number: 13/00034 | Cabinet Member for Economic Development | Ross Gill, Economic Policy and Strategy Manager Tel: 01622 691131 e-mail: <a href="mailto:ross.gill@kent.gov.uk">ross.gill@kent.gov.uk</a> |

| <b>STANDARD AGENDA ITEMS</b>                        |  |
|---|--|
| <b>Item</b>   | <b>Cabinet Committee to receive item</b> |
| Verbal updates by the Directors and Cabinet Members | At each meeting                          |
| Portfolio Dashboard                                 | At each meeting                          |
| Budget Consultation                                 | Annually (November/December)             |
| Final Draft Budget                                  | Annually (January)                       |
| Annual Equality and Diversity Report                | Annually (September)                     |
| Work Programme                                      | At each Meeting                          |

| PROPOSED FUTURE ITEMS   |                                   |   |
|---|-----------------------------------|---|
| Agenda Item   | Date requested                    | Cabinet Committee meeting                                     |
| Paramount Theme Park project on Swanscombe Peninsular                           | 29/07/2013                        | Regular updates   |
| Shipping in Kent Ports –(Marine diesel)<br><i>Request by the Cabinet Member</i> |                                   | Part of Cabinet Members verbal update in Jan 2015             |
| Ebbsfleet   | 14/10/2014 agenda setting meeting | tba   |
| Urban Development Corporation   | 14/10/2014 agenda setting meeting | tba   |
| Support for Start Ups and Entrepreneurs   | 14/10/2014 agenda setting meeting | tba   |
| 2020 Business Show  | 14/10/2014 agenda setting meeting | Members to be advise of date and time of show                 |
| Manston Airport   | 14/10/2014 agenda setting meeting | Regular updates   |
| PRESENTATIONS   |                                   |   |
| Thanet Seafront   | 14/10/2014 agenda setting meeting | tba   |
| Paramount Theme Park project on Swanscombe Peninsular                           | 14/10/2014 agenda setting meeting | In 2015   |
| VISITS  |                                   |   |
| VISIT: TIGER and Escalate - <i>Request by Chairman</i>                          | 11/12/2013                        | Jacqui Ward to organise visits before 2 December 2014 meeting |
| VISITS: To Businesses in East Kent with the Investment Advisory Board           | 11/12/2013                        | tba   |
| VISIT: Discovery Park   | 14/10/2014 agenda setting         | David Smith to organise                                       |

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## **GROWTH, ECONOMIC DEVELOPMENT AND COMMUNITIES CABINET COMMITTEE** **WORK PROGRAMME 2016-2017**

*(Members agreed that the number of jobs being created through the work being undertaken in the reports presented to the Cabinet Committee should appear at the top of each report where appropriate)*

| <b>FORTHCOMING EXECUTIVE DECISIONS (13 July to 31 January 2016)</b>                           |  |   |
|---|--|---|
| <b>Decision</b>   | <b>Decision Taker</b>                    | <b>Lead officer</b>                             |
| Herne Bay Gateway - temporary relocation of library services<br><b>POSSIBLY DECEMBER 2015</b> | Cabinet Member for Community Services    | Jonathan White, Projects & Operations Manager   |
| Discovery Park Enterprise Zone, Sandwich. Growing Places Fund investment                      | Cabinet Member for Economic Development  | Ross Gill, Economic Policy and Strategy Manager |
| <b>STANDARD AGENDA ITEMS</b>  |  |   |
| <b>Item</b>   | <b>Cabinet Committee to receive item</b> |   |
| Verbal updates by the relevant Cabinet Members and Directors                                  | At each meeting                          |   |
| Portfolio Dashboard   | At each meeting                          |   |
| Budget Consultation   | Annually (November/December)             |   |
| Final Draft Budget  | Annually (January)                       |   |
| Annual Equality and Diversity Report  | Annually (September)                     |   |
| Risk Register – Strategic Risk Register   | Annually (last submitted in April 2015)  |   |
| Directorate Business Plan   | April                                    |   |
| Work Programme  | At each meeting                          |   |

| PROPOSED AGENDA ITEMS  |                                      |  |
|--|--------------------------------------|--|
| Proposed Agenda Item   | Date requested                       | Cabinet Committee meeting  |
| Paramount Theme Park project on Swanscombe Peninsula   | 29/07/13                             | Regular updates  |
| Ebbfleet Garden City UDC Master Plan   | 14/10/14<br>(agenda setting meeting) | Discussions under way with Robin Cooper to see if this can come to the December meeting. |
| Manston Site<br>(Invite Paul Barber)   | 14/10/14                             | Further verbal updates<br>(submitted - September 2015)                                   |
| A report on Kent Life Science Network – Paul Wookey  | 22/01/15                             | Further verbal updates<br>(submitted - September 2015)                                   |
| Progress of new LEP arrangements   | 14/4/15                              | Further reports<br>(submitted - September 2015)  |
| Libraries, Registration and Archives Service specification<br>(relating to internal commissioning of LRA services)   |                                      | December 2015  |
| Littering – economic impact on businesses  | 31/07/15                             | Deferred to December, along with similar report to E&T                                   |
| To ask the Chamber of Commerce if they would help in asking their members, (maybe via an anonymous questionnaire) any issues or concerns they have with KCC and any obstacles to expansion. This could then be collated and presented to the committee so that we can better understand what help and assistance Kent businesses need from KCC. The results of which could advise future agenda items. | 31/07/15                             | tba  |

| PRESENTATIONS  |                |  |
|--|----------------|--|
| Proposed Topic   | Date requested | Cabinet Committee meeting  |
| Thanet Seafront  | 14/10/14       | tba<br>Following visit to Margate. Update to include Dreamland Paper + possible presentation                                     |
| The current position with sports education in our Secondary Schools, looking at participation but also competitive activity, the opportunities for excellence and working with sports bodies and professional sport. Requested by Mr Truelove  | 3/12/14        | (Education and Young People's Services Directorate to be included in this – Stephanie Holt and Chris Metherell)<br>December 2015 |
| Kent Universities to be invited to present how they are facilitating and encouraging economic development in Kent. The discussion would include current programs and planned initiatives along with consideration specific challenges faced. Requested by Mr Clark<br>(link includes some high level case studies<br><a href="https://www.gov.uk/government/speeches/contribution-of-uk-universities-to-national-and-local-economic-growth">https://www.gov.uk/government/speeches/contribution-of-uk-universities-to-national-and-local-economic-growth</a> ) | 4/12/14        | Dave Hughes liaising with Universities<br><br>Ongoing programme  |
| Presentations on the 4 District Deals (ABC, TWBC, TMBC and SBC)  | 22/01/15       | tba (First one in December is ABC – may include a key decision.)   |
| VISITS   |                |  |
| VISIT: TIGER and Escalate - <i>Request by Chairman (Including Discovery Park visit)</i>  | 11/12/13       | Jacqui Ward to organise ½ day visits<br>10.00 am - 2.00 pm   |
| Visit to be arranged to the regeneration sites in Margate  | 22/01/15       | tba  |
| Meeting to be arranged with Small Medium size Enterprises (SMEs) to hear what impact KCC's decisions had on their businesses   | 7/7/15 meeting |  |

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

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

To: **Education and Young People's Services Cabinet Committee – 18 September 2015**

Subject: **Annual Equality and Diversity Report for Education and Young People's Services 2014-15**

Classification: **Unrestricted**

Electoral Division: **All Divisions**

**Summary:** This report sets out a position statement for services within the Education and Young People's Service (EYPS) Directorate regarding equality and diversity work and provides an update on progress in delivering Kent County Council's (KCC's) Equality Objectives for the year 2014-15. The Council is required to publish this information on an annual basis in order to comply with its statutory Equality Act duties.

**Recommendations:**

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

- i) note the current performance of EYP Services in relation to equality priorities in Appendix 1 to this report;
- ii) note the progress EYPS has made in reducing inequalities in 2014-15 and future key actions proposed in Appendix 1 to this report; and
- iii) agree to receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

## 1. Introduction

1.1 The Equality Act 2010 provides the framework for public bodies in England to promote equality and eliminate discrimination. KCC must also adhere to the Public Sector Equality Duty (PSED) as detailed in Section 149 of the Equality Act 2010. This duty requires the Council to promote equality, undertake equality analysis to inform all policy decisions and to publish equality information.

1.2 As part of its statutory duties under the Equality Act 2010, KCC must publish an Equality Annual Report to demonstrate compliance with the general PSED. Proactive publication of equality information ensures compliance with the legal requirements.

1.3 Compliance with the Council's equality duties should also result in:

- Better informed decision-making and policy development;

- A clearer understanding of the needs of service users, resulting in better quality services;
- More effective targeting of resources to address greatest need;
- Greater confidence in, and satisfaction with, the Council;
- A more effective workforce and a reduction in instances of discrimination.

## 2. Financial Implications

2.1 There are no financial implications resulting from the Annual Equality and Diversity Report. However, gathering equality information and using it to inform decision-making enables KCC to achieve greater value for money in services delivered, through more effective targeting of resources to address need.

## 3. KCC's Strategic Statement and Policy Framework

3.1 Advancing equality and reducing socio-economic inequalities in Kent contributes towards the achievement of 'Increasing Opportunities, Improving Outcomes' – KCC's Strategic Statement 2015-2020, the Medium Term Financial Plan 2015-18 and EYPS's Vision and Priorities for Improvement 2015-18. KCC's Equality Objectives were developed from the Council's three key strategic outcomes. The objectives correspond with existing Council priority outcomes to ensure: children and young people in Kent get the best start in life; Kent communities feel the benefits of economic growth by being in-work, healthy and enjoying a good quality of life; and older and vulnerable residents are safe and supported with choices to live independently.

3.2 The EYPS 'Vision and Priorities for Improvement 2015-18' document is the key strategic plan for Education and Young People's Services in Kent. The development of this plan and its priorities follow annual discussions with Headteachers, governors and other public sector partners to determine where Kent learning institutions need to be in relation to improving education and learning outcomes. The Plan sets out shared ambitions and includes a range of ambitious priority improvements up to 2018. These ambitions and strategic priorities for Education and Young People's Services are based on a rigorous analysis of current performance and challenging expectations for future improvements. The Plan provides all concerned with education and early help and preventative services in Kent, a clear sense of what services are for, the challenges faced and the priorities and targets for transformation and improvement both within the Council and amongst our schools, and other settings, as well as KCC services.

3.3 KCC published its equality objectives for 2012-2016 in 2011. Each Directorate was asked to provide equality information and to demonstrate how they complied with equality legislation between 1 April 2014 – 31 March 2015, and what performance measures they have in place to achieve the KCC Equality Objectives. Appendix 1 to this report details the actions that EYPS Directorate has undertaken in the last year, and actions that will be taken in the future, in order to narrow the inequality gaps and promote equality of opportunity to address the diverse needs of all Kent's children and young people.

## 4. Key Achievements

4.1 A full report of what has been achieved in terms of reducing inequalities within Education and Young People's Services over 2014-15 can be seen in Appendix 1 to

this report. Detailed below are some highlights.

4.2 Currently, 83% of pupils in Kent attend a good or outstanding school compared to 75% in July 2014 and 70% in July 2013. This means approximately 15,420 more children and young people are receiving a better education since last July, including 12,700 Primary School pupils. The overall figure includes 81% of Primary school pupils (91,003), 85% of Secondary school pupils (83,551) and 94% of Special school pupils (3298) who now attend a good or outstanding school.

4.3 In July 2014, there were 328 good and 92 outstanding schools, 110 schools requiring improvement (including 93 Primary schools and 11 Secondary schools) and 31 schools in a category. Four schools were judged inadequate in the past year and 17 schools were removed from special measures, some to a judgement of good or outstanding. There are now 362 good and 96 outstanding schools, 85 schools requiring improvement (including 67 Primary schools and 14 Secondary schools) and 14 schools in a category, out of a total of 557 schools that have a current inspection result. There are now 38 more good and better schools than this time last year.

4.4 There has been a very good improvement in the numbers attending a good or outstanding Pupil Referral Unit from 30% of pupils in 2012, 76% in 2013, 90% in 2014 and to 94% currently. The quality of PRUs has improved so that 90% are now good or outstanding. This work is helping to reduce exclusion and improve qualifications for pupils educated out of school.

4.5 Children's Centres are playing a key role in targeting support to disadvantaged families and ensuring they are helped to take up the provision for eligible two year olds. The Ofsted Early Years Annual Report 2015 indicates that 56% of Children's Centres, nationally, are rated good or outstanding. In Kent 72% of Children's Centres are good or outstanding and we expect this to improve to over 80% by 2016. 89% of early years provision is rated good or outstanding by Ofsted, and 91% of children attend a good or better Early Years setting.

4.6 In 2014, for Kent overall, 68.6% of children achieved a Good Level of Development (GLD) in the Early Years Foundation Stage (EYFS), which represented a 5.1% increase on 63.5% in 2013. At 68.6%, Kent was well above the national average for GLD of 60% and was in a strong position standing seventh out of 152 local authorities. In 2015 in the EYFS, 73% of children achieved a good level of development.

4.7 At Key Stage 2 Level 4+ (Reading, Writing and mathematics) the attainment gap between FSM pupils and their peers narrowed significantly in 2014. The attainment of FSM pupils in Kent improved at a more rapid rate than nationally and the gap for FSM children at this key stage also reduced more quickly than nationally. However, the attainment of FSM children overall in Kent at this key stage remains below the national average and therefore remains a priority for improvement.

4.8 The attainment and progress of pupils with special educational needs in Kent, in the 2014 results, was significantly above or in line with national average attainment levels for similar pupils. 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%.

4.9 At Key Stage 4, 33% of pupils in Kent at 'SEN 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 'SEN 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 of SEN attained 5 or more A-C grade GCSEs. The national average was also 8%.

4.10 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.

4.11 18.7 FE Year Reception classes were added to Primary provision in 2014-15, increasing the number of high quality school places available to meet parental demand. Planning is underway to establish 7 new Primary schools which will open in September 2015, in addition to the other school expansions to ensure every child has a school place.

4.12 KCC remains committed to the programme to rebuild or refurbish the remaining Special Schools in the capital programme. This programme, together with the re-designation of pupil numbers, has so far provided an additional 229 places in Special schools, with further additional SEND capacity planned. Two Special schools have had improvement works completed and five have new builds underway to replace or refurbish their premises.

4.13 The 14-24 Skills and Employability Strategy was refreshed and now focuses upon 14 to 19 curriculum changes and the development of improved pathways and opportunities for all learners to participate to age 18 and up to 24 for those young people with learning difficulties and disabilities.

4.14 NEET figures for vulnerable groups have reduced from 944 to 761. This improvement is encouraging as it reflects the impact of the increased focus on supporting vulnerable young people by KCC, in particular through the 14-24 Skills and Employability Strategy, SEND Strategies and the establishment of Early Help and Preventative Services. We are seeing a reduction in overall NEET numbers, now standing at 4.7% from 5.9% in 2014, but not quickly enough and the percentage is still at 5.2% for Year 13 students, but lower, at 2.3% for Year 12 which is encouraging.

4.15 There is an encouraging upward trend on apprenticeships in the 16 to 18 year groups following a collaborative campaign between KCC, FE colleges, employers and work based training providers. This included establishing an apprenticeship talent pool for 16 to 18 year olds in schools.

4.16 Permanent and fixed-term exclusions continue to decline in Kent with some positive outcomes for certain groups. FSM pupils account for around 37.5%, a slight reduction of last year's 40% of all permanent exclusions, although it remains a much higher rate than the normal FSM% for the school population which is around 14%. When analysed by phase, 42% of excluded pupils are eligible for FSM in Primary schools, compared to 36% in Secondary schools. Both have been reduced from last



year's respective figures of 59% and 37%. A significant improvement has been made in the reduction of children with SEND being permanently excluded. In 2013/14, SEND pupils account for 58% of permanent exclusions, a significant reduction from previous year's 84%. However we expect to reduce this further.

4.17 The Introduction of the Kent Family Support Framework, to replace the CAF, (common assessment framework) has ensured easier and swifter access to Early Help services for all children and young people in need of support.

4.18 Notifications to Early Help Triage are prioritised for cases involving missing children, children known to SCS and children with a high level of need in order to ensure swift and appropriate provision and consideration of safeguarding issues.

4.19 The rate of referrals to Specialist Children's Services (SCS) per 10,000 from March to April 2015 has reduced by 8.1% (from 39.3% to 31.2%).

4.20 74% of Early Help cases are now closed with a good outcome.

4.21 The percentage of cases 'stepped down' from SCS is now 24%.

4.22 Over the course of the first phase of the Troubled Families Programme, the lives of 2,560 families have been turned around.

4.23 Significant work has been undertaken by Kent's School Collaboratives on projects to narrow the gap in attainment, co-ordinated and evaluated by Kent Association of Headteachers' (KAH) and supported by funding agreed by the Schools Funding Forum.

## **5. Governance**

5.1 As part of the Equality Act 2010, the Council has a statutory duty to show due regard to equality issues arising from any important decisions it makes relating to its policies, procedures and budget. The Council discharges this duty through a process of Equality Impact Assessments (EqIA). These assessments capture evidence about the impact of LA decisions and policies on the people of Kent.

5.2 To ensure that managers discharge their equalities obligations, KCC has ensured a system of internal controls, based around EqIAs. Accordingly, in 2012 governance arrangements were agreed by the Council to ensure compliance with the Public Sector Equality Duty (PSED) following an internal audit. Governance is now based on decisions having an EqIA at both Directorate Management Team and Member levels. If decisions about service changes and provision are taken without full equality analysis, the local authority is open to potential Judicial Review.

## **6 Future reporting**

6.1 It is proposed that KCC revises and consults on its equality objectives during 2015/2016. The objectives will be embedded in the achievement of the key strategic outcomes of the Council and their achievement monitored through the Council's performance framework.

6.2 This will result in greater compliance in relation to the delivery of organisational priorities and core services. Critically outcomes will be monitored through core

performance management frameworks which will result in greater efficiency and accountability in relation to the delivery and achievement of outcomes by services for customers. Performance monitoring is to be reported to the relevant Committees and this will meet the statutory duty under the Equality Act 2010.

## **7 Equality Impact Assessment**

7.1 There is no requirement to undertake an Equality Impact Assessment because this paper reports performance monitoring on the previous year's work and internal governance arrangements.

## **8. Conclusion**

8.1 The Annual Report sets out progress on the relevant equality objectives. The Directorate can demonstrate that it provides accessible and usable services but it needs to continue to improve outcomes and narrow achievement gaps, as well as ensure the children, young people and families with multiple disadvantages receive the services and support they need to thrive.

### **9. Recommendations:**

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

- i) note the current performance of EYP Services in relation to equality priorities in Appendix 1 to this report;
- ii) note the progress EYPS has made in reducing inequalities in 2014-15 and future key actions proposed in Appendix 1 to this report; and
- iii) agree to receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

## **10. Background Document**

10.1 Kent County Council Equality Objectives 2012-2016:

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/equality-and-diversity/equality-and-diversity-objectives>

## **11. Contact details**

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## Education and Young People's Services Contribution to the KCC Annual Equalities Plan 2014-15

### Purpose

This paper sets out the way in which the Education and Young People's Services (EYPS) Directorate understands and responds to the needs of its most vulnerable children, young people and their families. The paper details the actions that the Directorate has undertaken in the last year, and actions we will take in the future, in order to narrow the inequality gaps and promote equality of opportunity to address the diverse needs of all Kent's children and young people.

In addition to setting out how the Directorate addresses inequalities, promotes equality and assesses progress against equalities priorities, the Directorate's equalities activity also demonstrates support for the achievement of the Council's Strategic Equality Objectives.

Improving education and attainment outcomes for children and young people from early years through to post-16, tackling child poverty, promoting emotional resilience, delivering early help and preventing the escalation of problems, in addition to reforming our SEND system, are just some of the ways we are improving the outcomes for the most vulnerable groups of children and young people, increasing their life chances, so that they may thrive at every stage of their lives.

### Introduction

Kent County Council (KCC) is operating in a diverse education system with greater freedoms and autonomy for schools, colleges and other education and learning providers. To achieve the improvement in outcomes set out in our strategic plans, particularly our vulnerable groups across Kent, we work in close partnership with early years settings, schools, colleges, training providers, employers and other providers and stakeholders.

Education and learning has the potential to improve the wellbeing and life chances of all children and young people, especially the most vulnerable groups in our communities including those with protected characteristics under the Equality legislation. Education is linked with happiness and wellbeing, mental and physical health, employment and ultimately life expectancy. It has been proven that generally the more you learn, the more you earn and you are more at risk of spending time not in education, employment or training if you have limited or no qualifications. Good quality education and support builds resilience, increases self-confidence and independence and gives young people the skills and qualifications to progress in their learning and on to achieve sustained employment that will benefit individuals, families and the communities they live and work in.

Reducing inequality in education and learning outcomes, reducing achievement gaps and championing the needs of the most vulnerable children and young people is therefore a vital part of the Local Authority's role and purpose. This affects individuals and whole communities.

*"Education is serving many children well, but it is failing those who need it most."*  
[Sir Kevan Collins, Chief Executive, Education Endowment Foundation – June 2015]

### Strategic leadership and ambitions

The EYPS Vision and Priorities for Improvement 2015-18 is the key strategic plan for Education and Young People's Services in Kent. The development of this plan and its priorities came from a range of discussions that are held regularly with Headteachers,

governors and other public sector partners to determine where Kent learning institutions need to be in relation to ever improving education and learning outcomes.

The Plan sets out shared ambitions and includes a range of ambitious priority improvements up to 2018. These ambitions and strategic priorities for Education and Young People's Services are based on a rigorous analysis of current performance and challenging expectations for future improvements.

The Plan provides all concerned with education in Kent, a clear sense of what services are for, the challenges faced and the priorities and targets for transformation and improvement both within the Council and amongst our schools and other settings.

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

[Extract from EYPS Vision and Priorities for Improvement 2015-2018]

### **Summary of areas where we have made the most difference in 2014-15**

- We exceeded the target of 85% for the number of families securing their first preference school on offer day (85.8%).
- Currently, 83% of pupils in Kent attend a good or outstanding school compared to 75% in July 2014 and 70% in July 2013. This means approximately 15,420 more children and young people are receiving a better education since last July, including 12,700 Primary School pupils. The overall figure includes 81% of Primary school pupils (91,003), 85% of Secondary school pupils (83,551) and 94% of Special school pupils (3298) who now attend a good or outstanding school.
- There has been a very good improvement in the numbers attending a good or outstanding Pupil Referral Unit from 30% of pupils in 2012, 76% in 2013, 90% in 2014 and to 94% currently. The quality of PRUs has improved so that 90% are now good or outstanding. This work is helping to reduce exclusion and improve qualifications for pupils educated out of school.
- In July 2014, there were 328 good and 92 outstanding schools, 110 schools requiring improvement (including 93 Primary schools and 11 Secondary schools) and 31 schools in a category. Four schools were judged inadequate in the past year and 17 schools were removed from special measures, some to a judgement of good or outstanding.
- There are now 362 good and 96 outstanding schools, 85 schools requiring improvement (including 67 Primary schools and 14 Secondary schools) and 14 schools in a category, out of a total of 557 schools that have a current inspection result. There are now 38 more good and better schools than this time last year.
- Children's Centres are playing a key role in targeting support to disadvantaged families and ensuring they are helped to take up the provision for eligible two year olds. The Ofsted Early Years Annual Report 2015 indicates that 56% of Children's Centres, nationally, are rated good or outstanding. In Kent 72% of Children's Centres are good or outstanding and we expect this to improve to over 80% by 2016. 89% of early years provision is rated good or outstanding by Ofsted, and 91% of children attend a good or better setting.
- In 2014, for Kent overall, 68.6% of children achieved a Good Level of Development (GLD) in the Early Years Foundation Stage (EYFS), which represented a 5.1% increase on 63.5% in 2013. At 68.6%, Kent was well above the national average for GLD of 60% and was in a strong position as seventh out of 152 local authorities;
- The national achievement gap in Kent in the EYFS of 27% was lower than the England figure of 34%, placing Kent 27<sup>th</sup> out of 152 local authorities;

- At Key Stage 2 Level 4+ (Reading, Writing and mathematics) the attainment gap between FSM pupils and their peers narrowed significantly in 2014. The attainment of FSM pupils in Kent improved at a more rapid rate than nationally and the gap for FSM children at this key stage also reduced more quickly than nationally. However, the attainment of FSM children overall in Kent at this key stage remains below the national average and therefore remains a priority for improvement.
- The attainment and progress of pupils with special educational needs in Kent, in the 2014 results, was significantly above or in line with national average attainment levels for similar pupils. 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%.
- At Key Stage 4, 33% of pupils in Kent at 'SEN 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 'SEN 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 of SEN attained 5 or more A-C grade GCSEs. The national average was also 8%.
- In Kent 90.4% of new statements of SEN 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%.
- All local authorities are required to transfer existing Statements to Education, Health and Care 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.
- 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.
- 18.7 Year Reception classes were added to Primary provision in 2014-15, increasing the number of high quality school places available to meet parental demand.
- Planning is underway to establish 7 new Primary schools which will open in September 2015.
- The local authority remains committed to the programme to rebuild or refurbish all Special Schools. This programme, together with the re-designation of pupil numbers, has so far provided an additional 229 places in Special schools, with further additional SEND capacity planned. Two Special schools have had improvement works completed and five have new builds underway to replace or refurbish their premises.
- The 14-24 Skills and Employability Strategy was refreshed and now focuses upon 14 to 19 curriculum changes and the development of improved pathways and opportunities for all learners to participate to age 18 and up to 24 for those young people with learning difficulties and disabilities.
- NEET figures for vulnerable groups have reduced from 944 to 761. This improvement is encouraging as it reflects the impact of the increased focus on supporting vulnerable young people by KCC, in particular through the 14-24 Skills and Employability Strategy, SEND Strategies and the establishment of Early Help and Preventative Services.
- We are seeing a reduction in overall NEET numbers, now standing at 4.6% from 5.9% in 2014, but not quickly enough and the percentage is still at 5.2% for Year 13, but lower, at 2.3% for Year 12 which is encouraging.
- There is an encouraging upward trend on apprenticeships in the 16 to 18 year groups following a collaborative campaign between KCC, FE colleges and work based training providers, this included establishing an apprenticeship talent pool for 16 to 18 year olds in schools.
- We are moving forward in some districts with a more coherent approach to addressing these issues by planning for better 14 to 19 pathways and gaps in provision.

- Both overall absence and persistent absence for children on FSM have reduced in 2013/14 compared to the previous year. Children on FSM and non FSM pupils both reduced persistent absence rates and the gap between the two cohorts became narrower from 6.4 to 5.0 percentage points.
- Permanent and fixed-term exclusions continue to decline in Kent with some positive outcomes for certain groups. FSM pupils account for around 37.5%, a slight reduction of last year's 40% of all permanent exclusions, although it remains a much higher rate than the normal FSM% for the school population which is around 14%. When analysed by phase, 42% of excluded pupils are eligible for FSM in Primary schools, compared to 36% in Secondary schools. Both have been reduced from last year's respective figures of 59% and 37%.
- A significant improvement has been made in the reduction of children with SEND being permanently excluded. In 2013/14, SEND pupils account for 58% of permanent exclusions, a significant reduction from previous year's 84%.
- There has been a higher percentage of pupils from most ethnic groups achieving 5 or more subjects at grades A\* – C including English and Maths since 2010. Chinese pupils continue to outperform their peers across Kent in KS4. There has been a significant increase in the number of Bangladeshi (44.4% - 75%) and Caribbean (39.3% - 69.7%) pupils achieving this benchmark.
- The DfE Virtual Headteacher Pilot Project (to support Gypsy, Roma and Traveller pupils) finished in May last year and the report was made public in October 2014. Baroness Whitaker stated that *"This is really useful and positive and some of the efforts are most commendable, not least those which set up a proper data base to measure trend information, and hopefully progress."*
- An Early Help and Preventative Services (EHPS) Prospectus and Early Help Action Plan 2014-2015 sets out the strategy for early help, what and how key service changes are being made, progressing the development of new processes and systems, detailing service priorities and targets and key outcomes to be achieved to change demand patterns. Progress made in the first year of the Early Help Service will be set out in an Early Help Three Year Action Plan which is currently being developed.
- The Introduction of the Kent Family Support Framework, to replace the CAF, has ensured easier and swifter access to Early Help services for all children and young people in need of support.
- Notifications to Early Help Triage are prioritised for cases involving missing children, children known to SCS and children with a high level of need in order to ensure swift and appropriate provision and consideration of safeguarding issues.
- The rate of referrals to Specialist Children's Services (SCS) per 10,000 from March to April 2015 has reduced by 8.1% (from 39.3% to 31.2%).
- The Current Early Help Caseload is 5759.
- The number of Early Help Assessments completed within 2 weeks of notification has increased to 55%.
- 47% of Early Help notifications are now leading to an Early Help Plan in 4 weeks.
- 74% of Early Help cases are now closed with a good outcome.
- The percentage of cases 'stepped down' from SCS is now 24%.
- Over the course of the first phase of the Troubled Families Programme, the lives of 2,560 families have been turned around.
- Significant work has been undertaken by Kent's School Collaboratives on projects to narrow the gap in attainment, co-ordinated, funded and evaluated by Kent Association of Headteachers' (KAH).

### **Key Equalities Priorities for 2015-16**

EYPS's Divisional Management Team considered the Council's overarching equalities objectives in April 2015 and established for 2015-16 some key Directorate equality objectives:

- Narrow the achievement gaps for all groups, including FSM pupils, learners with SEND, and Children in Care.
- Increase post 16 – 25 participation and employment opportunities for the most vulnerable groups.
- Increase access to early years for the most vulnerable including the two-year old offer of free provision for the most disadvantaged.
- Drive down exclusions from schools to zero.
- Increase the proportion of pupils receiving Free School Meals attending selective education.
- Ensure more Children in Care are able to access progression pathways post 16, including the offer of an apprenticeship where appropriate, and fewer CiC become young offenders.

## **Key Challenges**

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

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

We are aiming for outcomes that are ambitious and challenging. We are determined to pursue them relentlessly and believe we have ways to achieve them. There is a good level of shared ambition amongst Headteachers, Governors and other key agencies and stakeholders to achieve the improvements detailed in this Business Plan. The establishment of the Early Help and Preventative Services Division in April 2014 has resulted in a more joined-up approach to supporting vulnerable children and young people. A restructure of the Early Help Division to ensure better outcomes is underway and will result in a change in service delivery focused on integrated support, open access and targeted work.

While we continue to make good progress in raising attainment, narrowing some achievement gaps and increasing the number of good and outstanding early years settings and schools, we also continue to face significant challenges:

- Closing the achievement gaps for vulnerable groups which are still too wide for the following groups – FSM / SEN / Gender / Children in Care.
- Continuing to increase the number of good and outstanding schools as we move forward (from 55% in 2012 to 78% in January 2015).
- Addressing post-16 challenges in terms of participation, progression and provision, reflected in low participation figures, high drop-out rates at age 17, challenging NEET figures, insufficient progress in respect of the attainment of children in care and the need to develop more appropriate vocational and technical pathways for young people to flourish.

These challenges inevitably shape our response to delivering transformational change and influence our priorities for the year ahead.

To make an impact on the key challenges, support will be secured from and via:

- School leaders to lead the system through stronger school partnerships, the Kent Association of Headteachers, working at a local level through District and Area forums

that have strong and purposeful working relationships in order to deliver the best opportunities and outcomes for children and young people;

- Schools to procure support services well, have real choice and be able to procure high quality services through EduKent;
- Increased collaborative working in the early years and childcare sectors;
- Locality based working and commissioning to pool and target resources to local needs in Districts;
- Local 14-24 strategic partnerships to maximise effort and increase capacity to transform post 16 learning pathways and training opportunities so that they are truly excellent;
- District based multi-agency working to deliver more integrated preventative and early help services through the area based 0-25 Integrated Early Help teams.

## **EYPS Strategic Priorities**

The EYPS Directorate Business Plan sets out a wide range of priorities and targets for improvement, built up over time in partnership with schools and other partners, to achieve what we believe is a shared vision for educational improvements in Kent.

Our strategic priorities are set out in the Directorate's Strategic Plan: 'Education and Young People's Services Vision and Priorities for Improvement 2015-18'. Our strategic priorities for 2015-16 are:

- to ensure all children get the best start in the early years and all pupils can go to a good school and achieve their full potential;
- to shape education and skills provision around the needs of the Kent economy and ensure all young people move on to positive destinations, training and employment; and
- to improve services and outcomes for the most vulnerable children, young people and families in Kent.

Our main focus continues to be on raising standards of attainment, closing achievement gaps, improving attendance and reducing exclusion, increasing participation to age 18 and having more good and outstanding early years settings and schools.

We are giving very high priority to ensuring all young people are engaged in learning or training until age 18, including increased numbers of apprenticeships, so that there are good outcomes that lead to employment. We will continue to develop the opportunities and pathways for all 14-19 year olds to participate and succeed so that they can access higher Levels of learning or employment with training to age 24.

One of our major developments is to deliver improved multi-agency support for children and families who have additional needs by implementing effective Early Help and Preventative Services and working in a more integrated way to achieve better outcomes. As a consequence we expect to see fewer children needing the protection of statutory social care.

Key priorities for the Directorate are to:

- Embed and integrate Early Help and Prevention services so that there is at least a 10% reduction in the numbers of children in need and those with a child protection plan, and at least 80% supported through an early help programme achieve a good outcome.
- Continue to deliver the targets in the 14-24 Skills and Employment Strategy, including priorities to develop the vocational offer so that there is further improvement in the number of young people taking up and successfully completing apprenticeships and a further reduction in youth unemployment.
- Deliver the SEND changes required by the Children and Families Act and the priorities in the SEND Strategy to increase provision and pupil outcomes in Kent, so that there is reduction in out of county places and their cost, and a reduction in SEN transport costs



- Make a significant improvement to outcomes for Children in Care and markedly reduce the number of CiC who are NEET and in the youth justice system.
- Deliver 7 new Primary schools, 29 new forms of entry in Primary and Secondary schools, 195 temporary Reception class places, 90 temporary Primary school places in years 1-5 and 60 temporary Secondary school places in Year 7.
- Ensure schools are well supported to deliver the new National Curriculum and assessment arrangements, as well as new GCSE and vocational qualifications, and new school performance measures from 2015-16.
- Deliver the new Health Needs Service and improve outcomes for pupils with mental health needs.
- Continue to support and develop more effective school to school support through the Kent Association of Headteachers, and a refreshed leadership strategy, so that there are fewer schools requiring improvement.
- Develop phase 2 of the Troubled Families programme and ensure it is well integrated into the models of family support provided through Early Help.
- Ensure the Community Learning and Skills service becomes a successful local authority trading company, delivering improved outcomes for adults and young people, especially the more vulnerable.
- Continue to develop and expand EduKent as a successful trading organisation delivering good value support services to schools at competitive cost.
- Promote more innovative and creative ways to deliver learning for the 21st century, including support for the delivery of the new National Curriculum and new vocational, GCSE and A Level curriculum pathways.
- Champion school leadership which is most effective in improving teaching and learning and accelerating pupil progress, and provide leadership development opportunities which increase capacity in Kent to improve and transform the education system through programmes such as the Future Leaders programme.
- Deliver the School Improvement Strategy to ensure all schools requiring improvement become good and outstanding schools within the next 18 months and there are no Kent schools providing an inadequate quality of education.
- Work with schools and early years settings to deliver a more focused approach to narrowing achievement gaps and achieve better outcomes for all vulnerable groups with a specific focus on the pupil premium, SEN and Children in Care.
- Work with outstanding and good schools to increase their capacity to sponsor and improve schools requiring improvement, through academy, federation, trust, executive headship or other structural arrangements.
- Continue to implement the Early Years and Childcare Strategy to ensure there are sufficient high quality free places for two year olds, yet more good early years settings achieving positives outcomes, more children are well developed to start school and there is better integration of the work of children's centres, early years settings and schools.
- Continue to improve District based working so that more decision making and coordination of services for children and young people happens locally through school collaborations and better integrated working between education, health and social care.
- Deliver the Education Commissioning Plan so that the needed growth in good quality school places is delivered on time for September 2015, there is improved parental choice and planned improvements for September 2016 are on target.
- Reduce the rising cost of SEN Transport and make more efficient use of DSG funding by reducing the increasing costs of SEN pupils placed out of county, as well as working with schools at risk of deficit budgets to ensure there are clear improvements by 2016.
- Successfully implement a new system of high needs funding for pupils with special educational needs, which proves to be more effective at earlier intervention to improve pupil outcomes.

## **Supporting Plans and Strategies**

These priorities and targets are set out in more detail in our key strategy documents:

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

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## Supporting Parental Preference for Primary and Secondary schools

We set targets for the percentage of families securing their first preference schools for entry in September 2015. For Primary schools the target was 86% and on Offer Day 85.8% of parents secured their first preference.

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.

The Table below sets out the percentage of families receiving their first and second preferences for admission into Reception classes in Primary Schools and into Year 7 in Secondary Schools, in relation to the targets set.

| <b>Targets</b>  | <b>April 2015</b>   |
|---|---|
| To ensure that at least 86% of families secure their first preference Primary schools; and 94% secure first or second preference schools.   | On offer day for September 2015 entry:-<br><u>Reception children:-</u><br>85.8% secured their first preference<br>93.1% secured their first or second preference. |
| To ensure that at least 85% of families secure their first preference Secondary schools; and 94% secure first or second preference schools. | <u>Year 7:-</u><br>80.5% secured their first preference<br>90.6% secured their first or second preference   |

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.

Comparative data showing percentages of first preferences in neighbouring Local Authorities (little data is available) is set out in Table 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.

| <b>Local Authority</b> | <b>Primary</b> | <b>Secondary</b> |
|------------------------|----------------|------------------|
| Kent                   | 85.8%          | 80.5%            |
| Surrey                 | 83.1%          | 82.4%            |
| Medway                 | 87.1%          | 80.1%            |
| East Sussex            | 84.7%          | 90.5%            |

## Improving Attainment and Achievement across all School Phases

The Directorate takes its school improvement responsibilities very seriously and we use all the available powers of intervention and support to accelerate improvement, address decline and prevent school failure. We are determined to do everything we can, within the framework of government policy and through our own local initiative, to bring about dramatic improvement in the quality of schools in Kent to ensure every school requiring improvement becomes a good school within the next two years, and that we continue to work together in partnership to ensure no good and outstanding schools decline.

Kent schools made good progress in the last school year in improving inspection outcomes and in increasing the number of good and outstanding schools.

Currently, 83% of pupils in Kent attend a good or outstanding school compared to 75% in July 2014 and 70% in July 2013. This means approximately 15,420 more children and young

people are receiving a better education since last July, including 12,700 Primary School pupils. The overall figure includes 81% of Primary school pupils (91,003), 85% of Secondary school pupils (83,551) and 94% of Special school pupils (3298) who now attend a good or outstanding school.

There has been a very good improvement in the numbers attending a good or outstanding Pupil Referral Unit from 30% of pupils in 2012, 76% in 2013, 90% in 2014 and to 94% currently. The quality of PRUs has improved so that 90% are now good or outstanding.

Overall, the latest Ofsted data for Kent (as at 7 July 2015) shows that 82% of schools are rated good or outstanding compared to 80% nationally. This includes 17% of schools judged to be outstanding and 65% judged to be good.

The performance of each Kent school phase is as follows:

|                           |   |   |
|---------------------------|---|---|
| Early Years Settings      | - | 89% of settings are good or outstanding |
| Primary                   | - | 82% of schools are good or outstanding  |
| Secondary                 | - | 83% of schools are good or outstanding  |
| Special                   | - | 87% of schools are good or outstanding  |
| Pupil Referral Unit (PRU) | - | 90% of PRUs are good or outstanding     |

In Kent, there are now 362 good and 96 outstanding schools, 85 schools requiring improvement (including 67 Primary schools and 14 Secondary schools) and 14 schools in a category, out of a total of 557 schools that have a current inspection result. There are now 38 more good and better schools than this time last year.

In July 2014, the percentage of good and outstanding schools was 75%, compared to 68% at the same time in 2013, 59% in 2012 and 55% in 2011.

In July 2014, there were 328 good and 92 outstanding schools, 110 schools requiring improvement (including 93 Primary schools and 11 Secondary schools) and 31 schools in a category. Four schools were judged inadequate in the past year and 17 schools were removed from special measures, some to a judgement of good or outstanding.

We expect this positive trend to continue towards our ambitious target of at least 86% of Primary and Secondary schools to be judged good or outstanding in the next year or two, and 90% or better by 2018.

Children's Centres play a key role in targeting support to these families and ensuring they are helped to take up the provision for eligible two year olds. The Early Years Ofsted Annual Report 2015 indicates that 56% of Children's Centres, nationally, are rated good or outstanding. In Kent 72% of Children's Centres are good or outstanding and we expect this to improve to over 80% by 2016. 89% of early years provision is rated good or outstanding by Ofsted, and 91% of children attend a good or better setting.

## **Key Equalities Issues for the Early Years and Childcare Service**

The Kent Early Years and Childcare Strategy 2014 – 2017 sets out our ambition for early years and childcare in Kent to be an exciting, vibrant, increasingly diverse and thriving sector that is of good and outstanding quality, achieves very good outcomes for children and that is sufficient, affordable and easily accessible for parents and carers. One of the five strategic aims of the strategy is: 'To mitigate the effects of poverty, inequality and disadvantage through the provision of high quality early education and childcare, more effective support for parents and narrowing of the early development achievement gaps for the most disadvantaged children'.

### **Key service equality issues are to:**

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

### **Progress in reducing inequality in the last year**

#### Narrowing achievement gaps

- In 2014, for Kent overall, 68.6% of children achieved a Good Level of Development (GLD) which represented a 5.1% increase on 63.5% in 2013. Within the 68.6%:
- There was a range across districts from 60% - 74%, with Tunbridge Wells being the highest and Thanet being the lowest
- Girls continued to achieve more highly than boys, with 76.4% of girls and 61% of boys achieving a GLD, with the gender achievement gap at 15.3% having narrowed marginally (0.7%) since 2013;
- The achievement gap based on FSM data was 12%, a significant narrowing of 7% since 2013;
- The national achievement gap between the lowest attaining 20% of children and the mean was 27%, a small widening since 2013;
- The achievement gap for Kent Children in Care was 46.3%, which had widened by 15% since 2013, and for Other Local Authority Children in Care was 35.4% a narrowing of 5% from 2013.
- The achievement gap for EAL is 11.8% and has narrowed by 1.5%

In comparison to national results:

- At 68.6%, Kent was above the national average for GLD of 60% and was in a strong position as seventh out of 152 local authorities;
- The national achievement gap in Kent of 27% was lower than the England figure of 34%, placing Kent 27<sup>th</sup> out of 152 local authorities;
- For both the overall GLD figure and for the achievement gap, Kent was first amongst its statistical neighbours, which is excellent.

Overall, whilst Kent position is strong in comparison to the national, there is clearly still much work to be done to ensure that more children universally achieve more highly, whilst further narrowing gaps in achievement for children who may be vulnerable to not achieving to their full potential. Work in progress during 2014/15 has been:

- Using the district based data to inform targeted work within districts

- Using Learning Goals data to inform targeted work on specific areas of learning
- Using schools based data to inform targeted support where improvements are needed in teaching and learning
- Using settings based data showing where lower numbers of children have gone on to achieve a GLD, to inform targeted support
- Continuing to offer bespoke support to settings to enable them to better support children at risk of under achievement

#### Additional activity to support the narrowing of achievement gaps

- Advice, support and guidance to Children's Centres to ensure that the early learning ethos and any early learning activities are in line with EYFS principles and best practice;
- Establishing over 10,000 registered places for free early education for two year olds, against a target of 6,501
- A targeted programme of advice, support and training to early years providers to promote and enable equality and inclusion and to further narrow gaps in achievement
- Support to early years providers to ensure maximum impact of the Early Years Pupil Premium, introduced in April 2015
- Ensuring early years representation on and engagement with the FSM Working Group
- Development of Early Years LIFT to support children with SEND
- The establishment of early years collaborations and providing them with GLD and achievement gap data, by the geography of each individual collaboration

#### Out of school childcare (including for those with disabilities)

In order to support a sufficient supply of out of school childcare so that the absence of this is not a barrier to parents being able to work, study of train, the Early Years and Childcare Service ensures

- Periodic assessments of the availability of provision, including the identification of any gaps in the market
- The availability of support for existing and potential new providers to fill any identified gaps in the market
- Support for out of school providers judged by Ofsted to be 'requiring improvement or 'inadequate', to help to them be 'good' as soon as possible
- The availability of a chargeable Improvement Service, including an Improvement Award
- Support for partnership working through the provision of networking meetings and a framework for collaborations
- Links with Early Help

### **Future Key Actions to Reduce Inequality**

#### Narrowing achievement gaps

Next steps will be informed by the EYFS Profile outcomes in September 2015.

Actions going forward to support the narrowing of achievement gaps include:

- Introducing in September 'Enhancing Family Involvement in Children's Learning' (EFICL), a refreshed drive to create pathways to enhance family involvement in their children's learning. EFICL has been developed to include a 'toolkit' for early years and childcare providers and children's centres, as well as parents to support increased parental and whole family involvement in children's learning;
- Promoting and supporting the increased take up of the free early education entitlement by eligible two year olds. Free Early Education for two year olds (FF2) is funded by the Government via the local authority to registered early education providers. Approximately 7,000 two year olds in Kent are now eligible for a free early education

place at any one time. 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.

- Currently, 91% of children accessing a FF2 place are attending a good or outstanding setting, however, the take up of places by eligible two year olds is presenting a challenge for us so the LA is developing a county-wide campaign to raise awareness of the value of FF2 places amongst parents, utilising the key supporting role that Children's Centres have in this regard.

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## Key Equalities Issues for the Standards and School Improvement Service

The key service equality priority is to close the achievement gaps.

In Kent's Strategy for School Improvement, the Council aims to be:

- The champion of all children, young people and families and ensure good support for all vulnerable children so that they can succeed.

The Education and Young People's Services Vision and Priorities for Improvement 2015-2018 document identifies the need to accelerate the rate of progress in closing the gaps in attainment for groups of vulnerable learners, in particular children and young people in receipt of Free School Meals and Children in Care. In addition, it identifies the gaps in achievement between boys and girls.

The following vulnerable groups were the focus of work to improve outcomes:

- a) Closing the achievement gaps at Key Stages 2 and 4 for children and young people in receipt of Free School Meals.
- b) Children in Care (all phases)
- c) Gender gaps at Key Stages 2 and 4.

There continues to be a very prominent focus by Ofsted on inspecting the effectiveness of schools in closing achievement gaps for pupil's in receipt of the pupil premium, from the early years through to post-16 provision. No school can expect to achieve a good inspection outcome without demonstrating good progress for these pupils.

### Progress in Reducing Inequality in the Last Year

Performance of key vulnerable pupil groups at Key Stages 1 to 4

The position at September 2014 was:

#### a) Free School Meals (FSM)

##### Key Stage One

At Key Stage 1 Level 2+ (Reading, Writing and mathematics) there remains a significant gap between FSM pupils and their peers, but all gaps narrowed in 2014. The attainment gaps in reading and mathematics are reducing in line with national comparators and the attainment gap for writing is reducing slightly faster than national. While this is encouraging, more progress is needed in accelerating the reduction in achievement gaps at this critical stage in the early lives of less advantaged children.

| KS1 L2+<br>FSM Attainment | Kent      |           |           | National  |           |           |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|                           | 2012<br>% | 2013<br>% | 2014<br>% | 2012<br>% | 2013<br>% | 2014<br>% |
| Reading - FSM             | 72        | 76        | 77        | 76        | 79        | 80        |
| Reading - Non FSM         | 89        | 92        | 92        | 90        | 91        | 92        |
| Writing - FSM             | 65        | 70        | 71        | 70        | 73        | 75        |
| Writing - Non FSM         | 85        | 88        | 88        | 86        | 88        | 89        |
| Mathematics - FSM         | 81        | 83        | 84        | 82        | 84        | 85        |
| Mathematics - Non FSM     | 93        | 94        | 94        | 93        | 93        | 94        |



| KS1 L2+<br>FSM<br>Attainment<br>Gaps<br>(%) | Kent      |           |           |                                      | National  |           |           |                                   |
|---|-----------|-----------|-----------|--------------------------------------|-----------|-----------|-----------|-----------------------------------|
|   | 2012<br>% | 2013<br>% | 2014<br>% | Reduction<br>in gap<br>since<br>2012 | 2012<br>% | 2013<br>% | 2014<br>% | Reduction<br>in gap<br>since 2012 |
| Reading                                     | 17        | 16        | 15        | -2                                   | 14        | 12        | 12        | -2                                |
| Writing                                     | 20        | 18        | 17        | -3                                   | 16        | 15        | 14        | -2                                |
| Mathematics                                 | 12        | 11        | 10        | -2                                   | 11        | 9         | 9         | -2                                |

At Key Stage 1, there been a 5 percentage point improvement in the attainment of FSM pupils at Level 2+ (Reading) over the last 3 years. Attainment nationally improved by 4 percentage points over the same period. Kent mirrored the national reduction of 2 percentage points in this attainment gap between 2012 and 2014.

At Key Stage 1 Level 2+ (Writing), the attainment of FSM pupils has improved by 6 percentage point since 2012. This is compared to a national improvement of 5 percentage points over the same period. The reduction in the attainment gap for writing at Key Stage 1 is more rapid in Kent than nationally with a reduction of 3 percentage points over 3 years, compared to 2 percentage points nationally.

Attainment at Key Stage 1 mirrored the improvement nationally at Level 2+ (mathematics) with a 3 percentage point improvement in the attainment of FSM pupils over the last 3 years. Kent also matched the national reduction of 2 percentage points in this attainment gap between 2012 and 2014.

#### Key Stage Two

At Key Stage 2 Level 4+ (Reading, Writing and mathematics) the attainment gap between FSM pupils and their peers narrowed significantly in 2014. The attainment of FSM pupils in Kent has improved at a more rapid rate than nationally and the gap for FSM children at this key stage has also reduced more quickly than nationally. However, the attainment of FSM children overall in Kent at this key stage remains below the national average and therefore remains a priority for improvement.

| KS2 Level 4+<br>FSM Attainment | Kent      |           |           | National  |           |           |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|                                | 2012<br>% | 2013<br>% | 2014<br>% | 2012<br>% | 2013<br>% | 2014<br>% |
| RWM - FSM                      | 51        | 53        | 61        | 66        | 60        | 64        |
| RWM - Non FSM                  | 76        | 78        | 82        | 83        | 79        | 82        |
| Reading - FSM                  | 70        | 69        | 77        | 77        | 75        | 79        |
| Reading - Non FSM              | 88        | 88        | 91        | 89        | 89        | 91        |
| Writing - FSM                  | 59        | 66        | 71        | 68        | 71        | 73        |
| Writing - Non FSM              | 83        | 86        | 88        | 85        | 87        | 88        |
| Mathematics - FSM              | 67        | 67        | 72        | 73        | 74        | 75        |
| Mathematics - Non FSM          | 86        | 86        | 88        | 87        | 87        | 88        |

| KS2 L4+<br>FSM<br>Attainment<br>Gaps | Kent      |           |           |  | National  |           |           |  |
|--------------------------------------|-----------|-----------|-----------|--|-----------|-----------|-----------|--|
|                                      | 2012<br>% | 2013<br>% | 2014<br>% | Reducti<br>on in<br>gap<br>since<br>2012 | 2012<br>% | 2013<br>% | 2014<br>% | Reducti<br>on in<br>gap<br>since<br>2012 |
| RWM                                  | 25.2      | 25        | 21        | -4.2                                     | 19        | 19        | 18        | -1                                       |
| Reading                              | 17.8      | 19        | 14        | -3.8                                     | 12        | 14        | 12        | 0  |
| Writing                              | 23.4      | 20        | 17        | -6.4                                     | 17        | 16        | 15        | -2                                       |
| Mathematics                          | 19        | 19        | 16        | -3                                       | 14        | 13        | 13        | -1                                       |

At Key Stage 2 Level 4+ (Reading, Writing and mathematics), there has been a significant improvement in the attainment of FSM pupils, with a 10 percentage point increase since 2012. This is compared to a 2 percentage point decline nationally over the same period. The attainment gap at Key Stage 2 Level 4+ (Reading, Writing and mathematics) has narrowed significantly with Kent achieving a reduction of 4.2 percentage points since 2012, compared to a reduction nationally of 1 percentage point.

At Key Stage 2 Level 4+ (Reading), the attainment of FSM pupils has improved significantly increasing by 7 percentage points between 2012 and 2014. This is compared to a 2 percentage point improvement nationally. At Key Stage 2 Level 4+ (Reading) the gap between FSM and non FSM pupils in Kent is 14%, which is a reduction of 3.8 percentage points since 2012. The national gap has remained unchanged over this 3 year period. Although the gap in Kent remains larger than nationally the rate of progress is increasing.

At Key Stage 2 Level 4+ (Writing), there has been significant improvement in the attainment of FSM pupils in Kent with a 12 percentage point increase since 2012. This compares to a 5 percentage point improvement nationally. There has been a 6.4 percentage point reduction in the gap at Key Stage 2 Level 4+ (writing) for FSM pupils in Kent over the last 3 years. The national gap has reduced by 2 percentage points. Again although the gap in Kent remains larger than national, attainment from a lower base is improving at a more rapid rate than nationally.

At Key Stage 2 Level 4+ (mathematics), the attainment of FSM pupils has improved by 5 percentage points in Kent over the last 3 years. This is compared to a 2 percentage point improvement nationally over the same period. The gap in Kent for this measure has reduced by 3 percentage points since 2012, compared to a national gap reduction of 1 percentage point. Once again the gap in Kent remains larger than national but as with reading and writing, progress towards reducing the gap is more rapid than nationally.

#### Key Stage Four

| KS4 5+ A*-C inc Eng & Maths<br>FSM Attainment | 2012<br>% | 2013<br>% | 2014<br>% |
|---|-----------|-----------|-----------|
| Kent LA - FSM                                 | 31.7      | 32.8      | 27.3      |
| Kent LA - Non FSM                             | 64.7      | 67.3      | 61.3      |
| National - FSM                                | 36.5      | 38.1      | 33.7      |
| National - Non FSM                            | 62.8      | 64.8      | 60.7      |

| <b>KS4 5+ A*-C inc Eng &amp; Maths FSM Attainment Gap</b> | <b>2012 %</b> | <b>2013 %</b> | <b>2014 %</b> | <b>Difference since 2012</b> |
|---|---------------|---------------|---------------|------------------------------|
| Kent  | 33.0          | 34.5          | 34.3          | 1.3                          |
| National  | 26.3          | 26.7          | 27.0          | 0.7                          |

At Key Stage 4 in 2014, the percentage of FSM pupils achieving 5+ A\*-C GCSE including English and mathematics decreased by 4.4 percentage points. Nationally, attainment decreased by 2.8 percentage points. There has also been a widening of the gap for FSM pupils at Key Stage 4 5+ A\*-C GCSE including English and mathematics. The gap has increased by 1.3 percentage points since 2012, compared to an increase nationally of 0.7 percentage points.

This decline in performance reflects the changes to the national accountability and examination framework in 2014 but is still very disappointing. Both in attainment and in the widening gap, KS4 is a concern and therefore a priority for improvement.

#### **(b) Children in Care (CiC)**

For the purposes of this report, children in care is defined as those looked after for at least 12 months as at 31<sup>st</sup> March 2014, excluding those children in respite care. Only children who have been matched to the key stage data are included.

##### Key Stage One

At Key Stage 1, attainment for children in care has improved over the past 3 years but remains below national averages and the gap between this group of vulnerable learners and all children remains larger than national. For example, nationally the attainment gap for mathematics has remained steady but the Kent gap has increased by 10 percentage points since 2012. These outcomes are a cause for concern.

| <b>KS1 L2+</b>                  | <b>Kent</b>   |               |               | <b>National</b> |               |               |
|---------------------------------|---------------|---------------|---------------|-----------------|---------------|---------------|
| <b>12+ Month CiC Attainment</b> | <b>2012 %</b> | <b>2013 %</b> | <b>2014 %</b> | <b>2012 %</b>   | <b>2013 %</b> | <b>2014 %</b> |
| Reading                         | 63            | 76            | 70            | 67              | 69            | 71            |
| Writing                         | 51            | 62            | 56            | 57              | 61            | 61            |
| Mathematics                     | 78            | 78            | 70            | 71              | 71            | 72            |

| <b>KS1 L2+</b>            | <b>Kent</b>   |               |               |                              | <b>National</b> |               |               |                              |
|---------------------------|---------------|---------------|---------------|------------------------------|-----------------|---------------|---------------|------------------------------|
| <b>12+ Month CiC Gaps</b> | <b>2012 %</b> | <b>2013 %</b> | <b>2014 %</b> | <b>Difference since 2012</b> | <b>2012 %</b>   | <b>2013 %</b> | <b>2014 %</b> | <b>Difference since 2012</b> |
| Reading                   | 23            | 13            | 20            | -3                           | 20              | 20            | 19            | -1                           |
| Writing                   | 31            | 23            | 30            | -1                           | 26              | 24            | 25            | -1                           |
| Mathematics               | 13            | 14            | 23            | 10                           | 20              | 20            | 20            | 0                            |

At Key Stage 1 Level 2+ (Reading) CiC attainment is improving faster in Kent than nationally with an increase of 7 percentage points since 2012 (compared to a national increase of 4 percentage points over the same period) but outcomes remain just below national in 2014.

There is a similar picture in the attainment of CiC pupils at Key Stage 1 Level 2+ (Writing) as although improvement was faster than national with an increase of 5 percentage points since 2012 (compared to a national improvement of 4 percentage points over the same period), there was a 6 percentage point drop in overall attainment in 2014.

At Key Stage 1 Level 2+ (mathematics) CiC attainment in Kent has declined by 8 percentage points since 2012, this is compared to a national improvement of 1 percentage point and is a cause for concern.

#### Key Stage Two

Outcomes for children in care at Key Stage 2 have shown some improvement but remain a concern and will continue to be a significant focus for improvement in 2015.

| <b>KS2 L4+</b>                  | <b>Kent</b>   |               |               | <b>National</b> |               |               |
|---------------------------------|---------------|---------------|---------------|-----------------|---------------|---------------|
| <b>12+ Month CiC Attainment</b> | <b>2012 %</b> | <b>2013 %</b> | <b>2014 %</b> | <b>2012 %</b>   | <b>2013 %</b> | <b>2014 %</b> |
| Reading                         | 54            | 61            | 65            | 64              | 63            | 68            |
| Writing                         | 44            | 46            | 59            | 51              | 55            | 59            |
| Mathematics                     | 42            | 52            | 57            | 56              | 59            | 61            |
| RWM                             | 35            | 39            | 44            | 42              | 45            | 48            |

| <b>KS2 L4+</b>            | <b>Kent</b>   |               |               |                              | <b>National</b> |               |               |                              |
|---------------------------|---------------|---------------|---------------|------------------------------|-----------------|---------------|---------------|------------------------------|
| <b>12+ Month CiC Gaps</b> | <b>2012 %</b> | <b>2013 %</b> | <b>2014 %</b> | <b>Difference since 2012</b> | <b>2012 %</b>   | <b>2013 %</b> | <b>2014 %</b> | <b>Difference since 2012</b> |
| Reading                   | 32            | 24            | 24            | -8                           | 23              | 23            | 21            | -2                           |
| Writing                   | 35            | 37            | 27            | -8                           | 30              | 28            | 26            | -4                           |
| Mathematics               | 41            | 31            | 29            | -14                          | 28              | 26            | 25            | -3                           |
| RWM                       | 37            | 35            | 35            | -2                           | 33              | 30            | 31            | -2                           |

At Key Stage 2 Level 4+ in Reading and mathematics, CiC attainment although still below national outcomes for CiC, has shown significant improvement between 2012 and 2014. At Key Stage 2, Level 4+ Writing attainment is now in line with national outcomes for this group. Although the gaps in attainment for CiC at Key Stage 2, Level 4+ in the three separate measures of Reading, Writing and mathematics remain larger than national, the rate of improvement in Kent over the last 3 years is significantly faster than national. At Key Stage 2, Level 4+ (Reading, Writing and mathematics), CiC attainment remains 4 percentage points below national outcomes but the pace of improvement is swifter than national with a 9 percentage point increase since 2012.

#### Key Stage Four

| <b>KS4</b>                        | <b>Kent</b>   |               |               | <b>National</b> |               |               |
|-----------------------------------|---------------|---------------|---------------|-----------------|---------------|---------------|
| <b>12+ Month CiC Attainment</b>   | <b>2012 %</b> | <b>2013 %</b> | <b>2014 %</b> | <b>2012 %</b>   | <b>2013 %</b> | <b>2014 %</b> |
| 5+ A*-C inc English & mathematics | 15.3          | 14.8          | 8.0           | 14.9            | 15.5          | 12.0          |

| KS4<br>12+ Month<br>CiC Gaps            | Kent      |           |           |                                 | National  |           |           |                              |
|---|-----------|-----------|-----------|---------------------------------|-----------|-----------|-----------|------------------------------|
|   | 2012<br>% | 2013<br>% | 2014<br>% | Differen<br>ce<br>since<br>2012 | 2012<br>% | 2013<br>% | 2014<br>% | Differen<br>ce since<br>2012 |
| 5+ A*-C inc<br>English &<br>mathematics | 45.9      | 48.3      | 50.0      | 4.1                             | 44.5      | 43.7      | 41.4      | 3.1                          |

At Key Stage 4, the percentage of CiC attaining 5+ GCSE at grades A\*-C including English and mathematics decreased by 7.3 percentage points between 2012 and 2014. This is compared to a decrease nationally of 2.9 percentage points over the same period. The attainment gap in Kent for this group increased in 2014 by 4.1 percentage points over a 3 year period, this is compared to a 3.1 percentage point increase nationally.

Although this decline may be due to the national changes in accountability measures in 2014, this is a cause for concern and will be an important focus for improvement in 2015.

### (c) Gender Gaps

#### Key Stage One

At Key Stage 1 in 2014, the gender gaps at Level 2+ and Level 2b+ are in line with national and continue to show girls doing better than boys in all three areas. At Level 3+ girls still perform better than boys in reading and writing but in mathematics boys are performing better than girls.

| KS1 L2+<br>Gender Attainment | Kent      |           |           | National  |           |           |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|                              | 2012<br>% | 2013<br>% | 2014<br>% | 2012<br>% | 2013<br>% | 2014<br>% |
| Reading - Girls              | 90        | 92        | 93        | 89        | 90        | 92        |
| Reading - Boys               | 82        | 86        | 87        | 84        | 86        | 87        |
| Writing - Girls              | 88        | 90        | 90        | 88        | 90        | 91        |
| Writing - Boys               | 77        | 80        | 81        | 78        | 80        | 82        |
| Mathematics - Girls          | 92        | 94        | 94        | 92        | 93        | 93        |
| Mathematics - Boys           | 89        | 91        | 92        | 89        | 90        | 91        |

| KS1<br>Gender<br>Gaps<br>Reading | % achieving L2+ |      |      | % achieving L2b+ |      |      | % achieving L3+ |      |      |
|----------------------------------|-----------------|------|------|------------------|------|------|-----------------|------|------|
|                                  | 2012            | 2013 | 2014 | 2012             | 2013 | 2014 | 2012            | 2013 | 2014 |
| Kent                             | 8               | 6    | 6    | 10               | 11   | 8    | 9               | 9    | 9    |
| National                         | 6               | 6    | 6    | 9                | 9    | 8    | 8               | 8    | 9    |

| <b>KS1 Gender Gaps Writing</b> | % achieving L2+ |      |      | % achieving L2b+ |      |      | % achieving L3+ |      |      |
|--------------------------------|-----------------|------|------|------------------|------|------|-----------------|------|------|
|                                | 2012            | 2013 | 2014 | 2012             | 2013 | 2014 | 2012            | 2013 | 2014 |
| Kent                           | 11              | 10   | 9    | 17               | 16   | 16   | 8               | 9    | 10   |
| National                       | 10              | 10   | 9    | 15               | 15   | 15   | 8               | 10   | 10   |

| <b>KS1 Gender Gaps Mathematics</b> | % achieving L2+ |      |      | % achieving L2b+ |      |      | % achieving L3+ |      |      |
|------------------------------------|-----------------|------|------|------------------|------|------|-----------------|------|------|
|                                    | 2012            | 2013 | 2014 | 2012             | 2013 | 2014 | 2012            | 2013 | 2014 |
| Kent                               | 3               | 3    | 2    | 3                | 3    | 3    | -4              | -5   | -4   |
| National                           | 4               | 3    | 2    | 3                | 4    | 4    | -5              | -4   | -4   |

At Key Stage 1, Level 2+ (Reading), Kent girls performed better than national achieving 93%, while Kent boys matched attainment nationally. The improvement made by girls in Level 2 and above (reading) since 2012 was in line with the national improvement of 3 percentage points. The rate of boys' improvement is more rapid than nationally with a 5 percentage point increase over this 3 year period.

At Key Stage 1, Writing attainment at Level 2+ the rate of improvement for girls is slightly slower than the improvement made nationally. The improvement made by boys is in line with national. Whilst the improvements made between 2012 and 2014 are encouraging there remains a need to focus on the gender gap at Key Stage 1 in writing.

At Key Stage 1, Level 2+ (mathematics), both girls and boys performed better than nationally. At this level the rate of improvement of both Kent girls and boys is more rapid than nationally. Attainment for both boys and girls is showing a good three year upward trend in mathematics at Level 2 and above.

### Key Stage Two

At Key Stage 2 in 2014, girls at Level 4+ in Reading, Writing and mathematics continue to outperform boys. Girls are attaining in line with the national average whilst boys are performing 1% below national averages. The attainment of girls and boys at Level 4+ (Reading, writing and mathematics combined) has improved by 6 percentage points since 2012, which reflects a three year upward trend. In 2014, the national gender gap is 6 percentage points, which is a 2 percentage point gap reduction over 3 years, compared to a significant gap in Kent of 7 percentage points which remains stubbornly unchanged since 2012.

| <b>KS2 L4+ Gender Attainment</b> | <b>Kent</b> |        |        | <b>National</b> |        |        |
|----------------------------------|-------------|--------|--------|-----------------|--------|--------|
|                                  | 2012 %      | 2013 % | 2014 % | 2012 %          | 2013 % | 2014 % |
| RWM - Girls                      | 76          | 77     | 82     | 79              | 79     | 82     |
| RWM - Boys                       | 69          | 71     | 75     | 71              | 72     | 76     |
| Reading - Girls                  | 89          | 88     | 91     | 90              | 88     | 91     |
| Reading - Boys                   | 83          | 82     | 87     | 84              | 83     | 87     |
| Writing - Girls                  | 85          | 89     | 91     | 87              | 88     | 90     |
| Writing - Boys                   | 73          | 78     | 81     | 76              | 78     | 81     |
| Mathematics - Girls              | 83          | 83     | 86     | 84              | 85     | 86     |
| Mathematics - Boys               | 83          | 83     | 85     | 84              | 85     | 86     |

| KS2 L4+<br>Gender<br>Gaps<br>(Girls-Boys) | Kent      |           |           |                  | National  |           |           |                           |
|---|-----------|-----------|-----------|------------------|-----------|-----------|-----------|---------------------------|
|   | 2012<br>% | 2013<br>% | 2014<br>% | Decrease<br>2012 | 2012<br>% | 2013<br>% | 2014<br>% | Decrease<br>since<br>2012 |
| RWM                                       | 7         | 6         | 7         | 0                | 8         | 7         | 6         | -2                        |
| Reading                                   | 6         | 6         | 4         | -2               | 6         | 5         | 3         | -3                        |
| Writing                                   | 12        | 11        | 10        | -2               | 11        | 10        | 9         | -2                        |
| Mathematics                               | 0         | 0         | 1         | 1                | 0         | 0         | 0         | 0                         |

At Key Stage 2 attainment in Reading, at Level 4+, is now in line with national for both girls and boys following a pleasing increase of 4 percentage points for boys and 2 percentage points for girls from 2012 to 2014. Nationally there was a slower increase of 3 percentage points for boys and 1 percentage point for girls over the last 3 years.

At Key Stage 2, attainment in writing at Level 4+ in Kent improved for both boys and girls in 2014. Attainment for girls has improved by 6 percentage points since 2012 to 91% which is 1 percentage point higher than national. Attainment for boys has improved significantly over the last 3 years by 8 percentage points and is now in line with national outcomes.

At Key Stage 2 in 2014, attainment in mathematics at Level 4 and above increased by 3 percentage points since 2012 for girls which is faster than the national increase of 2 percentage points over the same period. Boys attainment improved by 2 percentage points which is in line with the national increase.

#### Key Stage Four

| KS4 5+ A*-C inc Eng & Maths<br>Gender Attainment | 2012 | 2013 | 2014 | Difference<br>since 2012 |
|--|------|------|------|--------------------------|
| Kent LA - Girls                                  | 65.2 | 67.7 | 62.6 | -2.6                     |
| Kent LA - Boys                                   | 57.3 | 58.5 | 53.6 | -3.7                     |
| National - Girls                                 | 64.3 | 64.8 | 61.7 | -2.6                     |
| National - Boys                                  | 54.7 | 53.8 | 51.6 | -3.1                     |

| KS4 5+ A*-C inc Eng & Maths<br>Gender Attainment Gap | 2012<br>% | 2013<br>% | 2014<br>% | Difference<br>since 2012 |
|--|-----------|-----------|-----------|--------------------------|
| Kent   | 7.9       | 9.2       | 9.0       | 1.1                      |
| National   | 9.6       | 11.0      | 10.1      | 0.5                      |

At Key Stage 4, the gender gap in attainment at 5+ A\*-C GCSE including English and mathematics remains unchanged at 9%. The attainment gap in Kent has increased by 1.1 percentage points since 2012, compared to a national gap increase of 0.5 percentage points over the same period.

In Kent at Key Stage 4 2014 5+ A\*-C GCSE including English & mathematics, gender attainment for girls has reduced by 2.6 percentage points since 2012, which is in line with the national decline. The attainment of Kent boys has reduced by 3.7 percentage points, compared to a 3.1% decline nationally. As with all Key Stage 4 outcomes, it is important to bear in mind the impact of First Result reporting.



In 2014, Kent increased the number of schools which narrowed their achievement gaps for children in receipt of Free School Meals (FSM) to 214 primary schools and 57 secondary schools, compared with 2013 when 177 Primary schools and 43 Secondary schools narrowed their FSM achievement gaps.

The Closing the Gap priority programme is continuing with the following focused activities:

- Sharing of practice that has had the most significant improvement on closing the gaps with particular focus on secondary schools
- Targeted visits to schools to advise and inform best practice
- Cross phase network meetings
- Focused project pilots in a number of schools
- Involve schools in development of Kent wide and school to school support/CPD
- Dissemination of effective practice in the Governor Magazine
- CPD for Governors
- Bespoke Governor Support
- Involvement of VSK in project work
- Two bids to secure EEF funding for research
- Collaboration funding through Kent Association of Headteachers for groups of schools to work on closing the gap.
- Development of coherent strategy for EYFS and Primary transitions
- Kent conference led by national speakers with associated workshops
- Best practice newsletter issued to all Headteachers
- Research strategies to improve retention of Pupil Premium students post 16 in Kent schools.

#### **Future Key Actions to Reduce Inequality:**

- Promote a culture of high expectations for disadvantaged pupils across all schools through an agreed framework for data analysis and progress measures.
- Providing training and guidance to raise awareness further with governors on their role in closing the gap.
- Further develop school collaboration in closing the gap in secondary and primary particularly with a focus on transition at all key stages for this group of pupils.
- Identifying and sharing effective teaching and learning strategies for accelerating progress for disadvantaged pupils.
- Develop and publish a Vulnerable Learners Strategy to identify, share and promote the positive developments schools and the LA are undertaking to narrow the achievement gaps and accelerate levels of performance of vulnerable groups within the County.



## Key Equality Issues for the Skills and Employability Service

The refreshed 14-24 Skills and Employability Strategy focuses on 14 to 19 curriculum change, and the development of **improved pathways and opportunities for all learners to participate to age 18 and up to 24 for those young people with learning disabilities**. We are having some success but this still remains a big challenge. Success depends on schools and colleges being more collaborative to open up planning opportunities in districts and the development of the creative use of study programmes post 16.

The challenges include moving to a more **blended vocational and academic post 16 offer** for all students which offer high quality progression routes. The number of young people gaining a level 2 qualification decreased slightly to 82.7% in 2014, from 84.9% in 2013 but the number of young people progressing from level 2 to level 3 increased from 55.9% to 56.7% we need to build on this success. There is a high drop- out rate still, particularly at the end of Year 12. Participation rates have significantly improved from 2014 for 16 year olds from 91.2% to 92.4%, the biggest increase is for 17 year old from 83.5% to 92.3%. This will continue to be a key area of work in 15/16 new systems are in place to track and support young people if they leave school or college in Y12, all these young people will be offered trainee or apprenticeship opportunity.

### Progress in reducing inequality in the last year

We are seeing a reduction in **NEET numbers**, now at 4.6% from 5.9% in 2014, but not quickly enough and the percentage is still at 5.2% for Year 13, but lower, at 2.3% for Year 12 which is encouraging. A significant challenge remains for learners who are NEET at aged 18 who need additional support to access employment opportunities which includes apprenticeships. It means nearly 2800 young people are NEET. It is a challenge to find and fund provision to meet the needs of these young people. New vocational and technical programmes have been put in place in all districts opportunities to ensure that 14 to 19 pathways can be personalised to meet all learners needs. There are new support systems in place for a number of vulnerable groups which includes Children in Care, Young Offenders, SEND, and Home educated. These new systems will significantly reduce the number of NEET young people to below 4% this year, to enable the target of 1% NEETs to be reached by 2017.

There is an encouraging upward trend on **apprenticeships** in the 16 to 18 year groups following a collaborative campaign between KCC, FE colleges and work based training providers, this included establishing an apprenticeship talent pool for 16 to 18 year olds in schools, although we are still below the KCC target figure and we will continue to do more to promote higher level apprenticeships.

We are moving forward in some districts with a more coherent approach to addressing these issues by **planning for better 14 to 19 pathways and gaps in provision**. This happens best with the full participation of senior school and college leaders, supported by robust data which can be honestly scrutinised. We are proposing to improve support for these 14-19 curriculum mapping and planning forums in the coming months, and would hope to concentrate on the implementation of the new technical and vocational qualifications which offer realistic opportunities into employment and higher levels of learning. **A coherent and coordinated District offer is the key to achieving full participation and eliminating NEETs.**

To inform discussion about developing 14 to 19 curriculum pathways and new provision, KCC's Skills and Employability Service produce **Post-16 Data Pack for each district and provide individual schools with detailed data sets about the profile of their learners**. The district data summarises the key legislative changes which impact on post-16 learning; provides an updated analysis of district economies; reviews the curriculum changes over the past year; presents data on participation, attainment and progression; and sets the scene for curriculum planning for 2016-17

## **NEET figures for vulnerable Kent young people for 2014-15**

Looking at the 2014 and 2015 data it can be seen that NEET figures for vulnerable groups have reduced from 944 to 761. This improvement is encouraging as it reflects the impact of the increased focus on supporting vulnerable young people by KCC, in particular through the 14-24 Skills and Employability Strategy, SEND Strategies and the establishment of Early Help and Preventative Services

This improvement is due to the increased use of robust data sets that shows the profile of the learners who are NEET and improvements in the coordination of the tracking systems. The detailed data sets held within the CCIS database enable officers to gain a greater insight into the challenges and barriers facing vulnerable learners and can ensure that resources are targeted to individuals and schools.

New post 16 pathways have been developed by Skills and Employability Service for SEND learners and those young people who do have a level 2 qualification to ensure there are appropriate learning progression pathways in all localities and there is sustained employment or assisted employment opportunities available. This has been achieved by expanding the remit of the Kent Supported Employment programme and assisted apprenticeships. There is a new supported employment programme being developed in special schools and a new supported internship offer will be available in September. This is a key area of focus in the revised 14 to 24 Strategy.

A key priority for this year will be to continue to expand the support to 16 to 18 year olds from troubled families and increase the number of young people into apprenticeships. The other major focus for the Skills and employability Service will be to narrow the achievement gap for 19 year olds from disadvantaged backgrounds.

### **Future key actions to reduce inequality**

As we go forward our priorities are to:

- Develop further local collaboration between providers as part of local 14-19 partnerships to improve the local offer
- Continue to improve KS4 performance to improve attainment in maths and English
- Re launch the Kent Vocational programmes
- Identify 12 schools to develop innovative vocational and technical pathways at level 2/3
- Develop new learning pathways and provision including vocational and technical qualifications with work experience
- Work in partnership with the Colleges to extend the apprenticeship offer and take up further
- Improve employer engagement in the design of vocational and technical pathways
- Take more action to reduce the Year 12-Year 13 drop-out rate
- Develop supported employment opportunities and better provision for vulnerable learners
- Continue to make better use of the data to re-design the curriculum offer.

The Skills and Employability Service working collaboratively with partners will ensure that young people are able to access the information and gain the qualifications, skills, work experience and learning opportunities they need to engage successfully with employment or higher levels of learning. This will be achieved through:

- Continuing to improve the post 16 information available to young people, parents and carers and support progression at Year 11, 12 and 13 through the kentchoices4u website and a new programme for the Kentchoices live event;
- Continuing to expand the work of the Careers Education, Information, Advice and Guidance (CEIAG) network to include support for vulnerable groups

- Targeting early interventions to continue to reduce NEETs and young people at risk of becoming NEET
- Reviewing the District Data Pack and identify the impact of the data pack on the District Offer to ensure there is sufficient level 1 and 2 provision which leads to employment in the locality
- Developing pilot programmes between schools and colleges to improve English and maths outcomes at 19
- Increasing the number of young people from vulnerable groups accessing pre apprenticeships and supported internships
- Expanding the offer of the virtual learning programme to post 16 levels 2 and level 3
- Working with parents and young people to receive feedback on the quality of the post16 offer

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## **Key Equalities Issues for the Special Educational Needs and Disabilities (SEND) Service**

In January 2014, the SEND Strategy was launched 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.

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.

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).

### **Key service equality issues**

Co-production with parents and carers of children and young people with SEN and disabilities in Kent is at the core of the SEND Strategy. We want to ensure their educational, health and emotional wellbeing outcomes are good and we know that in order to deliver the cultural and practice improvements needed, we need good SEN practice in every school; a stronger commitment to inclusion; core standards delivered by skilled workforce across all schools.

We have developed an approach to deliver top-up funding to schools for high needs pupils and we must ensure it leads to earlier intervention and greater targeting of resources to most significant needs. Alongside this we have been reviewing the work of the Specialist Teaching and Learning Service (STLS) because we want an effective, responsive support service for schools which is able to build sustainable expertise and create greater capacity within all mainstream schools.

We must deliver statutory changes (required by the Children and Families Act 2014) necessary to have better integrated assessment and support and address the gaps in provision for children and young people with SEN and disabilities. We want local decision making for SEN statutory assessment through the Local Inclusion Forums (LIFTs) to lead to assessments which provide better personalisation for children and young people with SEN and make the most efficient use of our resources.

We have undertaken public consultation on proposals to developing more ASD and BESN provision in newly built primary schools, and a programme of capital improvements in special schools in place to increase the number of places in good and outstanding schools to reflect parent preferences.

## **Progress in Reducing Inequality in the Last Year**

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%.

At Key Stage 4, 33% of pupils in Kent at school action attained 5 or more AC 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%.

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.

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%.

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.

Significantly more children and young people with SEN in Kent are receiving a better quality education than in previous years and they are performing better than equivalent learners nationally. We have increased the number of places in Kent special schools, recognising that the number of good or outstanding schools continues to rise. Through investment in our workforce and specialist resources to support them, we are creating capacity in mainstream schools to ensure high quality provision. There are emerging examples of where joint commissioning is being effective in improving services.

Through co-production with parents, we have established on Kent.gov, 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. We have put in place a multi-agency steering group to monitor quality and relevance of information for families. 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 have told us it is helpful and easily accessible. We will continue to develop this as a resource for parents and young people.

Two projects within the programme to improve the quality of Special school accommodation are complete (Oakley and Stone Bay and three projects are on site (Broomhill Bank, Laleham Gap and St Antony's). We have established satellite provision for three of our PSCN special schools (Five Acre Wood School Oakley School and St Nicholas School). We have more secondary provision pupils with Autistic Spectrum Disorder (ASD) and speech and language difficulties (SLCN) and we have expanded existing good provision for SLCN to include ASD places in primary. Across Kent there are six new Primary schools opening from September 2015 each of which will provide for ASD, BESN and SLCN.

We are providing more specialist provision so that we can reduce the number of children whose needs cannot be met in local schools and the number supported in a local mainstream school has risen from 48.5% to 51.1% (57.5% of new plans). 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).

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.

Through the work of the STLS we are increasing expertise in mainstream schools. Feedback from schools (211) showed that 87% 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 over identification/referral. Information regarding the LIFT and STLS has been included within KELSI. Schools now have good up to date guidance through the LIFT.

The Workforce Development Plan in place to underpin the SEND Strategy ensures we are able to provide a district training offer lead by special schools which includes training in ASD, BESN and SLCN. We established a pilot to develop a professional development framework to influence at a strategic level, the culture and practice across the whole workforce and all 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.

### **Future key actions to reduce inequality**

Whilst we have been effective at identifying educational outcomes and the action to improve them, we have recognised that there are inequalities in access to health services for children and young people with special educational needs and disabilities. Schools are parents report difficulties accessing therapies and there are only 3 of Kent's special schools receiving NHS commissioned specialist nursing input. We have also seen different levels of participation and engagement in the assessment and review processes which can be explained by the arrangements put in place by NHS Clinical Commissioning Groups.

We are further developing the model for the STLS to support to mainstream schools. We want to strengthen the support for sensory impaired pupils. We are proposing to will more closely align the outreach support from special schools and the role of the STLS.

We remain committed to high quality personalised plans co-produced with families and we have received positive feedback on this approach through Ofsted's discussions with parents and pupils; however we know that there are delays in our assessment process which we must tackle, particularly as all local authorities are required to transition existing Statements by 2018.

ASD is the most prevalent need type in Kent, BESN the second most prevalent need in mainstream. This remains the case. We continue to work on establishing further provision in mainstream schools.

In March 2015, the DfE outlined its intention to put in place accountability for the SEN reforms in the Children and Families Act 2014. Kent Children's Health & Wellbeing Standing Group for disabled children and young people and those with special educational needs (CHWB-SEND) has a role to ensure services are co-produced with parents and carers, recognising that whilst the lead role rests with the local authority, successful implementation requires effective partnership and engagement.

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## Key Equalities Issues relating to Pupil Place Planning

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.

### Key service equality issues

- Ensure that a place in a good school is available for every Kent child through planning, commissioning and securing high quality school places.
- Address gaps in SEN, Early Years and Childcare and Post-16 provision by commissioning Kent-based state maintained local provision.
- Ensure that equalities issues are considered for all statutory school organisation changes.

### Progress in reducing the inequality in the last year

A mid-year review of the Kent Commissioning Plan for Education (June 2015) demonstrated 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.
- The local authority remains committed to the programme to rebuild or refurbish all 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 the LA's 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%.

### Progress in Expanding School Place Numbers

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         |
| <b>Difference</b>              | <b>-10.6FE</b>   | <b>+144 places</b> | <b>0</b>            | <b>-30 places</b> |

- In most cases, temporary Year R will become permanent places, once due process has been completed.
- The LA did not deliver 10FE of the planned permanent primary provision for September 2015. The reasons for this include forecast demand not materialising, temporary places



provided whilst consultation on permanent expansion is underway, new free school opening in the planning area negating need for planned expansion and an inability to identify suitable schools at present.

- Pressure on places in Dartford, Gravesham and Swale remains acute, however, the LA was able to ensure that all children in Kent were offered a place for September 2015, albeit journeys for some of these pupils is longer than ideal.
- Seven new primary schools will open in September 2015, with a further Free school due to open in September 2016.

### Sufficient School places

Maintaining sufficient surplus capacity in schools across an area is essential both to meet increased demand and to enable parental preferences to be met.

The targets which relate to providing sufficient school places are set out in 'Vision and Priorities for Improvement'.

We strive to maintain at least 5-7% surplus primary school capacity in each district, in line with demand and parental preferences, each year. Surplus capacity in Reception classes across Kent is currently 5.4% and across Years R – 6 across Kent surplus capacity stands at 5.2%.

Similarly, we strive to maintain at least 5-7% surplus secondary school capacity in each travel to learn area of Kent. Across the Secondary School age range there is a high percentage of surplus capacity overall (10.9%), 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 (2.8%).

### Progress in Implementing Changes to Provision for SEND Pupils

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.

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

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

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.

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.

#### Specialist Resource Base Provision (SRBP)

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.

| 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   |
| <b>Total</b>  |             |           |                     | 45           | 68   | 96   |

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.

In North Kent we are working with Oasis Academy Hextable to move the SCLN 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.

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).

### **Progress in delivering Early Years and Childcare Provision**

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.

### **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 |

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.

### **Progress in Post-16 Commissioning**

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

## **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.

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.

## **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.

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.

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

#### **Future Key Actions to Reduce Inequality**

- Monitor the trend of inward migration and develop a profiling analysis of the increasing population: The profiling analysis has been developed.
- 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.
- 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.
- Continue reviewing separate Infant and Junior schools to consider amalgamation where circumstances permit; four Infant schools and their linked Junior schools became all through Primary schools for the September 2014/15 academic year.
- Commission a survey of unregistered childcare in schools.

## **Key Equalities Issues and Progress relating to Children Missing Education (CME)**

Responsibility for tracking CME children and young people was transferred to Fair Access on 1 January 2015.

The number of CME referrals in 2013-14 (academic year) was 2,486. Referrals in 2014-15 academic year (up to 19/04/15) was 1,866, which is comparable to Terms 1-4 in 2013-14 where the number of referrals was 1,725. This indicates that there has been an increase in referrals of 141 up to April 2015.

As a consequence of this increase in referrals, Fair Access is reviewing how referrals are recorded. Our data shows that in 2013-14 there were 347 referrals for CME were found to be on the roll of a school. For Terms 1 - 4 in 2014-15, CME received 129 referrals that were found by the team to be on the roll of a school. Where a child or young person is found to be in a school, roll data will now be recorded separately, in order that Kent can better identify genuine cases of CME.

The gender breakdown continues to be fairly evenly split. Ethnicity is not routinely collected at point of referral as this is taken from the school census information where ethnicity is self-declared. Referrals come from a number of different agencies, some of which have their own targets to improve engagement with vulnerable and harder to reach groups. The largest minority ethnic group in Kent is the category of White Eastern European. Within this group are Gypsy and Roma, who experience particular vulnerabilities and who often have limited experience of positive education impacting on their success at accessing services.

Data recorded shows that in 2013-14, deducting referrals where ethnicity is unknown and ethnicity information is not yet obtained, 262 referrals are Gypsy and Roma. This equates to 22.96% of referrals that are Gypsy Roma against all other ethnicities. Terms 1-4 in 2014-15 shows that the percentage of referrals that are Gypsy Roma against all other ethnicities (deducting referrals where ethnicity is unknown and ethnicity information not yet obtained) the percentage is 18.65%, equivalent to 172 Gypsy Roma referrals.

Where ethnicity is known and reported for CME referrals, Gypsy Roma are disproportionately represented and referrals have increased during the last year. In 2012-13, 3.5% of the CME referrals where ethnicity was declared were Gypsy Roma. This increased to 7.29% in 2013-14. This is set against a Gypsy Roma cohort for the whole school population of 0.9%, evidencing a disproportionate rate of Gypsy Roma pupils who are CME.

### **Future key action to reduce inequality**

Proactive work continues with agencies to highlight the CME processes. Outreach Officers within Early Help and Preventative Services are focused on identifying new arrivals and the Gypsy Roma population to support school access and promote attendance.

## **Key Equalities Issues and Progress relating to Elective Home Education**

Responsibility for supporting Elective Home Education (EHE) children and young people was transferred to the Fair Access Service on 1 January 2015.

The service has been reviewed and a new EHE Policy has been developed during the course of 2014/15. The new EHE Policy seeks to improve the LA's relationship with Home Educators by building trust and understanding, in order to help ensure every child and young person accesses the best possible education, whether that be delivered at home or in other learning environments. By engaging more effectively with this learning community, KCC is seeking to assure itself that all children are in receipt of suitable education. It is expected that this Policy will be consulted upon and agreed during the course of 2015/16.

Engaging with the EHE community early is enabling KCC to better understand the drivers for electing to home educate, enabling us to record the numbers who are choosing this route and how best to support the families. Improving avenues of communication has enabled KCC to quickly make a distinction between those families who have consciously elected to home educate and those who feel a disconnect with their child's current school.

The LA has recently developed a new website accessible to all Home Educators which aims to provide information and guidance for families who have chosen to take responsibility for their child's education. The website is in its infancy and is providing links to some groups of Home Educators, links to legislation and curriculum content websites as well as links to voluntary organisations that support Elective Home Education with best practice and advice.

Engaging with families from the onset of their registering enables the LA to offer each family who chooses to home educate, relevant support, whether that be signposting them to organisations and or materials that enable effective home learning or where appropriate to advise and signpost to KCC officers who can work with schools to request reintegration.

The number of EHE children and young people has significantly risen year on year for the past 5 years (from 793 in 2008 to 1326 in 2013-14). Since September 2014, referrals have been received at an alarming rate, up to 89 per month (804). The gender breakdown is approximately even. Where provided, 55% of the reasons given for electing to home educate suggest that this has not been a proactive decision by the family. There are concerns about the number of young people leaving formal education in years 9,10 and 11 with numbers significantly higher in some districts and from particular schools.

Children and young people declared as Gypsy Roma feature disproportionately in EHE figures. They represent 0.9% of the total school population. In 2012-13 the figure for EHE was 8.8%. This reduced in 2013-14 to 7.52% but this over-representation is still a concern especially where families have not truly elected to enter into home education and have instead, in some instances felt this is the option open to them.

#### **Future key actions to reduce inequality**

- Following engagement with the EHE community, finalise the EHE Policy for implementation.
- Work more closely with schools to prevent high numbers of pupils and their families inappropriately having to home educate and identify where young people are electing to home educate to avoid interventions from other partner agencies.
- Ensure all pupils receive their entitlement to an efficient full time and suitable education according to their age, ability and aptitude.

## **Key Equalities Issues for Early Help And Preventative Services**

All Early Help and Preventative Services (EHPS) were brought together by KCC through the establishment of a new Early Help and Preventative Services Division, within the Education and Young People's Services Directorate from April 2014.

The task of the EHPS Division is to deliver effective early help and prevention, which means better outcomes for vulnerable children and families and reduced demand for social care services. The principle aim of the Division is to deliver early help, which is timely and effective to children, young people and families who need it, enabling them to flourish and preventing costly, harmful long-term consequences and the need for more specialist children's social care services. The benefits are improved life chances for children and young people and lower costs to the Council and the taxpayer by reducing the demand for social care.

An EHPS Prospectus was published in May 2014, setting out the strategy for Early Help. The Prospectus provides the rationale for change in order to achieve better outcomes shares a vision for the future and details where we are in terms of re-focusing and integrating services and provision into District based teams, informed by a better assessment of needs.

To assure progress in achieving improvement in relation to the priorities the Division developed a set of targets and outcome measures to show the impact the new preventative services were having. These are set out in the Early Help One Year Action Plan 2014-15 and the Early Help Scorecard.

The Early Help One Year Plan, 2014-2015, sets out what and how key service changes were made, identifying the development of new processes and systems, detailing service priorities and targets and key outcomes to be achieved to change demand patterns. Progress made in the first year of the Early Help Division will be set out in an Early Help Three Year Action Plan which is currently being developed.

The EHPS Division comprises Children's Centres and the integrated 0-25 Early Help Service, the PRU, Inclusion and Attendance Service, Youth Justice and Safer Young Kent, Troubled Families and Projects, the Youth and Adolescence Service and the Information and Intelligence Service. It also includes the Kent Family Support Framework (KFSF), which replaced the CAF, and Triage Unit – which is activity to improve the way we assess the needs of children and young people, and to make sure we provide the right help to the right people at the right time. EHPS also collaborate with health services to better integrate commissioned health services for children and young people. Schools are at the heart of this new way of working at district level.

Early Help support is provided to children in need, children in care and those on the child protection register. Early Help provision aims to contribute to a reduction of around 10% in the demand for Specialist Children's Services (SCS) in the next couple of years.

Early Help works closely with Social Care professionals to reduce the referrals to SCS, reduce the number of children in care and reduce the number of families requiring statutory social care interventions. Early Help and SCS are working together to co-locate and align the SCS Central Referral Unit and Early Help Triage processes. This will ensure one 'front door' to support services and ensure that decision-making and access to Early Help Services is safe and made at the earliest possible opportunity.

### **Integrated 0-25 Early Help Services Structure and Delivery Model**

A subsequent review of EHPS structures and budget in 2014 resulted in the redesign of 0-25 services providing integrated support for children, young people and their families, to provide a more outcome focused, flexible and responsive service for those children at risk of poor



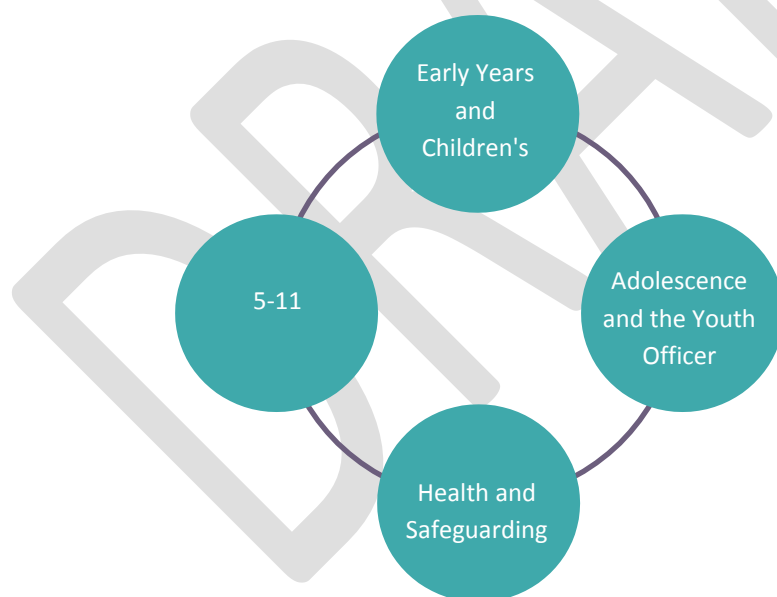
outcomes in their lives. The service is undergoing a restructure currently which will be fully operational by September 2015. A new senior management structure was appointed in January 2015 operating across the four geographic areas of Kent, co-terminus with Specialist Children's Services (SCS) and EYPS service area structures. The four Early Help Area Managers support the strategic development of the 0-25 integrated service delivery model and provide operational management support for the three districts within their area.

The Early Help Senior Management restructure has also created a distinct role of Head of PRU, Inclusion and Attendance to manage Pupil Referral Units (PRU) and relationships with schools, emphasising the focus on inclusion and attendance, and a new Head of Service to lead the performance, quality assurance and analysis across the EYPS Directorate – the Information and Intelligence Service. Youth Justice and Troubled Families functions have retained their management arrangements, pending future service redesign.

The Early Help model within the 0-25 unified service encompasses:

- New forms of delivery to realise between 2% - 8% improvement in efficiencies;
- Early Identification – rigorous and consistent threshold application within the Central Referral Unit (CRU) and Kent Family Support Framework (KFSF) triage process to ensure appropriate case referral;
- Consistent application of needs thresholds, including step down processes, so that Early Help provision contributes to a reduction of between 3.5% - 9% in the demand for SCS.

Each Early Help Area Head of Service lead the delivery of Early Help and Preventative Services across the three districts within their area and have a strategic responsibility:



### **Progress in reducing the Inequality in the last year**

- The rate of referrals to SCS per 10,000 from March to April 2015 has reduced by 8.1 from 39.3 to 31.2.
- Current Early Help Caseload 5759
- Assessments completed in 2 weeks of notification 55%
- Percentage notifications leading to Plan in 4 weeks 47%.
- Cases closed with a good outcome 63%
- Percentage of cases stepped down from SCS 24%
- The Introduction of the Kent Family Support Framework has ensured easier and swifter access to Early Help services for all children and young people in need of support

- Prioritisation of notifications to Triage for cases involving missing children, children known to SCS and children with a high level of need in order to ensure swift and appropriate provision and consideration of safeguarding issues
- Demographic mapping of all Districts to better understand issues of poverty and the transient population against school outcomes including Attendance and Inclusion Youth Offending and Troubled Families.

### **Future key actions to reduce inequality**

- Work to continue with Partners to develop an integrated multi-agency approach to understanding the needs of children and families to inform a revised commissioning framework.
- Ensure any equality issues highlighted through analysis or audit are addressed in a timely way to improve the service to vulnerable children and young people.
- Implementation of a new Early Help & prevention service model to ensure services are located according to demographic need.

### **Key Service Equalities Issues for Troubled Families**

Troubled families face multiple disadvantages. Troubled families are those that:

- Are involved in crime and anti-social behaviour;
- Have children not in school;
- Have an adult on out-of-work benefits;
- Cause high costs to the public purse.

Analysis for HM Treasury and Department of Education and Skills also shows that children aged 13 to 14 years who live in families with five or more of these problems are 36 times more likely to be excluded from school than children in families with no problems and six times more likely to have been in care or to have contact with the police.

Over the past three years the Kent Troubled Families Programme has engaged with 2,560 of these families, supported them in tackling these issues and has helped them to turn their lives around.

### **Progress in reducing the Inequality in the last year**

Over the course of the first phase of the programme, the lives of 2,560 families have been turned around.

- 2,172 families where crime and anti-social behaviour has dramatically reduced and children are attending school regularly
- 388 families where an adult is now in employment or on the European Social Fund Progress to Work Programme

In addition, while other families cannot be defined as fully turned around, many have made significant improvements in school attendance and reductions in crime and anti-social behaviour. If there are still outstanding needs in these families they will continue to be worked with in the next phase of the programme.

### **Future key actions to reduce inequality**

In April 2015, the second phase of the Troubled Families programme began. It retains the initial programme's focus on families with multiple problems, such as poor school attendance, youth crime, anti-social behaviour and unemployment. However, the second phase will also reach out to families with a broader range of problems, such as children who

need help, families affected by domestic abuse and parents and children with a range of health problems.

In 2015, the programme is aiming to work with 1,792 families and to turn around at least 1,075. This means prioritising projects for dedicated workers, integrated working, family mentoring and improving family resilience and relationships, increasing and supporting opportunities for families to gain skills, apprenticeships and employment. This will be the context of effective early help and preventative services that take a whole family approach to helping families challenge the many disadvantages they currently face and overcome them.

### **Key Equalities Issues for the Youth Justice Service**

#### **(i) Children with a Legal Status with Specialist Children's Services**

This group of children and young people are disproportionately represented within the youth justice system. Assessments indicate a strong association between their experiences of neglect, abuse and disadvantage and their offending behaviour. They also feature among those who re-offend frequently and as a result amongst those receiving custodial sentences.

A Protocol has been signed by the County Council and a number of Criminal Justice Organisations which is designed to achieve lower levels of criminalisation of children in care. The commitments in the Protocol have yet to be fulfilled and they will need to be a focus of the work of the Central Youth Justice Team and of the Early Help Units during 2015-16.

#### **(ii) Black and Minority Ethnic (BME) Representation within the Youth Offending Population**

Youth Justice performance data indicates that children and young people from the BME communities are disproportionately represented in the youth justice system in the county, despite their numbers being relatively low.

Kent Police are interested in determining the reasons for this finding so that consideration can be given to possible discriminatory decision making across the whole youth justice process, including how they are reported on and supervised by the Youth Offending Teams.

Additionally children and young people from the various Eastern European communities in the county are becoming evident in the youth justice system. There is a need to ensure all in the Central Youth Justice Team have an understanding of the different cultures of these communities so that, as appropriate, officers can help to shape the style of interventions to better support these children and young people.

#### **(iii) Females within the Youth Justice System (YJS) – Responses**

A recent audit of children and young people released from custody during 2014 raised questions as to how violent behaviour by females was responded to. An interpretation of the data can be that females attract more punitive responses than do their male counterparts when they are responsible for violence towards others.

#### **(iv) Children & Young People with Special Educational Needs**

About 35% of the Kent youth population in custody have a statement of SEN or an Education Health and Social Care Plan. The changes in the SEND Code of Practice post the Children and Families Act 2014 for the SEND population in custody should support improved resettlement arrangements but the objective is to reduce the number

of the SEND population receiving custodial sentences by enhancing the quality of community based interventions.

### **Progress in reducing the Inequality in the last year**

The signing by the County Council of the Kent & Medway Joint Protocol on Criminal Justice Agency Involvement with Children in Care aims to reduce the prosecution of Children in Care (CiC), wherever possible, by encouraging the use of alternative resolution approaches such as restorative justice. This is a significant first step but the fulfilment of its objectives is now critical.

The County Youth Justice Board, (the partnership group responsible for the management of youth justice services in the county) has supported studies on BME representation within the YJS and on the engagement of children and young people in Education Training and Employment (ETE).

### **Future equalities issues informed by progress this year**

Planned activities include:

- Review, with Kent Police, the possible reasons for the disproportionate representation of children and young people from the BME communities and agree an action plan in response to the findings.
- Agree with partner agencies a plan for the implementation of the Protocol designed to reduce the criminalisation of Children in Care.
- Monitor decision making with respect to females within the YJS with a view to assessing whether there is evidence of them being treated more punitively than males. If this is the case, share the findings and a proposed remedy with the County Youth Justice Board for their endorsement.
- In line with the requirements of the SEND Code of Practice (June 2014) with respect to children and young people subject to Education Health and Care Plans, review the number of them in the YJS, and specifically in custody, so that practices can be agreed that are designed to reduce their representation.

## Key Equalities Issues for the PRU, Inclusion and Attendance Service

The new Pupil Referral Unit (PRU), Inclusion and Attendance Service (PIAs) works to reduce exclusion from school, to improve pupil attendance and to facilitate good quality PRUs and alternative provisions for those who would otherwise not be able to attend schools due to exclusion or health needs. The Head of PRU, Inclusion and Attendance is responsible for the engagement with Pupil Referral Units and for building relationships with schools in Kent to fortify inclusion and attendance.

Forming an integrated part of the Early Help and Preventative Strategy, the PIA Service adopts a new approach of intervening early and acting timely to support schools, children and families in addressing the issues of behaviour, attendance and exclusion.

### Attendance

The key aim remains to reduce overall and persistent absence and thus improve the attendance of children within Kent schools. Children eligible for free school meals (FSM) record disproportionately higher levels of both overall and persistent absence compared to their peers.

The service continues to develop the offer to schools to improve attendance. Persistent absence is reducing, broadly in line with national trends, however this reduction needs to accelerate to narrow the gap with national figures in secondary schools.

### Progress in reducing attendance inequality in the last year

Primary Schools:

Both overall absence and persistent absence for children on FSM have reduced in 2013/14 compared to the previous year. Children on FSM and non FSM pupils both reduced persistent absence rates and the gap between the two cohorts became narrower from 6.4 to 5.0 percentage points. However, while primary school children without FSM achieved 1% reduction in overall absence, there was a slight increase (0.2%) of absence among children with FSM.

Secondary Schools:

Although there was a slight improvement in secondary schools' attendance in 2013 -14, the gap between pupils on FSM and non FSM cohort widened in both overall absence and persistent absence. Measuring by the indicator of over absence rate, the gap between the two cohorts widened from previous year's 3.6 to 6.2 percentage points, with children on FSM having higher overall absence rate. Similarly, the gap between the two cohorts also widened in terms of persistent absence rate, increasing from previous year's 7.1 to 12.3 percentage points in 2013-14.

While we have a strategic aim to reduce Kent's overall absence rate and persistent absence rate in order to improve attendance to the national average and better, it is imperative to narrow the gaps between the attendances of the two cohort groups.

| FSM            | 2012-13                |                           | 2013-14                |                           |
|----------------|------------------------|---------------------------|------------------------|---------------------------|
|                | <u>Overall absence</u> | <u>Persistent Absence</u> | <u>Overall absence</u> | <u>Persistent Absence</u> |
| <u>Primary</u> | 4.8%                   | 3.3%                      | 3.8%                   | 2.3%                      |
| FSM pupils     | 6.5%                   | 8.6%                      | 6.7%                   | 6.5%                      |

| FSM              | 2012-13                |                           | 2013-14                |                           |
|------------------|------------------------|---------------------------|------------------------|---------------------------|
|                  | <u>Overall absence</u> | <u>Persistent Absence</u> | <u>Overall absence</u> | <u>Persistent Absence</u> |
| Non FSM pupils   | 4.4%                   | 2.2%                      | 3.4%                   | 1.5%                      |
| <u>Secondary</u> | 6.0%                   | 6.6%                      | 5.6%                   | 6.2%                      |
| FSM pupils       | 9.1%                   | 16.7%                     | 11.0%                  | 17.0%                     |
| Non FSM pupils   | 5.5%                   | 5.0%                      | 4.9%                   | 4.7%                      |

Kent has started to develop a wider range of strategies to improve school attendance, establishing a new attendance service that will refocus on empowering schools to manage pupil attendance more effectively. We are holding regular School Attendance Officers network meetings advising and training school-based attendance workers to ensure more effective way to improve attendance. Practitioners from the new Inclusion and Attendance Service identify and target the schools that need more support and carry out group and project work in schools to support attendance improvement of the children on FSM.

#### **Future key actions to reduce inequality**

Since May 2015, every school in Kent has a link Kent attendance practitioner to provide timely and effective support and advice. Besides the Inclusion and Attendance Service, we also have Early Helps Units that will provide support for those pupils who have genuine family problems. For the schools with a higher level of needs, we are piloting the approach of having a link Early Help Unit for the schools so that Early Help Workers in the Units can provide right and timely intervention when needed.

Integrated teams within Early Help and Preventatives Services will utilise local data to identify needs led interventions to reduce the gaps for vulnerable groups through earlier interventions. This will include partnership with SEND colleagues, and outreach work to targeted families.

#### **Progress in reducing Exclusions inequality in the last year**

##### Key Exclusion Data 2013/14

One pupil was excluded from a Special school during 2013-14. This pupil is included in the totals below. Alternative figures excluding this pupil are shown in brackets.

- 1) Permanent exclusion breakdown by gender:  
Boys 69 (68); Girls: 19
- 2) Primary school permanent exclusion breakdown by gender:  
Boys 24; Girls: 2
- 3) Among the children permanently excluded, percentage with FSM:  
37.5 (37.9)
- 4) Among the primary schools' permanent exclusions, percentage of children with FSM:  
42.3
- 5) Among the secondary permanent exclusions, percentage of children with FSM:  
36.1
- 6) Of the total permanent exclusions, percentage of children with SEN:  
58.0 (57.5)
- 7) Of the total permanent exclusions, percentage of children with School Action:  
10.2 (10.3)
- 8) Of the total permanent exclusions, percentage of children with School Action Plus:

- 45.5 (46.0)
- 9) Of the total permanent exclusions, percentage of children with SEN Statement or EHCP:  
2.3 (1.1)
- 10) Of the primary schools' permanent exclusions, percentage of children with SEN:  
80.8
- 11) Of the secondary schools' permanent exclusions, percentage of children with SEN:  
47.5

Permanent and fixed-term exclusions continue to decline in Kent however there are clear variations in outcomes for certain groups.

Boys account for 82% of all permanent exclusions. When analysed by phase, 92% of excluded pupils are boys in primary schools, compared to 78% in secondary schools.

FSM pupils account for around 37.5%, a slight reduction of last year's 40% of all permanent exclusions, although it remains a much higher rate than the normal FSM% for the school population which is around 14%. When analysed by phase, 42% of excluded pupils are eligible for FSM in primary schools, compared to 36% in secondary schools. Both have been reduced from last year's respective figures of 59% and 37%.

A significant improvement has been made in the reduction of children with SEND being permanently excluded. In 2013/14, SEND pupils account for 58% of permanent exclusions, a significant reduction from previous year's 84%. Of this 58% of permanently excluded pupils, 10% are School Action, 46% are School Action Plus and nearly 2.3% are Statemented. When analysed by phase, 81% of excluded pupils have SEN in primary schools, compared to 48% in secondary schools. The comparative data of 2012/13 were 95% and 82%. There was a 14 percentage point's reduction at primary schools and 34 at secondaries.

The ethnic breakdown of all permanent exclusions in 2013/14:

| <b>Ethnicity</b>                   | <b>Number of pupils</b> | <b>Percentage of pupils (including Special)</b> | <b>Percentage of pupils (excluding Special)</b> |
|------------------------------------|-------------------------|---|---|
| Not matched                        | 10                      | 11.4  | 11.5  |
| Black or Black British - African   | 1                       | 1.1   | 1.1   |
| Mixed - any other mixed background | 2                       | 2.3   | 2.3   |
| Mixed - White and Black African    | 1                       | 1.1   | 1.1   |
| Mixed - White and Black Caribbean  | 1                       | 1.1   | 1.1   |
| Parent/pupil preferred not to say  | 1                       | 1.1   | 1.1   |
| White - any other White background | 2                       | 2.3   | 2.3   |
| White - British                    | 66                      | 75.0  | 74.7  |
| White - Gypsy/Roma                 | 4                       | 4.5   | 4.6   |

The ethnic breakdown of exclusions is in line with the ethnic breakdown of the total school population, with the exception of Gypsy, Roma and Traveller (GRT) pupils who are over-represented. In 2013-14, 4 Gypsy Roma pupils were permanently excluded. To date there has been 2 permanent exclusion of Gypsy/Roma children in 2014-15.

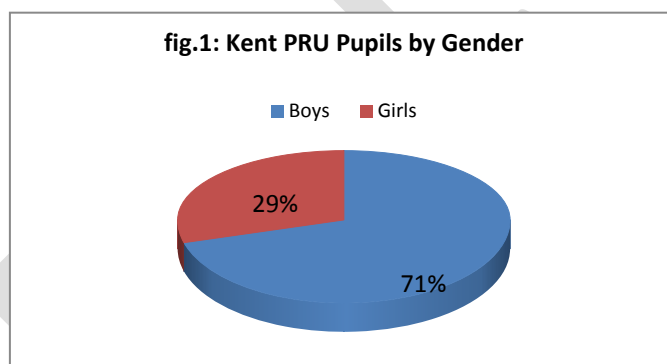
In 2013-14 19% of all Fixed Term Exclusions relate to GRT pupils. The GRT school population represents 0.96% of the total school population. This has now been reduced to 11% to date this year.

The newly formed PRU, Inclusion and Attendance Service will have a dedicated team to help children from GRT pupils to increase school attendance and to avoid exclusion. The service operates within the context of Early Help and will be able to recruit the support of Early Help Units and its Open Access. This area of work will be a priority for GRT outreach officers who will also provide advice to schools on the good practice of improving GRT children's behaviour at schools.

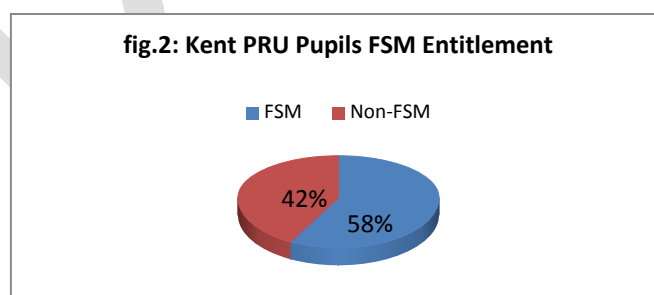
### Establishing Baseline Equality Data relating to PRU Pupils

A dataset was established in September 2014 to collect all PRU/Alternative Provision (AP) performance information and hold them centrally in one place. A trial use of the data set was carried out in all PRUs/AP in Kent. The trial helped to establish baseline performance data based on 2013/14 records of the pupils who attended PRUs/AP. The initial analysis of the data provides us with baseline information on equality relating to PRU pupils, including the gender, FSM and vulnerability of the cohort:

- Figure 1 shows that in 2013-14, 646 pupils were admitted to PRUs/AP at different points of time throughout the academic year. Of this 646 cohort, 456 (70.6%) were male pupils and 190 (29.4%) were female pupils; boys are more than two thirds of the PRUs/AP population.

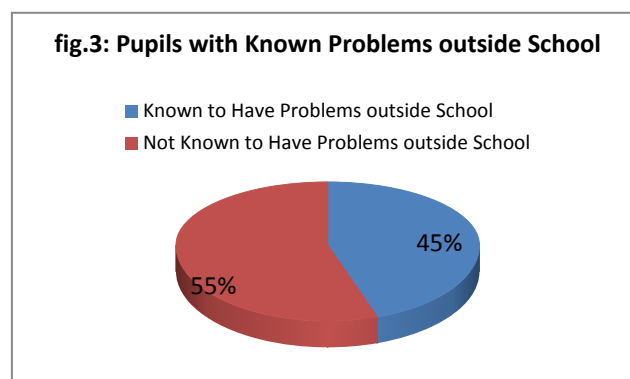


- As is indicated in Figure 2 (based on PRUs/AP admissions 2013-14), 57.9% of PRUs/AP pupils in Kent were known to be entitled to FSM. 95% of Kent PRUs/AP pupils are in KS3 and KS4. The FSM entitlement rate at the same age groups in the mainstream schools is 12.2% in Kent. Therefore, there is a significant link between the FSM entitlement and pupils who are likely to be admitted to PRUs/AP.

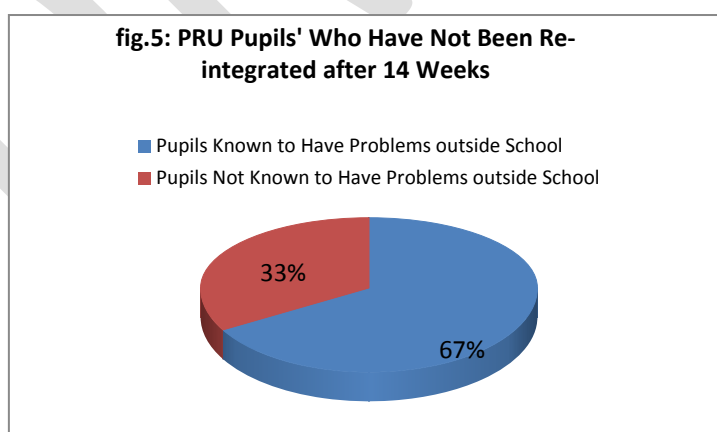
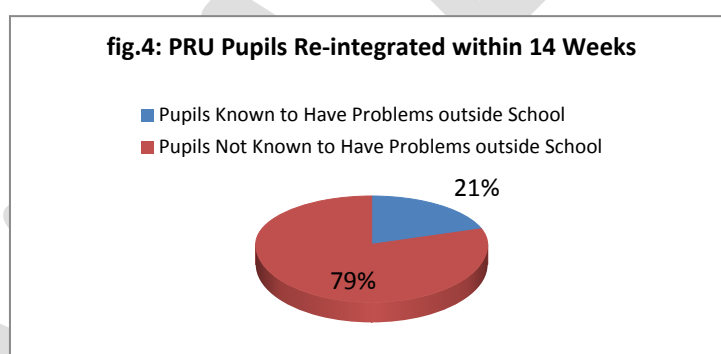


- In analysing the PRUs/AP dataset, it was also found that a very high proportion of pupils who have the vulnerability factors that are not school related. These factors including mental health, Children in Need, Children in Care (CiC), Child Protection and children needing the interventions of family support. Figure 3 (based on PRUs/AP admissions 2013-14) shows that 45% of PRUs/AP pupils in Kent were known to be affected by these issues, which are different from those that associated with schools, i.e. peer relationship, bullying or exclusion. This confirms the hypotheses that there is more a need for co-ordinated Early Help and Preventative interventions to support children in PRUs/AP in order for them to achieve and to thrive on a par with their peers at mainstream schools.





- The high proportion of PRUs/AP pupils with family related problems or other difficulties outside schools leads to another hypotheses that this cohort needs more support and intervention in order to be successfully re-integrated into mainstream schools or to make progress in PRUs and alternative provision. This data analysis also indicates that very often this cohort of 45% of PRU population tend to stay in the alternative settings for a longer period of time than other groups. Fig. 4 shows that only 20.6% of PRUs/AP vulnerable pupils are successfully re-integrated after less than 14 weeks' placement in a PRU (average stay). 66.7% of the pupils staying in PRUs/AP longer than 14 weeks or have never been re-integrated were from the vulnerable cohort (Fig.5).



### Future key action to reduce inequality

In order to ensure that pupils in PRUs receive appropriate support that help them achieve on a par with their mainstream schools peers, it is imperative that Early Help provide timely and well-planned support to this cohort of pupils. The Early Help Services aim to have an Early Help Plan for every child who is in a PRU.

## Key Equalities Issues for the Inclusion Support Service Kent

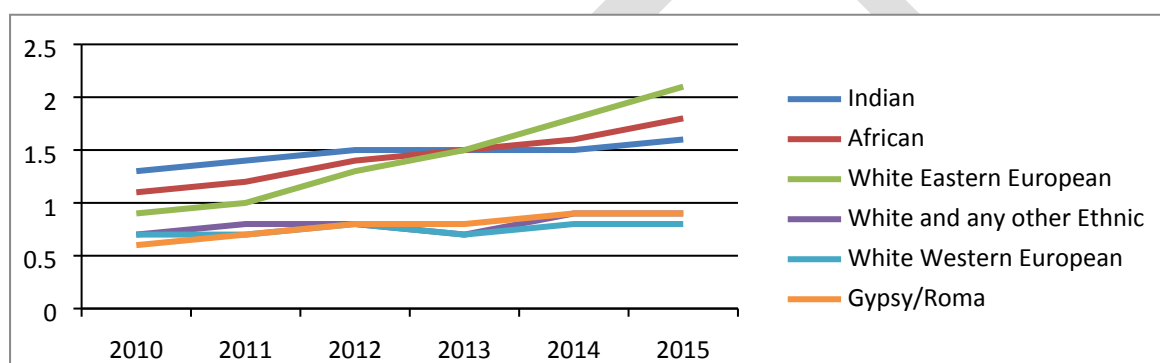
The Inclusion Support Service Kent is committed to raising the attainment and inclusion of EAL, Minority Ethnic (and particularly GRT) children and young people and closing the gap between these groups and others.

### Minority Ethnic Data Analysis

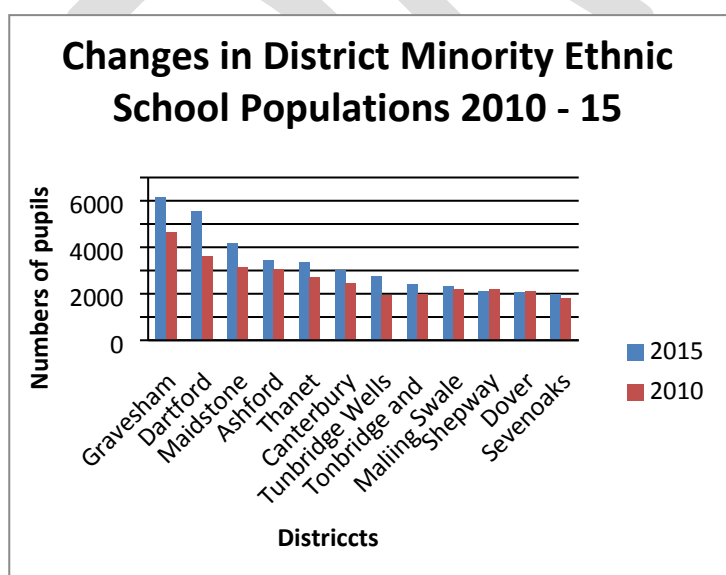
The proportion of Minority Ethnic pupils in Kent has risen from 14% to 18% in the last 5 years.

| Kent - All Schools            | Spring 2010 | Spring 2011 | Spring 2012 | Spring 2013 | Spring 2014 | Spring 2015 |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Number Minority Ethnic pupils | 30352       | 31365       | 31908       | 33047       | 35435       | 39289       |
| Percentage                    | 14.2        | 14.7        | 14.9        | 15.3        | 16.1        | 17.7        |

The largest declared Minority Ethnic group is now White Eastern European with the majority of these children and young people having Polish or Slovakian heritage.



Most districts have seen an increase of Minority Ethnic pupils attending their schools; however Shepway has seen a slight decline from 15% to 14%, and Dover's percentage decrease in numbers is negligible.



Gravesham has the greatest percentage of Minority Ethnic pupils at 35.6% with Indian pupils being the largest group at 9.5%; however this percentage has remained consistent, whereas the African pupil population has increased from 3.6% to 6.2%, and White Eastern European pupil numbers have risen from 2.2% to 5.4%.

Dartford has the second largest Minority Ethnic school population at 30%. The Number of pupils declaring as African has nearly doubled, however the largest increase since 2010 has been in pupils declared as White Eastern

European from 0.6% to 2.3%.

### Progress in reducing the inequality in the last year

There has been a higher percentage of pupils from most ethnic groups achieving 5 or more subjects at grades A\* – C including English and Maths since 2010. Chinese pupils continue to outperform their peers across Kent in KS4. There has been a significant increase in the

number of Bangladeshi (44.4% - 75%) and Caribbean (39.3% - 69.7%) pupils achieving this benchmark.

Gypsy/Roma (3.7% – 8.5%), and Afghanistani (8.7% - 10.5%) continue to considerably underachieve compared with their peers, however there has been a slight increase in the proportion of pupils achieving the required grades.

| KS4: Highest Achieving Minority Ethnic groups in 2013 – 14 | 2010 – 11    |              | 2013 – 14    |              | % point difference |
|--|--------------|--------------|--------------|--------------|--------------------|
|  | Total Pupils | % 5+ A*-C EM | Total Pupils | % 5+ A*-C EM |                    |
| Chinese  | 55           | 80.0         | 60           | 85.0         | 5%                 |
| Other White British  | 68           | 63.2         | 58           | 84.5         | 21.3%              |
| Filipino   | 14           | 64.3         | 23           | 82.6         | 18.3%              |
| Sri Lankan Tamil   | 16           | 75.0         | 31           | 80.6         | 5.6%               |
| Indian   | 178          | 70.8         | 197          | 80.2         | 9.4%               |
|  |              |              |              |              |                    |
| Pupils declared as English                                 | 14581        | 51.6         | 13532        | 55.7         | 4.1%               |
| Pupils declared as British                                 | 173          | 38.2         | 351          | 57.8         | 19.6%              |

| KS4: Lowest Achieving Minority Ethnic groups in 2013 – 14 | 2010 – 11    |              | 2013 – 14    |              | % point difference |
|---|--------------|--------------|--------------|--------------|--------------------|
|   | Total Pupils | % 5+ A*-C EM | Total Pupils | % 5+ A*-C EM |                    |
| Any Other Black Background                                | 13           | 61.5         | 11           | 36.4         | -25.1              |
| White Eastern European                                    | 76           | 34.2         | 183          | 33.3         | -0.9%              |
| Thai  | 11           | 36.4         | 19           | 31.6         | 4.8%               |
| Afghanistani  | 23           | 8.7          | 19           | 10.5         | 1.8%               |
| Gypsy/Roma  | 54           | 3.7          | 82           | 8.5          | 4.8%               |
| *Only showing groups >10                                  |              |              |              |              |                    |

There has been a percentage increase in most ethnic groups acquiring level 4 or above in English, maths and writing across Kent. Now over 90% of all Caribbean, Filipino, Bangladeshi and Sri Lankan Tamil pupils achieve the required standard. However since 2010 a significantly smaller percentage of Chinese pupils (97.4% to 78%) are achieving this grade alongside pupils declared as White/Indian which has seen a drop of 9.8%. In 2010 less than 50% of Turkish and White Eastern European pupils were achieving this grade; these numbers have now risen to 65.6% and 63.4% respectively. Although there has been an increase in the number of Gypsy/Roma children reaching this standard by 14% there are still only 34.7% of this pupil cohort managing to achieve L4 + in English, maths and writing.

| KS2: Highest Achieving Minority Ethnic groups in 2013 – 14 | 2010 – 11    |                                | 2013 – 14    |                                | % point difference |
|--|--------------|--------------------------------|--------------|--------------------------------|--------------------|
|  | Total Pupils | % L4+ Reading, Writing & Maths | Total Pupils | % L4+ Reading, Writing & Maths |                    |
| Caribbean  | 20           | 75.0                           | 26           | 92.3                           | 17.3%              |
| Filipino   | 21           | 71.4                           | 23           | 91.3                           | 19.9%              |
| Bangladeshi  | 253          | 69.2                           | 63           | 90.5                           | 21.5%              |

|                            |              |      |     |      |       |
|----------------------------|--------------|------|-----|------|-------|
| Sri Lankan Tamil           | 21           | 85.7 | 40  | 90.0 | 4.3%  |
| Nepali                     | 81           | 60.5 | 125 | 87.2 | 26.7% |
|                            |              |      |     |      |       |
| Pupils declared as English | 13814        | 68.2 | 39  | 64.1 | 39    |
| Pupils declared as British | Less than 10 |      | 39  | 64.1 | N/A   |

| KS2: Lowest Achieving Minority Ethnic groups in 2013 – 14 | 2010 – 11    |              | 2013 – 14    |                                | % point difference |
|---|--------------|--------------|--------------|--------------------------------|--------------------|
|   | Total Pupils | % 5+ A*-C EM | Total Pupils | % L4+ Reading, Writing & Maths |                    |
| Turkish   | 11           | 36.4         | 32           | 65.6                           | 29.2%              |
| British   | Less than 10 |              | 39           | 64.1                           | N/A                |
| White Eastern European                                    | 132          | 40.2         | 265          | 63.4                           | 23.2%              |
| Portuguese  | Less than 10 |              | 14           | 50.0                           | N/A                |
| Gypsy/Roma  | 92           | 20.7         | 150          | 34.7                           | 14%                |
| *Only showing groups >10                                  |              |              |              |                                |                    |

The DfE Virtual Head Teacher Pilot Project finished in May last year and the report was made public in October 2014. Baroness Whitaker stated that *“This is really useful and positive and some of the efforts are most commendable, not least those which set up a proper data base to measure trend information, and hopefully progress.”*

Link to Kent Report and Case Studies: [Kent County Council website](#)

Since the last report and following discussions with the Virtual Head Teachers for GRT Pupils in Kent and Cambridge and the Gypsy, Roma and Traveller (GRT) Education Stakeholder Group, the DfE have started an informal consultation with local authorities proposing new discreet ethnicity codes of “Gypsy” or “Roma” to give parents a choice thus hopefully increasing ascription and accuracy of data.

### Future key actions to reduce inequality

- Continue to improve attainment, reduce exclusions and absences in order to narrow the gap between Minority Ethnic (including Gypsy, Roma and Travellers) Bilingual Learners, pupils who have English as an Additional Language and others.
- To continue to develop and deliver training packages that will support schools in meeting the Ofsted requirements in regard to British values and safeguarding in relation to radicalisation, FGM and trafficking.
- The Inclusion Support Service Kent has recently been selected to become accredited ‘Train the Trainers’ for Stonewall, a nationally acclaimed charity representing the needs of Lesbian, Gay, Bisexual, Trans and Questioning (LGBTQ) children, young people and adults. This will enable the team to run CPD sessions for school leaders in this field who will in turn be able to disseminate information and strategies to overcome barriers facing these young people, to increase their well-being, inclusion and attainment.

## Next Steps

A refreshed EYPS Vision and Priorities for Improvement 2016-19 will be published in the autumn of 2015, which will detail the way that both KCC and the Education and Young People's Services Directorate are changing to improve the lives of children, young people and families by redesigning services so that they are integrated and better meet the needs of vulnerable groups.

The annual refresh of the EYPS Vision and Priorities for Improvement in the autumn of 2015 will, in light of the new Directorate Equality Objectives, have at its heart, priorities and stretching targets to ensure that:

- Educational attainment for all continues to improve
- Attainment gaps are narrowed for the most vulnerable and disadvantaged groups.
- Every child has the best possible early start in life and is ready to succeed in school
- Outcomes and progression pathways for the 14-24 cohort of young people, including those with SEND are improved
- All schools and teaching within them is judged by Ofsted to be at least good
- Collaborative practices and partnerships between schools mature in order to:
- Spread best practice more quickly and make the best classroom practice open, shared, accountable and celebrated across groups of schools
- Promote more innovation and creativity in order to make school improvement self-sustaining and have a greater impact on pupil outcomes

Workforce Development is a major element in improving outcomes for children, young people and their families. The ability to continuously improve is intrinsically linked to:

- The quality and capacity of the staff who lead, manage, deliver and support those services.
- How effectively the staff work together across organisational and professional boundaries to combine their expertise.

The EYPS Workforce Development Plan is central to our improvement efforts and sets out how we will invest in staff development at all stages and at all levels in order to increase their skills, knowledge and understanding of children, young people and their families.

15 July 2015

## Characteristics of Education in Kent

### Kent Pupil Population

| School Type  | No             |
|--------------|----------------|
| Early Years  | 27,106         |
| Primary      | 119,162        |
| Secondary    | 99,032         |
| Special      | 3,511          |
| PRU          | 107            |
| <b>Total</b> | <b>248,918</b> |

Source: January 2015 School Census and Early Years Headcount

### Number of Schools

| School Sub Type              | Number of Schools |
|------------------------------|-------------------|
| Academy Infant               | 2                 |
| Infant                       | 26                |
| Academy Junior               | 7                 |
| Junior                       | 21                |
| Academy Primary              | 87                |
| Primary                      | 300               |
| Free Primary                 | 3                 |
| <b>Primary Total</b>         | <b>446</b>        |
| Academy Grammar              | 22                |
| Grammar                      | 10                |
| Academy High                 | 31                |
| High                         | 15                |
| Academy Wide Ability         | 16                |
| Wide Ability                 | 4                 |
| University Technical College | 1                 |
| Free Secondary               | 3                 |
| <b>Secondary Total</b>       | <b>102</b>        |
| Academy Special              | 1                 |
| Special                      | 23                |
| <b>Special Total</b>         | <b>24</b>         |
| <b>Nursery</b>               | <b>1</b>          |
| <b>Pupil Referral Units</b>  | <b>11</b>         |
| <b>Total</b>                 | <b>584</b>        |

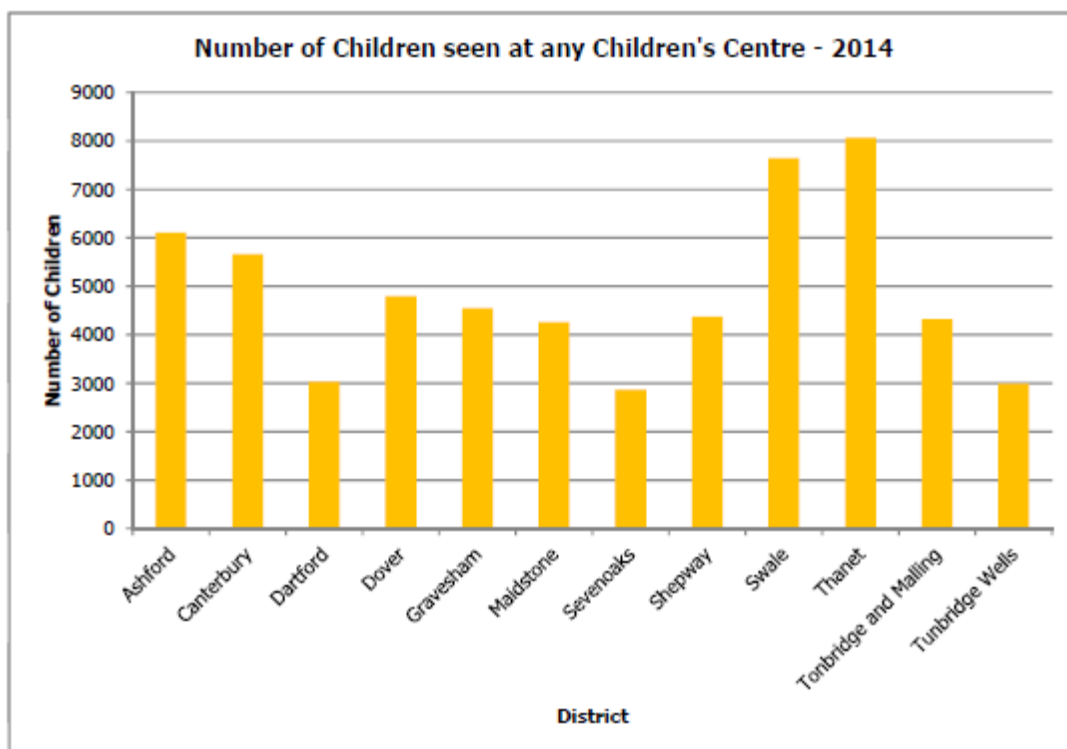
Number of schools as at 4th June 2015

## Nursery and Early Years Settings

| Area/District | Nursery School/Units |                         | Early Years Settings |                              |
|---------------|----------------------|-------------------------|----------------------|------------------------------|
|               | Number of Units      | Total January 2015 Roll | Number of Settings   | Number of Children Attending |
| Kent          | 68                   | 2484                    | 1402                 | 24622                        |

## Children's Centres

| Area/District | Number of Centres as at 31/12/2014 | Number of Individual Children seen at any Setting* | Total Number of Visits to any Setting |
|---------------|------------------------------------|--|---------------------------------------|
| Kent          | 85                                 | 58636  | 412329                                |



## Percentage of Pupils Receiving Free School Meals and Percentage of pupils with English as an Additional Language

| Area/District | % of Pupils Eligible for Free School Meals |           |         |         | % of Pupils whose First Language is not English/Believed to be not English |           |         |         |
|---------------|--|-----------|---------|---------|--|-----------|---------|---------|
|               | Primary                                    | Secondary | Special | Overall | Primary  | Secondary | Special | Overall |
| National      | 17.0                                       | 14.6      | 37.2    | 16.3    | 18.7   | 14.3      | 13.2    | N/A     |
| Kent          | 13.7                                       | 11.7      | 33.7    | 13.2    | 10.9   | 7.9       | 4.1     | 9.4     |

## Percentage of Pupils with Additional Educational Needs and Percentage of Pupils with an SEN Statement

| % SEN No Statement |      |      | % SEN Statement |      |      |
|--------------------|------|------|-----------------|------|------|
| 2013               | 2014 | 2015 | 2013            | 2014 | 2015 |
| 18.7               | 16.0 | 11.1 | 2.7             | 2.7  | 2.8  |

## Percentage of Minority Ethnic Pupils

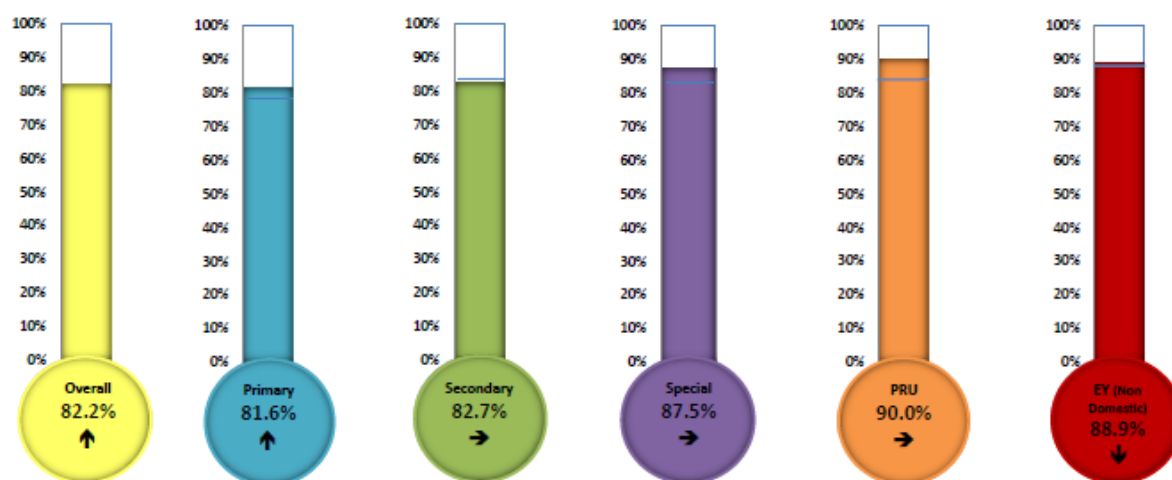
| Area/District | White         |       |            |                             |                 | Asian or Asian British |           |             |                 | Black or Black British |         |                 | Mixed/Dual Background |                         |                           |                 | Chinese | Any Other Ethnic Group | Refused | Not Obtained | Not Stated* |
|---------------|---------------|-------|------------|-----------------------------|-----------------|------------------------|-----------|-------------|-----------------|------------------------|---------|-----------------|-----------------------|-------------------------|---------------------------|-----------------|---------|------------------------|---------|--------------|-------------|
|               | White British | Irish | Gypsy Roma | Traveller of Irish Heritage | Any Other White | Indian                 | Pakistani | Bangladeshi | Any Other Asian | Caribbean              | African | Any Other Black | White and Asian       | White and Black African | White and Black Caribbean | Any Other Mixed |         |                        |         |              |             |
| Kent          | 81.9          | 0.3   | 0.9        | 0.1                         | 4.6             | 1.6                    | 0.3       | 0.4         | 1.3             | 0.2                    | 1.8     | 0.1             | 1.1                   | 0.6                     | 0.8                       | 1.8             | 0.4     | 0.7                    | 0.4     | 0.3          | 0.3         |

The Percentage of Minority Ethnic Pupils in Kent was 17% as at January 2015.  
(Percentages are rounded so may not total 100%.)

School Performance as judged by Ofsted Inspections

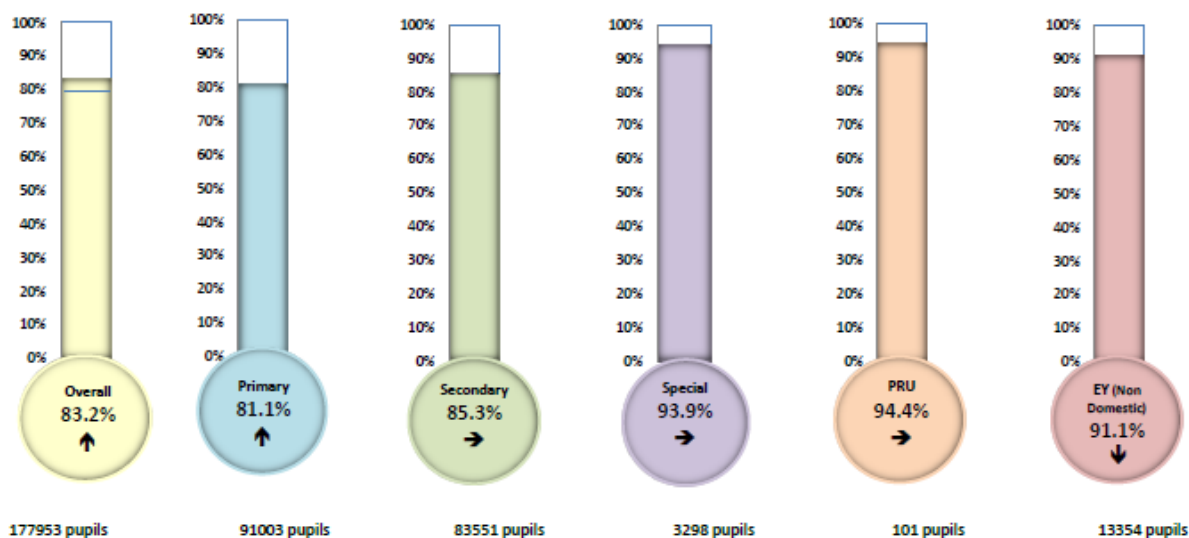
## Ofsted Inspection Results Dashboard

### % of Schools and EY Settings with Good and Outstanding Ofsted Judgements



N.B. Horizontal lines represent Kent targets for 2015

### % of Pupils attending Schools and EY Settings with Good and Outstanding Ofsted Judgements



N.B. Horizontal line represents the national % of pupils attending Schools with Good or Outstanding Ofsted Judgements as at 31/12/2014  
Based on a total pupil roll in Kent of (as at Spring Census 2015 for Pri/Sec/Spe/PRU)  
Early Years: Based on 2014 Autumn Headcount (including late joiners) Non Domestic Premises Only



**Vulnerable Groups Attainment Gap Trends by Key Stages 2013 and 2014  
(Gender, FSM, SEN, EAL, Ethnicity and CiC)**

| <b>EYFSP Gender Gap<br/>(Girls-Boys)</b> | % Good Level of Development |      |                |
|--|-----------------------------|------|----------------|
|  | 2013                        | 2014 | Diff from 2013 |
| Kent                                     | 17                          | 15   | -2             |
| National                                 | 16                          | 16   | 0              |
| Difference Kent v Nat.                   | 1                           | -1   | -2             |

| <b>EYFSP FSM Gap<br/>(Non FSM - FSM)</b> | % Good Level of Development |      |                |
|--|-----------------------------|------|----------------|
|  | 2013                        | 2014 | Diff from 2013 |
| Kent                                     | 18                          | 19   | 1              |
| National                                 | 19                          | 19   | 0              |
| Difference Kent v Nat.                   | -1                          | 0    | 1              |

| <b>EYFSP SEN Gap<br/>(Non SEN - SEN)</b> | % Good Level of Development |      |                |
|--|-----------------------------|------|----------------|
|  | 2013                        | 2014 | Diff from 2013 |
| Kent                                     | 44                          | 48   | 4              |
| National                                 | 42                          | 46   | 4              |
| Difference Kent v Nat.                   | 2                           | 2    | 0              |

All of the above figures are based on DfE published data

| <b>EYFSP Kent and OLA<br/>CIC Gap</b> | Type of CIC | % Good Level of Development |      |                |
|---------------------------------------|-------------|-----------------------------|------|----------------|
|                                       |             | 2013                        | 2014 | Diff from 2013 |
| Kent                                  | Kent        | 31.5                        | 46.3 | 14.8           |
| Kent                                  | OLA         | 40.6                        | 35.4 | -5.2           |
| Difference Kent CIC v OLA.            |             | -9.1                        | 10.9 | 20.0           |

The above table is based on Keypas reporting matched to CIC pupil data

| EYFSP EAL Gap<br>(Non EAL - EAL) | % Good Level of Development |      |                |
|----------------------------------|-----------------------------|------|----------------|
|                                  | 2013                        | 2014 | Diff from 2013 |
| Kent                             | 13.3                        | 11.8 | -1.5           |
| National                         |                             |      |                |
| Difference Kent v Nat.           |                             |      |                |

| EYFSP Ethnicity Gap<br>(White British - Non White British) | % Good Level of Development |      |                |
|--|-----------------------------|------|----------------|
|  | 2013                        | 2014 | Diff from 2013 |
| Kent   | 8.5                         | 7.1  | -1.4           |
| National   |                             |      |                |
| Difference Kent v Nat.                                     |                             |      |                |

The above two tables are based on provisional datasets matched to Spring/Summer School Census (MI Vulnerable Groups analysis)

| KS1 Gender Gap<br>(Girls-Boys) | % Achieving L2+ Reading |      |      |                | % Achieving L2+ Writing |      |      |                | % Achieving L2+ Maths |      |      |                |
|--------------------------------|-------------------------|------|------|----------------|-------------------------|------|------|----------------|-----------------------|------|------|----------------|
|                                | 2012                    | 2013 | 2014 | Diff from 2013 | 2012                    | 2013 | 2014 | Diff from 2013 | 2012                  | 2013 | 2014 | Diff from 2013 |
| Kent                           | 8                       | 6    | 6    | 0              | 11                      | 10   | 9    | -1             | 3                     | 3    | 2    | -1             |
| National                       | 6                       | 6    | 6    | 0              | 10                      | 10   | 9    | -1             | 4                     | 3    | 2    | -1             |
| Difference Kent v Nat.         | 2                       | 0    | 0    | 0              | 1                       | 0    | 0    | 0              | -1                    | 0    | 0    | 0              |

| KS1 FSM Gap<br>(Non FSM - FSM) | % Achieving L2+ Reading |      |      |                | % Achieving L2+ Writing |      |      |                | % Achieving L2+ Maths |      |      |                |
|--------------------------------|-------------------------|------|------|----------------|-------------------------|------|------|----------------|-----------------------|------|------|----------------|
|                                | 2012                    | 2013 | 2014 | Diff from 2013 | 2012                    | 2013 | 2014 | Diff from 2013 | 2012                  | 2013 | 2014 | Diff from 2013 |
| Kent                           | 17                      | 16   | 15   | -1             | 20                      | 18   | 17   | -1             | 12                    | 11   | 10   | -1             |
| National                       | 14                      | 12   | 12   | 0              | 16                      | 15   | 14   | -1             | 11                    | 9    | 9    | 0              |
| Difference Kent v Nat.         | 3                       | 4    | 3    | -1             | 4                       | 3    | 3    | 0              | 1                     | 2    | 1    | -1             |

| KS1 SEN Gap<br>(Non SEN - SEN) | % Achieving L2+ Reading |      |      |                | % Achieving L2+ Writing |      |      |                | % Achieving L2+ Maths |      |      |                |
|--------------------------------|-------------------------|------|------|----------------|-------------------------|------|------|----------------|-----------------------|------|------|----------------|
|                                | 2012                    | 2013 | 2014 | Diff from 2013 | 2012                    | 2013 | 2014 | Diff from 2013 | 2012                  | 2013 | 2014 | Diff from 2013 |
| Kent                           | 39                      | 33   | 36   | 3              | 47                      | 42   | 43   | 1              | 28                    | 26   | 27   | 1              |
| National                       | 40                      | 38   | 37   | -1             | 47                      | 45   | 44   | -1             | 50                    | 30   | 30   | 0              |
| Difference Kent v Nat.         | -1                      | -5   | -1   | 4              | 0                       | -3   | -1   | 2              | -22                   | -4   | -3   | 1              |

|      |  |  |  |  |  |  |  |  |  |  |  |  |
|------|--|--|--|--|--|--|--|--|--|--|--|--|
| Nat. |  |  |  |  |  |  |  |  |  |  |  |  |
|------|--|--|--|--|--|--|--|--|--|--|--|--|

| KS1 12+ Month<br>CIC Gap (DfE<br>Published) | % Achieving L2+ Reading |      |      |                      | % Achieving L2+ Writing |      |      |                      | % Achieving L2+ Maths |      |      |                      |
|---|-------------------------|------|------|----------------------|-------------------------|------|------|----------------------|-----------------------|------|------|----------------------|
|   | 2012                    | 2013 | 2014 | Diff<br>from<br>2013 | 2012                    | 2013 | 2014 | Diff<br>from<br>2013 | 2012                  | 2013 | 2014 | Diff<br>from<br>2013 |
| Kent  | 23                      | 13   | 20   | 7                    | 31                      | 23   | 30   | 7                    | 13                    | 14   | 23   | 9                    |
| National                                    | 20                      | 20   | 19   | -1                   | 26                      | 24   | 25   | 1                    | 20                    | 20   | 20   | 0                    |
| Difference Kent v<br>Nat.                   | 3                       | -7   | 1    | 8                    | 5                       | -1   | 5    | 6                    | -7                    | -6   | 3    | 9                    |

All of the above figures are based on DfE published data

| KS1 EAL Gap<br>(Non EAL - EAL) | % Achieving L2+ Reading |      |      |                      | % Achieving L2+ Writing |      |      |                      | % Achieving L2+ Maths |      |      |                      |
|--------------------------------|-------------------------|------|------|----------------------|-------------------------|------|------|----------------------|-----------------------|------|------|----------------------|
|                                | 2012                    | 2013 | 2014 | Diff<br>from<br>2013 | 2012                    | 2013 | 2014 | Diff<br>from<br>2013 | 2012                  | 2013 | 2014 | Diff<br>from<br>2013 |
| Kent                           | -6.2                    | 7.1  | 4.9  | -2.2                 | 5.3                     | 5.7  | 4.8  | -0.9                 | 4.9                   | 6.3  | 3.3  | -3.0                 |
| National                       |                         |      |      |                      |                         |      |      |                      |                       |      |      |                      |
| Difference Kent v<br>Nat.      |                         |      |      |                      |                         |      |      |                      |                       |      |      |                      |

The above table is based on provisional datasets matched to Spring/Summer School Census  
(MI Vulnerable Groups analysis)

| KS2 Gender Gap<br>(Girls-Boys) | % Achieving L4+ Reading, Writing<br>& Maths |      |      |                      |
|--------------------------------|---|------|------|----------------------|
|                                | 2012  | 2013 | 2014 | Diff<br>from<br>2013 |
| Kent                           | 7   | 6    | 7    | 1                    |
| National                       | 8   | 7    | 6    | -1                   |
| Difference Kent v<br>Nat.      | -1  | -1   | 1    | 2                    |

| KS2 FSM Gap<br>(Non FSM - FSM) | % Achieving L4+ Reading, Writing<br>& Maths |      |      |                      |
|--------------------------------|---|------|------|----------------------|
|                                | 2012  | 2013 | 2014 | Diff<br>from<br>2013 |
| Kent                           | 25.2  | 25   | 21   | -4                   |
| National                       |   | 19   | 18   | -1                   |
| Difference Kent v<br>Nat.      |   | 6    | 3    | -3                   |

| KS2 SEN Gap<br>(Non SEN - SEN) | % Achieving L4+ Reading, Writing<br>& Maths |      |      |                      |
|--------------------------------|---|------|------|----------------------|
|                                | 2012  | 2013 | 2014 | Diff<br>from<br>2013 |
| Kent                           | 54.1  | 50   | 46   | -4                   |
| National                       |   | 53   | 52   | -1                   |

|                        |  |    |    |    |
|------------------------|--|----|----|----|
| Difference Kent v Nat. |  | -3 | -6 | -3 |
|------------------------|--|----|----|----|

| KS2 12+ Month CIC Gap (DfE Published) | % Achieving L4+ Reading, Writing & Maths |      |      |                |
|---------------------------------------|--|------|------|----------------|
|                                       | 2012                                     | 2013 | 2014 | Diff from 2013 |
| Kent                                  | 37                                       | 35   | 35   | 0              |
| National                              | 33                                       | 30   | 31   | 1              |
| Difference Kent v Nat.                | 4  | 5    | 4    | -1             |

The above figures are based on DfE published data except those shown to 1 decimal place, which are from Keyphas reporting

| KS2 EAL Gap (Non EAL - EAL) | % Achieving L4+ Reading, Writing & Maths |      |      |                |
|-----------------------------|--|------|------|----------------|
|                             | 2012                                     | 2013 | 2014 | Diff from 2013 |
| Kent                        | 6.4                                      | 4.9  | 4.5  | -0.4           |
| National                    |  |      |      |                |
| Difference Kent v Nat.      |  |      |      |                |

The above table is based on provisional datasets matched to Spring/Summer School Census (MI Vulnerable Groups analysis)

| KS4 Gender Gap (Girls-Boys) | % 5+ A*-C E&M |      |                     |                | % 3 Levels of Progress in English |      |                     |                | % 3 Levels of Progress in Maths |      |                     |                |
|-----------------------------|---------------|------|---------------------|----------------|-----------------------------------|------|---------------------|----------------|---------------------------------|------|---------------------|----------------|
|                             | 2012          | 2013 | 2014 (First Result) | Diff from 2013 | 2012                              | 2013 | 2014 (First Result) | Diff from 2013 | 2012                            | 2013 | 2014 (First Result) | Diff from 2013 |
| Kent                        | 7.9           | 9.2  | 9.0                 | -0.2           | 10.8                              | 11.5 | 8.8                 | -2.7           | 3.0                             | 5.3  | 5.5                 | 0.2            |
| National                    | 9.6           | 11.0 | 10.1                | -0.9           | 13.0                              | 12.3 | 11.6                | -0.7           | 4.4                             | 4.7  | 4.7                 | 0.0            |
| Difference Kent v Nat.      | -1.7          | -1.8 | -1.1                | 0.7            | -2.2                              | -0.8 | -2.8                | -2.0           | -1.4                            | 0.6  | 0.8                 | 0.2            |

| KS4 FSM Gap (Non FSM - FSM) | % 5+ A*-C E&M |      |                     |                | % 3 Levels of Progress in English |      |                     |                | % 3 Levels of Progress in Maths |      |                     |                |
|-----------------------------|---------------|------|---------------------|----------------|-----------------------------------|------|---------------------|----------------|---------------------------------|------|---------------------|----------------|
|                             | 2012          | 2013 | 2014 (First Result) | Diff from 2013 | 2012                              | 2013 | 2014 (First Result) | Diff from 2013 | 2012                            | 2013 | 2014 (First Result) | Diff from 2013 |
| Kent                        | 33.0          | 34.5 | 34.3                | -0.2           | 25.5                              | 24.0 | 21.7                | -2.3           | 27.3                            | 28.3 | 28.6                | 0.3            |
| National                    | 26.3          | 26.7 | 27.0                | 0.3            | 18.3                              | 18.7 | 17.0                | -1.7           | 22.2                            | 22.5 | 23.0                | 0.5            |
| Difference Kent v Nat.      | 6.7           | 7.8  | 7.3                 | -0.5           | 7.2                               | 5.3  | 4.7                 | -0.6           | 5.1                             | 5.8  | 5.6                 | -0.2           |

| KS4 SEN Gap<br>(Non SEN -<br>SEN) | % 5+ A*-C E&M |      |                           |                      | % 3 Levels of Progress in<br>English |      |                           |                      | % 3 Levels of Progress in<br>Maths |      |                           |                      |
|-----------------------------------|---------------|------|---------------------------|----------------------|--------------------------------------|------|---------------------------|----------------------|------------------------------------|------|---------------------------|----------------------|
|                                   | 2012          | 2013 | 2014<br>(First<br>Result) | Diff<br>from<br>2013 | 2012                                 | 2013 | 2014<br>(First<br>Result) | Diff<br>from<br>2013 | 2012                               | 2013 | 2014<br>(First<br>Result) | Diff<br>from<br>2013 |
| Kent                              | 47.3          | 44.2 | 40.7                      | -3.5                 | 32.2                                 | 23.9 | 25.9                      | 2.0                  | 37.6                               | 35.9 | 34.8                      | -1.1                 |
| National                          | 47.1          | 47.2 | 45.2                      | -2.0                 | 30.3                                 | 31.1 | 28.4                      | -2.7                 | 36.5                               | 37.2 | 36.2                      | -1.0                 |
| Difference Kent<br>v Nat.         | 0.2           | -3.0 | -4.5                      | -1.5                 | 1.9                                  | -7.2 | -2.5                      | 4.7                  | 1.1                                | -1.3 | -1.4                      | -0.1                 |

| KS4 12+ Month<br>CIC Gap (DfE<br>Published) | % 5+ A*-C E&M |      |                           |                      |
|---|---------------|------|---------------------------|----------------------|
|   | 2012          | 2013 | 2014<br>(First<br>Result) | Diff<br>from<br>2013 |
| Kent  | 45.9          | 48.3 | 50.0                      | 1.7                  |
| National                                    | 44.5          | 43.7 | 41.4                      | -2.3                 |
| Difference Kent<br>v Nat.                   | 1.4           | 4.6  | 8.6                       | 4.0                  |

All of the above figures are based on DfE published data

| KS4 EAL Gap<br>(Non EAL -<br>EAL) | % 5+ A*-C E&M |      |      |                      | % 3 Levels of Progress in<br>English |      |                           |                      | % 3 Levels of Progress in<br>Maths |      |                           |                      |
|-----------------------------------|---------------|------|------|----------------------|--------------------------------------|------|---------------------------|----------------------|------------------------------------|------|---------------------------|----------------------|
|                                   | 2012          | 2013 | 2014 | Diff<br>from<br>2013 | 2012                                 | 2013 | 2014<br>(First<br>Result) | Diff<br>from<br>2013 | 2012                               | 2013 | 2014<br>(First<br>Result) | Diff<br>from<br>2013 |
| Kent                              | 4.9           | 2.1  | -2.6 | -4.7                 |                                      | 7.1  | 5.7                       | -1.4                 |                                    | 2.6  | -0.7                      | -3.3                 |
| National                          |               |      |      |                      |                                      |      |                           |                      |                                    |      |                           |                      |
| Difference Kent<br>v Nat.         |               |      |      |                      |                                      |      |                           |                      |                                    |      |                           |                      |

| KS4 Ethnicity<br>Gap<br>(White British -<br>Non White<br>British) | % 5+ A*-C E&M |      |      |                      | % 3 Levels of Progress in<br>English |      |                           |                      | % 3 Levels of Progress in<br>Maths |      |                           |                      |
|---|---------------|------|------|----------------------|--------------------------------------|------|---------------------------|----------------------|------------------------------------|------|---------------------------|----------------------|
|   | 2012          | 2013 | 2014 | Diff<br>from<br>2013 | 2012                                 | 2013 | 2014<br>(First<br>Result) | Diff<br>from<br>2013 | 2012                               | 2013 | 2014<br>(First<br>Result) | Diff<br>from<br>2013 |
| Kent  |               | 3.3  | 5.0  | 1.7                  |                                      | -1.1 | -0.2                      | 0.9                  |                                    | 0.7  | 2.8                       | 2.1                  |
| National  |               |      |      |                      |                                      |      |                           |                      |                                    |      |                           |                      |
| Difference Kent<br>v Nat.   |               |      |      |                      |                                      |      |                           |                      |                                    |      |                           |                      |

The above two tables are based on provisional datasets matched to Spring/Summer School Census (MI Vulnerable Groups analysis)

| KS5 Gender Gap<br>(Girls-Boys) | APS per Entry (All L3) |      |      |                | APS per Student (All L3) |      |      |                | % 2+ A*-E (All L3) EPAS |      |      |                |
|--------------------------------|------------------------|------|------|----------------|--------------------------|------|------|----------------|-------------------------|------|------|----------------|
|                                | 2012                   | 2013 | 2014 | Diff from 2013 | 2012                     | 2013 | 2014 | Diff from 2013 | 2012                    | 2013 | 2014 | Diff from 2013 |
| Kent                           | 9.8                    | 6.6  | 5.6  | -1.0           | 58.4                     | 54.9 | 52.7 | -2.2           | 1.6                     | 1.1  | 1.6  | 0.5            |
| National                       | 7.7                    | 6.8  | 6.8  | 0.0            | 39.1                     | 33.7 | 34.4 | 0.7            | 1.2                     | 1.0  | 0.7  | -0.3           |
| Difference Kent v Nat.         | 2.1                    | -0.2 | -1.2 | -1.0           | 19.3                     | 21.2 | 18.3 | -2.9           | 0.4                     | 0.1  | 0.9  | 0.8            |

| KS5 FSM Gap<br>(Non FSM - FSM) | APS per Entry (All L3) |      |      |                | APS per Student (All L3) |       |       |                | % 2+ A*-E (All L3) |      |      |                |
|--------------------------------|------------------------|------|------|----------------|--------------------------|-------|-------|----------------|--------------------|------|------|----------------|
|                                | 2012                   | 2013 | 2014 | Diff from 2013 | 2012                     | 2013  | 2014  | Diff from 2013 | 2012               | 2013 | 2014 | Diff from 2013 |
| Kent                           | 13.1                   | 13.7 | 8.4  | -5.3           | 140.8                    | 132.0 | 121.6 | -10.4          | 4.9                | 4.1  | 4.9  | 0.8            |
| National                       | 11.1                   | 9.3  | 9.1  | -0.2           | 107.4                    | 94.9  | 88.1  | -6.8           | 4.1                | 3.3  | 2.6  | -0.7           |
| Difference Kent v Nat.         | 2.0                    | 4.4  | -0.7 | -5.1           | 33.4                     | 37.1  | 33.5  | -3.6           | 0.8                | 0.8  | 2.3  | 1.5            |

| KS5 SEN Gap<br>(Non SEN - SEN) | APS per Entry (All L3) |      |      |                | APS per Student (All L3) |       |      |                | % 2+ A*-E (All L3) EPAS |      |      |                |
|--------------------------------|------------------------|------|------|----------------|--------------------------|-------|------|----------------|-------------------------|------|------|----------------|
|                                | 2012                   | 2013 | 2014 | Diff from 2013 | 2012                     | 2013  | 2014 | Diff from 2013 | 2012                    | 2013 | 2014 | Diff from 2013 |
| Kent                           | 10.3                   | 9.2  | 6.8  | -2.4           | 129.5                    | 107.0 | 99.1 | -7.9           | 5.0                     | 3.7  | 3.7  | 0.0            |
| National                       | 12.0                   | 10.7 | 8.1  | -2.6           | 114.6                    | 104.3 | 90.5 | -13.8          | 4.8                     | 4.1  | 3.3  | -0.8           |
| Difference Kent v Nat.         | -1.7                   | -1.5 | -1.3 | 0.2            | 14.9                     | 2.7   | 8.6  | 5.9            | 0.2                     | -0.4 | 0.4  | 0.8            |

All of the above figures are based on NCER datasets from EPAS reporting

| KS5 EAL Gap<br>(Non EAL - EAL) | APS per Entry (All L3) |      |      |                | APS per Student (All L3) |      |      |                | % 2+ A*-E (All L3) EPAS |      |      |                |
|--------------------------------|------------------------|------|------|----------------|--------------------------|------|------|----------------|-------------------------|------|------|----------------|
|                                | 2012                   | 2013 | 2014 | Diff from 2013 | 2012                     | 2013 | 2014 | Diff from 2013 | 2012                    | 2013 | 2014 | Diff from 2013 |
| Kent                           | 3.8                    | 2.4  | 5.4  | 3.0            | -10.2                    | -2.2 | 6.0  | 8.2            | 1.1                     | 2.8  | 2.1  | -0.7           |
| National                       |                        |      |      |                |                          |      |      |                |                         |      |      |                |
| Difference Kent v Nat.         |                        |      |      |                |                          |      |      |                |                         |      |      |                |

| KS5 Ethnicity Gap<br>(White British - Non White British) | APS per Entry (All L3) |      |      |                | APS per Student (All L3) |       |       |                | % 2+ A*-E (All L3) EPAS |      |      |                |
|--|------------------------|------|------|----------------|--------------------------|-------|-------|----------------|-------------------------|------|------|----------------|
|  | 2012                   | 2013 | 2014 | Diff from 2013 | 2012                     | 2013  | 2014  | Diff from 2013 | 2012                    | 2013 | 2014 | Diff from 2013 |
| Kent   |                        | -0.4 | 1.1  | 1.5            |                          | -40.2 | -39.1 | 1.1            |                         | 0.0  | 0.1  | 0.1            |
| National   |                        |      |      |                |                          |       |       |                |                         |      |      |                |
| Difference Kent v Nat.                                   |                        |      |      |                |                          |       |       |                |                         |      |      |                |

The above two tables are based on provisional datasets matched to Spring/Summer School Census (MI Vulnerable Groups analysis)

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

To: **Education and Young People's Services Cabinet Committee – 18 September 2015**

Subject: **Education and Young People's Services Directorate Scorecard**

Pathway: To each Cabinet Committee meeting

**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 revised and expanded Education and Young People's Services performance scorecard which has been designed to reflect the expanded scope of the work of the Directorate, including Early Help.

## **1. Introduction**

- 1.1 Each Cabinet Committee receives a performance management scorecard. This 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 the service business plans for the Education and Young People's Services Directorate.

## **2. Education and 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, with the addition of the new Early Help and Preventative Services.
- 2.2 The Management Information unit has been liaising with Heads of Service to develop service scorecards further, which are more detailed than the summary level directorate scorecard. In addition to the directorate scorecard there is also now an Early Help and Preventative Services monthly scorecard, and a quarterly scorecard for School Improvement and Skills and Employability services. Monthly scorecards for Early Years and 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 revised and expanded directorate scorecard is published quarterly.
- 2.6 The formation of a new integrated Information and Intelligence Service has led 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 15 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) improved in 2015 by 4 percentage points, with 73% of children achieving a good level of development compared to 69% in 2014. Early Local Authorities data, which is indicative of national data, shows Kent is above the England average figure of 66%. The free school meal achievement gap for 2015 is currently being calculated and will be reported in the next quarter.
- 3.5 At Key Stage 2 the combined achievement at Level 4+ in Reading, Writing and Maths increased to 80%, a 1 percentage point rise on the previous year. This was in line with Early Local Authorities data, which is indicative of national average. The achievement gap between FSM eligible children and their peers is currently being calculated and will be reported in the next quarter.
- 3.6 In 2014 two major reforms were implemented which affected the calculation of the Key Stage 4 GCSE measures. The Wolf reforms restricted the vocational qualifications counted and the weightings applied to them, 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 including English and maths declined slightly. Due to this change in methodology a direct comparison between the outturns for 2014 to that of previous years is not possible. However, in 2014 the outturn for Kent was 58.0% which is well above the national figure of 53.4%. The unvalidated Kent GCSE data for 2015 will be available in late August and national data will be released in October.
- 3.7 The percentage of schools judged to be good or outstanding continues to increase and was 82.4% in July 2015 with 458 schools judged to be good or outstanding. This is in line with our target and with the national average. This figure includes 82% of Primary schools, 83% of Secondary schools, 87% of Special schools and 90% of Pupil Referral Units. The number of schools in an Ofsted category continues to fall and currently there are 12 schools with an inadequate judgement from Ofsted. The number of adequate schools has more than halved this academic year, from 29 in September 2014. This is being addressed by supporting schools to improve through an intensive programme of advice and monitoring, working to a Local Authority Statement of Action, with reviews of progress against the improvement plan completed every six weeks.
- 3.8 The number of pupils being placed in independent or out-of-county special schools has increased to 655 and remains higher than the target of 460. A new SEND

Strategy was launched last year and the planned increase in SEN places in Kent schools will support improvement in this area.

- 3.9 Education Health and care Plans have replaced the previous Statements of SEN and should be completed within 20 weeks from receipt of a formal request for an statutory needs assessment. The percentage for this quarter (June 2015) based on the total number of EHCPs is 78%, where 123 plans out of 157 were issued within 20 weeks. Progress has been less than expected because of the demands of converting existing 6500 SEN Statements to EHCPs, for which only 16 weeks is given. However, Government Ministers have recognised this is a significant pressure nationally and the conversion timescale is being amended to 20 weeks.
- 3.10 The percentage of 16 – 18 year old not in education, employment or training (NEET) increased in June 2015 to 6.1% compared to 5.7% in March 2015. There are natural fluctuations in the NEET cohort throughout the year with the number of NEETS rising over the summer months due to school and college leavers. The latest national statistics report the annual NEET rate for Kent as 4.7%. This is in line with the national average and places Kent in the 3<sup>rd</sup> quintile nationally. The percentage of 16-18 year olds who are NEET has decreased year-on-year over the last three years when comparing the January snapshot data (from 6.6% in January 2012). The Skills and Employability Service has been coordinating the cross-directorate NEET strategy and it is anticipated that this will have a significant impact on reducing Not Knowns and NEETs, particularly within vulnerable groups.
- 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 support groups of Primary schools with high exclusion rates to improve approaches 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 17 pupils although at 56 is fewer 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 broadly stayed the same since last quarter at 65.2% (based on a rolling 12 month average). This is 4.8 percentage points below the target of 70%
- 3.13 The rate of re-offending by children and young people has increased slightly (based on a 12 month cohort) to a rate of 37.0. This equates to 543 individuals. The number of re-offenders continues to fall. The re-offending rate of young people for England and Wales is 37.4, broadly in line with that of Kent.
- 3.14 The rate of Early Help notifications received per 10,000 of the 0 – 18 population has decreased from 35.4 to 21.7. This reflects the move to ensure that referrals relating to attendance are addressed directly by the Inclusion and Attendance Service within Early Help. The percentage of Early Help cases closed with positive outcomes has improved from 68.8% to 73.7%. However the percentage of plans in place within 4 weeks of notification has fallen slightly from 58.7% to 52.2%. Work is taking place to continue to integrate the links between the Early Help Triage process, where notifications are assessed, and the referral process into Children's Social Care through the Central Referral Unit. These processes have been brought together and staff are now co-located from June this year.

#### **4. Recommendations**

The Education and Young People's Services Cabinet Committee is asked to review and comment on the revised and expanded Education and Young People's Services performance scorecard which has been designed to reflect the expanded scope of the work of the Directorate, including Early Help.

#### **Background Documents**

EYPS Directorate Scorecard – April 2015 release (March 2015 data)

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Education & Young People's Services Performance Management

# Education & Young People's Services Directorate Scorecard

July 2015 Release (June 2015 Data)

Produced by: Management Information, KCC

Publication Date: 31st July 2015

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Guidance Notes

POLARITY




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

RAG (Red/Amber/Green) ratings


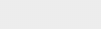
- GREEN** Green indicates that the 2013-14 outturn performance has met or exceeded the 2013-14 target
- AMBER** Amber indicates that the 2013-14 outturn performance has not met the 2013-14 target but is within acceptable limits\*
- RED** Red indicates that the 2013-14 outturn performance has not met 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

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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

## Directorate Scorecard - Kent

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | Kent Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|----------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 73            | ↑   | 69                         | 73             | 69                   | 68             | GREEN |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 12            | ↑   | 18                         | 11             | 12                   | 18             | GREEN |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 55.9          | ↓   | 56.0                       | 83             | 78                   | 79             | AMBER |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 88.9          | ↓   | 90.4                       | 92             | 89.2                 | 88.0           | GREEN |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 80            | ↑   | 79                         | 83             | 79                   | 76             | GREEN |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 58.0          | ↓   | 63.1                       | 59             | 58.0                 | 66.0           | RED   |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 21            | ↑   | 25                         | 14             | 17.8                 | 21.0           | GREEN |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 34.3          | ↑   | 34.5                       | 29             | 34.3                 | 29.7           | RED   |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 14            | ↑   | 22                         | 12             | 28                   | 14             | RED   |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 82.2          | ↑   | 78.5                       | 82             | 74.6                 | 74.0           | GREEN |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         | 2.8           | ↔   | 2.8                        | 2.7            | 2.8                  | 2.8            | GREEN |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         | 78            | ↓   | 87                         | 92             |                      |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 655           | ↓   | 628                        | 460            | 599                  | 460            | RED   |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         | 86.4          | ↑   | 85.1                       | 86             | 86.4                 | 87.0           | AMBER |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         | 84.2          | ↑   | 82.8                       | 85             | 84.2                 | 84.0           | GREEN |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 5.2           |     | 7.0                        | 4              | 5.2                  | 7.0            |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 9.9           |     | 8.7                        | 10             | 9.9                  | 10.7           |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 82.7          | ↓   | 84.9                       | 86             | 82.7                 | 83             | AMBER |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 24.1          | ↓   | 23.8                       | 16             | 24.1                 | 18             | RED   |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 56.7          | ↑   | 55.9                       | 58             | 56.7                 | 55             | GREEN |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 33.1          | ↑   | 33.9                       | 23             | 33.1                 | 27             | RED   |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 6.1           | ↓   | 5.7                        | 4.0            | 5.9                  | 5              | AMBER |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 2.3           | ↑   | 3.1                        | 1.5            | 2.3                  | 2.0            | AMBER |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 6.2           | ↑   | 6.7                        | 5.0            | 6.2                  | 6.0            | AMBER |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 44            | ↓   | 39                         | 11             | 26                   | 24             | AMBER |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 56            | ↑   | 59                         | 39             | 61                   | 76             | GREEN |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         | 72            |     |                            | 75             | 72                   |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 65.2          | ↑   | 65.0                       | 70             | 64.6                 | 56.5           | GREEN |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         | 37.0          | ↓   | 35.5                       | 30             | 32.2                 | 31.0           | AMBER |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 21.7          |     | 35.4                       |                |                      |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 73.7          | ↑   | 68.8                       |                |                      |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         | 26            | ↑   | 22                         |                |                      |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 52.2          | ↓   | 58.7                       |                |                      |                |       |



## Directorate Scorecard - Ashford

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | District Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|--------------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 73.2          | ↑   | 66.0                       | 73             | 66.0                     | 68.0           | AMBER |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 13.5          | ↑   | 24.3                       | 11             | 13.5                     | 17.5           | GREEN |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 59.5          | ↓   | 61.8                       | 83             |                          |                |       |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 87.3          | ↓   | 90.6                       | 92             | 92.9                     | 88.0           | GREEN |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 77.8          | ↑   | 77.0                       | 83             | 77.0                     | 76.0           | GREEN |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 54.7          | ↓   | 59.2                       | 59             | 54.7                     | 66.0           | RED   |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 17.9          | ↑   | 22.3                       | 14             | 17.9                     | 21.0           | GREEN |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 28.9          | ↑   | 30.3                       | 29             | 28.9                     | 29.7           | GREEN |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 0             | ↑   | 2                          |                | 3                        |                |       |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 89.6          | ↑   | 85.4                       | 82             | 78.0                     | 74.0           | GREEN |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         |               |     |                            | 2.7            |                          |                |       |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         |               |     |                            |                |                          |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 40            | ↑   | 42                         |                | 37                       |                |       |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         |               |     |                            | 86             |                          |                |       |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         |               |     |                            | 85             |                          |                |       |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 3.5           |     | 3.9                        | 4              | 3.5                      |                |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 7.5           |     | 5.8                        | 10             | 7.5                      |                |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 81.2          | ↓   | 83.2                       | 86             | 81.2                     | 83.0           | AMBER |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 33.8          | ↓   | 23.2                       | 16             | 33.8                     | 18.0           | RED   |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 53.0          | ↑   | 51.2                       | 58             | 53.0                     | 55.0           | AMBER |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 30.1          | ↑   | 37.9                       | 23             | 30.1                     | 27.0           | RED   |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 5.8           | ↓   | 5.6                        | 4.0            | 5.3                      | 5              | AMBER |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 1.7           | ↑   | 2.9                        | 1.5            | 1.7                      | 2.0            | GREEN |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 6.0           | ↑   | 6.9                        | 5.0            | 6.0                      | 6.0            | GREEN |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 0             | ↔   | 0                          |                | 0                        |                |       |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 0             | ↔   | 0                          |                | 0                        |                |       |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         |               |     |                            | 75             |                          |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 67.1          | ↓   | 69.7                       | 70             | 80.8                     | 56.5           | GREEN |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         |               |     |                            |                |                          |                |       |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 21.7          |     | 40.4                       |                |                          |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 76.8          | ↑   | 68.4                       |                |                          |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         |               |     |                            |                |                          |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 50.0          | ↓   | 60.6                       |                |                          |                |       |

## Directorate Scorecard - Canterbury

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | District Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|--------------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 73.6          | ↑   | 69.2                       | 73             | 69.2                     | 68.0           | GREEN |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 13.5          | ↑   | 21.1                       | 11             | 13.5                     | 17.5           | GREEN |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 59.1          | ↓   | 60.6                       | 83             |                          |                |       |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 90.8          | ↓   | 93.7                       | 92             | 93.0                     | 88.0           | GREEN |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 81.8          | ↑   | 80.6                       | 83             | 80.6                     | 76.0           | GREEN |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 57.1          | ↓   | 59.0                       | 59             | 57.1                     | 66.0           | RED   |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 17.3          | ↑   | 25.0                       | 14             | 17.3                     | 21.0           | GREEN |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 33.2          | ↑   | 40.0                       | 29             | 33.2                     | 29.7           | RED   |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 2             | ↔   | 2                          |                | 2                        |                |       |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 74.5          | ↑   | 69.6                       | 82             | 70.8                     | 74.0           | RED   |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         |               |     |                            | 2.7            |                          |                |       |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         |               |     |                            |                |                          |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 59            | ↔   | 59                         |                | 57                       |                |       |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         |               |     |                            | 86             |                          |                |       |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         |               |     |                            | 85             |                          |                |       |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 6.3           |     | 10.7                       | 4              | 6.3                      |                |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 8.4           |     | 10.7                       | 10             | 8.4                      |                |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 83.7          | ↓   | 84.2                       | 86             | 83.7                     | 83.0           | GREEN |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 23.3          | ↑   | 24.0                       | 16             | 23.3                     | 18.0           | RED   |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 59.0          | ↑   | 56.0                       | 58             | 59.0                     | 55.0           | GREEN |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 34.7          | ↑   | 36.3                       | 23             | 34.7                     | 27.0           | RED   |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 6.3           | ↓   | 5.7                        | 4.0            | 4.7                      | 5              | GREEN |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 2.6           | ↑   | 3.3                        | 1.5            | 2.6                      | 2.0            | RED   |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 6.7           | ↑   | 7.2                        | 5.0            | 6.7                      | 6.0            | AMBER |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 3             | ↓   | 1                          |                | 3                        |                |       |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 0             | ↔   | 0                          |                | 1                        |                |       |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         |               |     |                            | 75             |                          |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 75.0          | ↓   | 76.7                       | 70             | 73.5                     | 56.5           | GREEN |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         |               |     |                            |                |                          |                |       |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 29.8          |     | 43.6                       |                |                          |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 76.5          | ↓   | 80.4                       |                |                          |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         |               |     |                            |                |                          |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 70.6          | ↑   | 61.3                       |                |                          |                |       |

## Directorate Scorecard - Dartford

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | District Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|--------------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 72.5          | ↑   | 68.1                       | 73             | 68.1                     | 68.0           | GREEN |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 6.4           | ↑   | 11.6                       | 11             | 6.4                      | 17.5           | GREEN |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 53.4          | ↑   | 49.3                       | 83             |                          |                |       |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 85.7          | ↓   | 89.8                       | 92             | 91.3                     | 88.0           | GREEN |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 82.0          | ↑   | 80.0                       | 83             | 80.0                     | 76.0           | GREEN |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 71.6          | ↓   | 73.7                       | 59             | 71.6                     | 66.0           | GREEN |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 14.7          | ↑   | 18.1                       | 14             | 14.7                     | 21.0           | GREEN |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 31.4          | ↑   | 33.0                       | 29             | 31.4                     | 29.7           | AMBER |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 0             | ↑   | 1                          |                | 1                        |                |       |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 85.7          | ↑   | 80.0                       | 82             | 75.0                     | 74.0           | GREEN |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         |               |     |                            | 2.7            |                          |                |       |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         |               |     |                            |                |                          |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 48            | ↓   | 40                         |                | 39                       |                |       |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         |               |     |                            | 86             |                          |                |       |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         |               |     |                            | 85             |                          |                |       |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 2.7           |     | 4.4                        | 4              | 2.7                      |                |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 4.4           |     | 1.8                        | 10             | 4.4                      |                |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 92.4          | ↑   | 90.5                       | 86             | 92.4                     | 83.0           | GREEN |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 31.3          | ↓   | 14.0                       | 16             | 31.3                     | 18.0           | RED   |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 67.4          | ↑   | 60.1                       | 58             | 67.4                     | 55.0           | GREEN |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 38.6          | ↓   | 36.7                       | 23             | 38.6                     | 27.0           | RED   |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 5.0           | ↑   | 5.3                        | 4.0            | 5.2                      | 5              | AMBER |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 3.3           | ↑   | 4.5                        | 1.5            | 3.3                      | 2.0            | RED   |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 3.9           | ↑   | 4.9                        | 5.0            | 3.9                      | 6.0            | GREEN |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 3             | ↓   | 1                          |                | 0                        |                |       |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 9             | ↓   | 8                          |                | 5                        |                |       |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         |               |     |                            | 75             |                          |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 69.3          | ↑   | 67.6                       | 70             | 50.7                     | 56.5           | RED   |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         |               |     |                            |                |                          |                |       |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 10.6          |     | 27.7                       |                |                          |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 85.7          | ↑   | 59.1                       |                |                          |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         |               |     |                            |                |                          |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 0.0           | ↓   | 66.7                       |                |                          |                |       |

## Directorate Scorecard - Dover

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | District Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|--------------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 73.9          | ↑   | 69.7                       | 73             | 69.7                     | 68.0           | GREEN |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 5.9           | ↑   | 7.3                        | 11             | 5.9                      | 17.5           | GREEN |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 62.9          | ↓   | 63.1                       | 83             |                          |                |       |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 90.0          | ↓   | 90.2                       | 92             | 86.5                     | 88.0           | AMBER |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 81.1          | ↔   | 81.1                       | 83             | 81.1                     | 76.0           | GREEN |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 54.7          | ↓   | 54.8                       | 59             | 54.7                     | 66.0           | RED   |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 18.2          | ↓   | 14.7                       | 14             | 18.2                     | 21.0           | GREEN |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 28.4          | ↑   | 32.4                       | 29             | 28.4                     | 29.7           | GREEN |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 1             | ↔   | 1                          |                | 3                        |                |       |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 88.0          | ↔   | 88.0                       | 82             | 82.4                     | 74.0           | GREEN |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         |               |     |                            | 2.7            |                          |                |       |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         |               |     |                            |                |                          |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 44            | ↓   | 42                         |                | 40                       |                |       |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         |               |     |                            | 86             |                          |                |       |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         |               |     |                            | 85             |                          |                |       |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 9.8           |     | 13.8                       | 4              | 9.8                      |                |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 10.6          |     | 11.9                       | 10             | 10.6                     |                |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 82.5          | ↓   | 83.0                       | 86             | 82.5                     | 83.0           | AMBER |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 18.5          | ↑   | 23.2                       | 16             | 18.5                     | 18.0           | AMBER |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 54.3          | ↑   | 51.8                       | 58             | 54.3                     | 55.0           | AMBER |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 28.8          | ↓   | 28.3                       | 23             | 28.8                     | 27.0           | AMBER |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 6.0           | ↓   | 5.7                        | 4.0            | 6.4                      | 5.0            | AMBER |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 2.1           | ↑   | 3.2                        | 1.5            | 2.1                      | 2.0            | AMBER |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 6.6           | ↑   | 6.7                        | 5.0            | 6.6                      | 6.0            | AMBER |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 6             | ↓   | 5                          |                | 0                        |                |       |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 0             | ↑   | 1                          |                | 8                        |                |       |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         |               |     |                            | 75             |                          |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 64.7          | ↑   | 61.4                       | 70             | 54.0                     | 56.5           | AMBER |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         |               |     |                            |                |                          |                |       |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 31.2          |     | 46.0                       |                |                          |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 73.2          | ↓   | 81.5                       |                |                          |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         |               |     |                            |                |                          |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 50.0          | ↓   | 81.0                       |                |                          |                |       |

## Directorate Scorecard - Gravesham

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | District Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|--------------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 63.9          | ↓   | 64.7                       | 73             | 64.7                     | 68.0           | RED   |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 7.1           | ↑   | 20.7                       | 11             | 7.1                      | 17.5           | GREEN |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 31.0          | ↓   | 32.6                       | 83             |                          |                |       |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 92.9          | ↓   | 96.4                       | 92             | 96.4                     | 88.0           | GREEN |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 74.9          | ↓   | 75.3                       | 83             | 75.3                     | 76.0           | AMBER |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 65.0          | ↓   | 66.0                       | 59             | 65.0                     | 66.0           | AMBER |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 21.5          | ↓   | 21.4                       | 14             | 21.5                     | 21.0           | AMBER |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 31.7          | ↑   | 40.1                       | 29             | 31.7                     | 29.7           | AMBER |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 3             | ↓   | 2                          |                | 2                        |                |       |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 72.7          | ↓   | 74.2                       | 82             | 68.8                     | 74.0           | RED   |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         |               |     |                            | 2.7            |                          |                |       |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         |               |     |                            |                |                          |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 40            | ↓   | 36                         |                | 34                       |                |       |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         |               |     |                            | 86             |                          |                |       |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         |               |     |                            | 85             |                          |                |       |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 2.3           |     | 3.5                        | 4              | 2.3                      |                |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 8.7           |     | 6.2                        | 10             | 8.7                      |                |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 83.0          | ↓   | 85.2                       | 86             | 83.0                     | 83.0           | GREEN |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 18.4          | ↑   | 20.6                       | 16             | 18.4                     | 18.0           | AMBER |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 58.6          | ↑   | 55.7                       | 58             | 58.6                     | 55.0           | GREEN |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 31.8          | ↑   | 33.9                       | 23             | 31.8                     | 27.0           | RED   |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 7.0           | ↓   | 6.0                        | 4.0            | 5.4                      | 5              | AMBER |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 2.7           | ↑   | 4.5                        | 1.5            | 2.7                      | 2.0            | RED   |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 6.0           | ↓   | 5.5                        | 5.0            | 6.0                      | 6.0            | GREEN |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 1             | ↔   | 1                          |                | 0                        |                |       |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 10            | ↓   | 9                          |                | 4                        |                |       |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         |               |     |                            | 75             |                          |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 53.8          | ↓   | 55.2                       | 70             | 54.4                     | 56.5           | AMBER |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         |               |     |                            |                |                          |                |       |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 18.2          |     | 32.0                       |                |                          |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 79.1          | ↑   | 51.7                       |                |                          |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         |               |     |                            |                |                          |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 26.7          | ↓   | 64.7                       |                |                          |                |       |

## Directorate Scorecard - Maidstone

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | District Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|--------------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 75.8          | ↑   | 70.5                       | 73             | 70.5                     | 68.0           | GREEN |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 15.6          | ↑   | 24.8                       | 11             | 15.6                     | 17.5           | GREEN |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 52.3          | ↑   | 49.7                       | 83             |                          |                |       |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 90.1          | ↑   | 89.0                       | 92             | 86.6                     | 88.0           | AMBER |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 80.9          | ↑   | 76.4                       | 83             | 76.4                     | 76.0           | GREEN |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 64.7          | ↓   | 70.7                       | 59             | 64.7                     | 66.0           | AMBER |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 22.2          | ↑   | 26.2                       | 14             | 22.2                     | 21.0           | AMBER |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 37.1          | ↓   | 31.1                       | 29             | 37.1                     | 29.7           | RED   |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 2             | ↑   | 4                          |                | 5                        |                |       |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 77.6          | ↑   | 72.4                       | 82             | 61.9                     | 74.0           | RED   |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         |               |     |                            | 2.7            |                          |                |       |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         |               |     |                            |                |                          |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 62            | ↓   | 54                         |                | 51                       |                |       |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         |               |     |                            | 86             |                          |                |       |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         |               |     |                            | 85             |                          |                |       |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 5.7           |     | 7.3                        | 4              | 5.7                      |                |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 11.4          |     | 10.4                       | 10             | 11.4                     |                |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 87.2          | ↓   | 89.9                       | 86             | 87.2                     | 83.0           | GREEN |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 20.6          | ↓   | 19.4                       | 16             | 20.6                     | 18.0           | AMBER |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 63.7          | ↓   | 65.9                       | 58             | 63.7                     | 55.0           | GREEN |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 34.9          | ↑   | 36.5                       | 23             | 34.9                     | 27.0           | RED   |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 5.7           | ↓   | 5.1                        | 4.0            | 4.8                      | 5              | GREEN |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 2.1           | ↑   | 2.8                        | 1.5            | 2.1                      | 2.0            | AMBER |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 5.0           | ↑   | 6.3                        | 5.0            | 5.0                      | 6.0            | GREEN |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 2             | ↔   | 2                          |                | 0                        |                |       |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 15            | ↑   | 16                         |                | 14                       |                |       |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         |               |     |                            | 75             |                          |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 73.0          | ↑   | 69.9                       | 70             | 61.4                     | 56.5           | GREEN |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         |               |     |                            |                |                          |                |       |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 19.8          |     | 28.9                       |                |                          |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 70.5          | ↑   | 70.0                       |                |                          |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         |               |     |                            |                |                          |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 48.0          | ↑   | 35.7                       |                |                          |                |       |



## Directorate Scorecard - Sevenoaks

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | District Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|--------------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 76.7          | ↑   | 73.1                       | 73             | 73.1                     | 68.0           | GREEN |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 18.7          | ↓   | 15.8                       | 11             | 18.7                     | 17.5           | AMBER |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 47.8          | ↑   | 46.8                       | 83             |                          |                |       |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 88.0          | ↑   | 86.7                       | 92             | 88.0                     | 88.0           | GREEN |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 85.5          | ↑   | 82.4                       | 83             | 82.4                     | 76.0           | GREEN |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 41.0          | ↑   | 38.9                       | 59             | 41.0                     | 66.0           | RED   |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 22.4          | ↑   | 26.0                       | 14             | 22.4                     | 21.0           | AMBER |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 20.4          | ↓   | 11.5                       | 29             | 20.4                     | 29.7           | GREEN |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 0             | ↑   | 1                          |                | 1                        |                |       |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 83.3          | ↑   | 80.9                       | 82             | 73.9                     | 74.0           | AMBER |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         |               |     |                            | 2.7            |                          |                |       |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         |               |     |                            |                |                          |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 69            | ↓   | 62                         |                | 58                       |                |       |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         |               |     |                            | 86             |                          |                |       |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         |               |     |                            | 85             |                          |                |       |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 8.0           |     | 8.4                        | 4              | 8.0                      |                |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 27.4          |     | 23.6                       | 10             | 27.4                     |                |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 69.7          | ↑   | 67.8                       | 86             | 69.7                     | 83.0           | RED   |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 43.5          | ↑   | 47.2                       | 16             | 43.5                     | 18.0           | RED   |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 37.7          | ↑   | 35.6                       | 58             | 37.7                     | 55.0           | RED   |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 22.3          | ↑   | 32.9                       | 23             | 22.3                     | 27.0           | GREEN |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 4.3           | ↓   | 4.0                        | 4.0            | 3.3                      | 5              | GREEN |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 1.9           | ↑   | 2.7                        | 1.5            | 1.9                      | 2.0            | GREEN |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 6.7           | ↑   | 8.0                        | 5.0            | 6.7                      | 6.0            | AMBER |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 3             | ↔   | 3                          |                | 0                        |                |       |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 6             | ↓   | 5                          |                | 2                        |                |       |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         |               |     |                            | 75             |                          |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 70.7          | ↑   | 68.1                       | 70             | 66.7                     | 56.5           | GREEN |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         |               |     |                            |                |                          |                |       |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 13.6          |     | 21.6                       |                |                          |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 63.3          | ↓   | 80.0                       |                |                          |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         |               |     |                            |                |                          |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 100.0         | ↑   | 30.0                       |                |                          |                |       |

## Directorate Scorecard - Shepway

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | District Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|--------------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 70.4          | ↑   | 67.9                       | 73             | 67.9                     | 68.0           | AMBER |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 9.2           | ↑   | 16.9                       | 11             | 9.2                      | 17.5           | GREEN |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 68.3          | ↑   | 67.2                       | 83             |                          |                |       |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 80.4          | ↓   | 86.7                       | 92             | 84.6                     | 88.0           | RED   |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 79.7          | ↑   | 78.8                       | 83             | 78.8                     | 76.0           | GREEN |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 50.7          | ↓   | 58.4                       | 59             | 50.7                     | 66.0           | RED   |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 14.1          | ↑   | 25.6                       | 14             | 14.1                     | 21.0           | GREEN |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 29.3          | ↓   | 26.3                       | 29             | 29.3                     | 29.7           | GREEN |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 1             | ↑   | 2                          |                | 3                        |                |       |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 78.0          | ↑   | 73.2                       | 82             | 73.8                     | 74.0           | AMBER |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         |               |     |                            | 2.7            |                          |                |       |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         |               |     |                            |                |                          |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 20            | ↑   | 22                         |                | 30                       |                |       |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         |               |     |                            | 86             |                          |                |       |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         |               |     |                            | 85             |                          |                |       |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 6.8           |     | 7.8                        | 4              | 6.8                      |                |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 17.0          |     | 14.0                       | 10             | 17.0                     |                |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 83.4          | ↓   | 86.3                       | 86             | 83.4                     | 83.0           | GREEN |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 16.5          | ↔   | 16.5                       | 16             | 16.5                     | 18.0           | GREEN |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 49.6          | ↑   | 48.2                       | 58             | 49.6                     | 55.0           | RED   |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 21.9          | ↑   | 31.6                       | 23             | 21.9                     | 27.0           | GREEN |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 6.8           | ↑   | 6.9                        | 4.0            | 6.1                      | 5.0            | AMBER |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 2.4           | ↑   | 3.2                        | 1.5            | 2.4                      | 2.0            | AMBER |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 7.3           | ↑   | 8.0                        | 5.0            | 7.3                      | 6.0            | RED   |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 5             | ↓   | 4                          |                | 3                        |                |       |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 4             | ↑   | 5                          |                | 4                        |                |       |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         |               |     |                            | 75             |                          |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 67.8          | ↓   | 70.3                       | 70             | 59.3                     | 56.5           | GREEN |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         |               |     |                            |                |                          |                |       |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 31.1          |     | 35.1                       |                |                          |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 74.6          | ↑   | 61.5                       |                |                          |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         |               |     |                            |                |                          |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 86.4          | ↑   | 41.2                       |                |                          |                |       |



## Directorate Scorecard - Swale

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | District Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|--------------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 72.0          | ↑   | 67.5                       | 73             | 67.5                     | 68.0           | AMBER |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 9.4           | ↑   | 19.8                       | 11             | 9.4                      | 17.5           | GREEN |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 55.0          | ↓   | 57.4                       | 83             |                          |                |       |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 86.2          | ↓   | 86.4                       | 92             | 84.7                     | 88.0           | RED   |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 79.3          | ↑   | 76.3                       | 83             | 76.3                     | 76.0           | GREEN |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 47.3          | ↓   | 59.2                       | 59             | 47.3                     | 66.0           | RED   |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 14.6          | ↑   | 21.4                       | 14             | 14.6                     | 21.0           | GREEN |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 35.7          | ↓   | 34.7                       | 29             | 35.7                     | 29.7           | RED   |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 2             | ↑   | 3                          |                | 3                        |                |       |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 85.7          | ↑   | 75.0                       | 82             | 76.4                     | 74.0           | GREEN |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         |               |     |                            | 2.7            |                          |                |       |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         |               |     |                            |                |                          |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 79            | ↓   | 77                         |                | 66                       |                |       |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         |               |     |                            | 86             |                          |                |       |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         |               |     |                            | 85             |                          |                |       |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 3.0           |     | 5.0                        | 4              | 3.0                      |                |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 6.7           |     | 4.4                        | 10             | 6.7                      |                |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 82.4          | ↓   | 82.8                       | 86             | 82.4                     | 83.0           | AMBER |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 23.1          | ↑   | 23.9                       | 16             | 23.1                     | 18.0           | RED   |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 49.3          | ↓   | 52.4                       | 58             | 49.3                     | 55.0           | RED   |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 28.3          | ↓   | 24.8                       | 23             | 28.3                     | 27.0           | AMBER |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 7.8           | ↓   | 7.3                        | 4.0            | 6.6                      | 5              | AMBER |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 2.2           | ↑   | 3.5                        | 1.5            | 2.2                      | 2.0            | AMBER |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 9.1           | ↓   | 8.2                        | 5.0            | 9.1                      | 6.0            | RED   |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 5             | ↔   | 5                          |                | 4                        |                |       |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 0             | ↔   | 0                          |                | 11                       |                |       |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         |               |     |                            | 75             |                          |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 62.1          | ↑   | 56.5                       | 70             | 60.6                     | 56.5           | GREEN |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         |               |     |                            |                |                          |                |       |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 20.4          |     | 41.4                       |                |                          |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 75.4          | ↑   | 69.2                       |                |                          |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         |               |     |                            |                |                          |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 40.9          | ↓   | 56.1                       |                |                          |                |       |

## Directorate Scorecard - Thanet

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | District Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|--------------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 71.1          | ↑   | 60.0                       | 73             | 60.0                     | 68.0           | RED   |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 11.2          | ↑   | 13.2                       | 11             | 11.2                     | 17.5           | GREEN |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 63.4          | ↑   | 62.0                       | 83             |                          |                |       |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 90.2          | ↔   | 90.2                       | 92             | 83.3                     | 88.0           | RED   |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 77.9          | ↑   | 76.2                       | 83             | 76.2                     | 76.0           | GREEN |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 45.0          | ↓   | 57.0                       | 59             | 45.0                     | 66.0           | RED   |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 16.4          | ↑   | 22.8                       | 14             | 16.4                     | 21.0           | GREEN |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 28.9          | ↓   | 23.3                       | 29             | 28.9                     | 29.7           | GREEN |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 2             | ↔   | 2                          |                | 2                        |                |       |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 76.2          | ↑   | 73.8                       | 82             | 76.7                     | 74.0           | GREEN |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         |               |     |                            | 2.7            |                          |                |       |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         |               |     |                            |                |                          |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 74            | ↓   | 70                         |                | 63                       |                |       |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         |               |     |                            | 86             |                          |                |       |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         |               |     |                            | 85             |                          |                |       |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 2.5           |     | 3.7                        | 4              | 2.5                      |                |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 7.7           |     | 6.4                        | 10             | 7.7                      |                |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 68.8          | ↓   | 81.5                       | 86             | 68.8                     | 83.0           | RED   |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 17.9          | ↑   | 20.4                       | 16             | 17.9                     | 18.0           | GREEN |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 43.9          | ↓   | 48.6                       | 58             | 43.9                     | 55.0           | RED   |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 26.9          | ↓   | 20.6                       | 23             | 26.9                     | 27.0           | GREEN |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 7.6           | ↓   | 6.8                        | 4.0            | 7.4                      | 5              | RED   |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 2.2           | ↑   | 3.3                        | 1.5            | 2.2                      | 2.0            | AMBER |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 6.1           | ↑   | 6.7                        | 5.0            | 6.1                      | 6.0            | AMBER |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 10            | ↑   | 12                         |                | 12                       |                |       |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 0             | ↑   | 2                          |                | 3                        |                |       |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         |               |     |                            | 75             |                          |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 64.6          | ↓   | 66.1                       | 70             | 60.9                     | 56.5           | GREEN |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         |               |     |                            |                |                          |                |       |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 33.6          |     | 53.1                       |                |                          |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 64.0          | ↓   | 73.8                       |                |                          |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         |               |     |                            |                |                          |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 50.0          | ↓   | 58.8                       |                |                          |                |       |

# Education & Young People's Services Performance Management

## Directorate Scorecard - Tonbridge and Malling

July 2015

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | District Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|--------------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 75.7          | ↑   | 73.7                       | 73             | 73.7                     | 68.0           | GREEN |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 13.6          | ↑   | 21.7                       | 11             | 13.6                     | 17.5           | GREEN |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 53.9          | ↓   | 56.4                       | 83             |                          |                |       |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 93.3          | ↔   | 93.3                       | 92             | 94.0                     | 88.0           | GREEN |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 82.5          | ↓   | 83.8                       | 83             | 83.8                     | 76.0           | GREEN |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 60.4          | ↓   | 67.6                       | 59             | 60.4                     | 66.0           | RED   |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 15.6          | ↑   | 23.2                       | 14             | 15.6                     | 21.0           | GREEN |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 29.9          | ↓   | 28.6                       | 29             | 29.9                     | 29.7           | AMBER |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 1             | ↔   | 1                          |                | 1                        |                |       |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 87.5          | ↑   | 85.7                       | 82             | 80.0                     | 74.0           | GREEN |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         |               |     |                            | 2.7            |                          |                |       |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         |               |     |                            |                |                          |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 47            | ↑   | 48                         |                | 51                       |                |       |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         |               |     |                            | 86             |                          |                |       |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         |               |     |                            | 85             |                          |                |       |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 6.0           |     | 8.4                        | 4              | 6.0                      |                |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 8.4           |     | 5.9                        | 10             | 8.4                      |                |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 85.8          | ↓   | 87.6                       | 86             | 85.8                     | 83.0           | GREEN |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 23.3          | ↑   | 29.1                       | 16             | 23.3                     | 18.0           | RED   |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 61.8          | ↑   | 60.0                       | 58             | 61.8                     | 55.0           | GREEN |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 26.9          | ↑   | 34.6                       | 23             | 26.9                     | 27.0           | GREEN |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 5.2           | ↓   | 4.7                        | 4.0            | 3.9                      | 5              | GREEN |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 1.9           | ↑   | 2.5                        | 1.5            | 1.9                      | 2.0            | GREEN |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 7.0           | ↓   | 6.6                        | 5.0            | 7.0                      | 6.0            | AMBER |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 5             | ↓   | 4                          |                | 3                        |                |       |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 6             | ↑   | 8                          |                | 9                        |                |       |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         |               |     |                            | 75             |                          |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 59.5          | ↓   | 63.6                       | 70             | 77.8                     | 56.5           | GREEN |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         |               |     |                            |                |                          |                |       |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 18.8          |     | 32.6                       |                |                          |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 67.4          | ↑   | 33.3                       |                |                          |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         |               |     |                            |                |                          |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 50.0          | ↓   | 66.7                       |                |                          |                |       |

Page 279

## Directorate Scorecard - Tunbridge Wells

June 2015 Data

| Indicators |  | Polarity | Frequency | Latest Result | DOT | Previously Reported Result | Target 2014-15 | District Outturn 2013-14 | Target 2013-14 | RAG   |
|------------|--|----------|-----------|---------------|-----|----------------------------|----------------|--------------------------|----------------|-------|
| EY14       | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | H        | A         | 78.3          | ↑   | 74.0                       | 73             | 74.0                     | 68.0           | GREEN |
| EY15       | Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap                             | L        | A         | 14.1          | ↑   | 23.5                       | 11             | 14.1                     | 17.5           | GREEN |
| EY4        | Percentage of DWP and other identified eligible 2 year olds taking up a free early education place                   | H        | T         | 55.8          | ↓   | 60.1                       | 83             |                          |                |       |
| EY8        | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | H        | M         | 90.8          | ↓   | 93.8                       | 92             | 91.8                     | 88.0           | GREEN |
| SISE4      | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | H        | A         | 80.7          | ↑   | 79.8                       | 83             | 79.8                     | 76.0           | GREEN |
| SISE12     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics (First Result from 2014)          | H        | A         | 73.2          | ↓   | 74.4                       | 59             | 73.2                     | 66.0           | GREEN |
| SISE16     | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap                  | L        | A         | 20.7          | ↑   | 21.1                       | 14             | 20.7                     | 21.0           | GREEN |
| SISE19     | Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap             | L        | A         | 37.9          | ↓   | 36.7                       | 29             | 37.9                     | 29.7           | RED   |
| SISE31     | Number of schools in Ofsted Category (special measures or serious weakness)  | L        | M         | 0             | ↑   | 1                          |                | 2                        |                |       |
| SISE34     | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | H        | M         | 83.7          | ↑   | 81.4                       | 82             | 79.1                     | 74.0           | GREEN |
| SEND10     | Percentage of pupils with a statement of Special Educational Needs - Kent resident pupils                            | L        | A         |               |     |                            | 2.7            |                          |                |       |
| SEND11     | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | H        | M         |               |     |                            |                |                          |                |       |
| EYPS1      | Number of pupils being placed in independent or out-of-county special schools  | L        | M         | 48            | ↓   | 47                         |                | 46                       |                |       |
| EYPS2      | Percentage of parents getting first preference of primary school   | H        | A         |               |     |                            | 86             |                          |                |       |
| EYPS3      | Percentage of parents getting first preference of secondary school   | H        | A         |               |     |                            | 85             |                          |                |       |
| EYPS4      | Percentage of surplus school places in Kent Primary schools  | T        | A         | 7.3           |     | 7.7                        | 4              | 7.3                      |                |       |
| EYPS5      | Percentage of surplus school places in Kent Secondary schools  | T        | A         | 12.5          |     | 12.6                       | 10             | 12.5                     |                |       |
| SISE43     | Percentage of young people with Level 2 attainment by age 19   | H        | A         | 91.5          | ↑   | 89.1                       | 86             | 91.5                     | 83.0           | GREEN |
| SISE44     | Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap                                   | L        | A         | 18.7          | ↑   | 36.9                       | 16             | 18.7                     | 18.0           | AMBER |
| SISE45     | Percentage of young people with Level 3 attainment by age 19   | H        | A         | 74.1          | ↑   | 70.6                       | 58             | 74.1                     | 55.0           | GREEN |
| SISE46     | Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap                                   | L        | A         | 51.7          | ↓   | 49.1                       | 23             | 51.7                     | 27.0           | RED   |
| SISE58     | Percentage of 16-18 year olds not in education, employment or training (NEET)  | L        | M         | 4.7           | ↓   | 4.4                        | 4.0            | 3.6                      | 5              | GREEN |
| EH39       | Percentage of pupils who are persistently absent from primary schools - all pupils                                   | L        | A         | 2.3           | ↑   | 3.1                        | 1.5            | 2.3                      | 2.0            | AMBER |
| EH42       | Percentage of pupils who are persistently absent from secondary schools - all pupils                                 | L        | A         | 4.2           | ↑   | 4.7                        | 5.0            | 4.2                      | 6.0            | GREEN |
| EH38       | Number of permanent exclusions from primary schools - all pupils   | L        | M         | 1             | ↔   | 1                          |                | 1                        |                |       |
| EH41       | Number of permanent exclusions from secondary schools - all pupils   | L        | M         | 6             | ↓   | 5                          |                | 0                        |                |       |
| EH29       | Percentage of Children's Centres with Good or Outstanding Ofsted Judgements - Overall Effectiveness                  | H        | Q         |               |     |                            | 75             |                          |                |       |
| EYPS6      | Percentage of Children Missing Education offered suitable education within 30 days of becoming known                 | H        | M         | 67.3          | ↓   | 69.8                       | 70             | 70.3                     | 56.5           | GREEN |
| EYPS7      | Rate of re-offending by CYP  | L        | Q         |               |     |                            |                |                          |                |       |
| EH4        | Rate of notifications received per 10,000 0-18 population  |          | M         | 11.7          |     | 19.5                       |                |                          |                |       |
| EH8        | Percentage of cases closed - positive outcome  | H        | M         | 81.8          | ↑   | 60.0                       |                |                          |                |       |
| EH12       | Percentage of cases stepped-down from SCS  | H        | M         |               |     |                            |                |                          |                |       |
| EH16       | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | H        | M         | 37.5          | ↓   | 61.5                       |                |                          |                |       |

## Data Sources for Current Report

June 2015 Data

| Code   | Indicator  | Source Description  | Latest data Description                    | Latest data release date |
|--------|--|---|--|--------------------------|
| EY14   | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional)                                | End of year assessments based on new EYFSP framework          | 2014-15 data from Keyphas online dataset   | July 2015                |
| EY15   | 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                           | Snapshot as at June 2015                   | July 2015                |
| EY8    | Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises) | Ofsted published inspection reports (MI Database)             | Inspections data as at June 2015           | July 2015                |
| SISE4  | Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics (2015 Provisional)                     | Test/TA results for end of academic year                      | 2014-15 Keyphas Online Dataset             | July 2015                |
| 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)  | Ofsted published inspection reports (MI Database)             | Inspections data as at June 2015           | July 2015                |
| SISE34 | Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness                         | Ofsted published inspection reports (MI Database)             | Inspections data as at June 2015           | July 2015                |
| SEND10 | 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                 |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | Impulse database - monthly reported data                      | Snapshot as at June 2015                   | July 2015                |
| EYPS1  | Number of pupils being placed in independent or out-of-county special schools  | Impulse database - monthly reported data                      | Snapshot as at June 2015                   | July 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 June 2015          | July 2015                |
| 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 June 2015          | July 2015                |
| EH41   | Number of permanent exclusions from secondary schools - all pupils   | Impulse database - monthly reported data                      | Rolling 12 months up to June 2015          | July 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 June 2015          | July 2015                |
| EYPS7  | Rate of re-offending by CYP  | Information, Quality and Performance Unit                     | Data for Oct 2012 to Sept 2013 cohort      | July 2015                |
| EH4    | Rate of notifications received per 10,000 0-18 population  | SKWO monthly reporting (current v previous month)             | Snapshot as at June 2015                   | July 2015                |
| EH8    | Percentage of cases closed - positive outcome  | SKWO monthly reporting (current v previous month)             | Snapshot as at June 2015                   | July 2015                |
| EH12   | Percentage of cases stepped-down from SCS  | SKWO monthly reporting / Liberi (current v previous month)    | YTD June 2015                              | July 2015                |
| EH16   | Percentage of plans in place within 4 weeks of notification (Calendar Days)  | SKWO monthly reporting (current v previous month)             | Snapshot as at June 2015                   | July 2015                |

## Indicator Definitions

| Code   | Indicator  | Definition  |
|--------|--|---|
| EY14   | Percentage of pupils at EYFS achieving a Good Level of Development (2015 Provisional Data)                           | 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.   |
| EY15   | 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 (2015 Provisional Data)                | 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.  |
| SISE18 | 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.  |
| SISE23 | 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.                               |
| SEND10 | 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).  |
| SEND11 | Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks  | The percentage of Education and Health Care Plans that are issued within 20 weeks as a proportion of all such plans. An education, health and care plan (EHCP) replaced statements and are for children and young people aged up to 25 who need more support than is available through special educational needs support. |
| 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.                                       |



## Education & Young People's Services Directorate Scorecard

### 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).  |
| 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.   |
| EH42   | 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.   |
| EH44   | 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.                             |
| EH4    | Rate of notifications received per 10,000 0-18 population  | SKWO: The number of notifications received during the current month per 10,000 of the Mid Year 2013 0-18 population Estimates. The data includes all notifications received by EH&PS excluding the following Notification Types: "Existing TAF moved", "Existing TAF moved (CDT e-mail)", "SCS open case - support", "SCS step-down". Date of birth used to calculate age. |
| EH8    | Percentage of cases closed - positive outcome  | SKWO: The percentage of all closed cases received by EH&PS at the point of data extract for the current month only. Closure Outcomes used are 'Outcomes achieved - case closed' and 'Outcomes achieved - support from partner agency'. Date of birth used to calculate age.  |
| EH12   | Percentage of cases stepped-down from SCS  | The number of closed cases within the period where the referral end reason was recorded as being step down as a percentage of the total number of cases closed within the period.  |
| EH16   | Percentage of plans in place within 4 weeks of notification (Calendar Days)                          | SKWO: The number of Early Help Plans for the current month only less the number of Early Help Notifications received. <28 calendar days. 'First Meeting Date' field used to determine if a plan has taken place.   |

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