

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

Thursday, 21st January, 2016

10.00 am

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



AGENDA

EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

Thursday, 21 January 2016 at 10.00 am
Darent Room, Sessions House, County Hall,
Maidstone

Ask for: **Alexander Saul**
Telephone: **03000 419890**

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), Mrs M E Crabtree, Mr S C Manion, Mr M J Northey, Mr J M Ozog and Mr C R Pearman

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

Labour (2) Mr G Cowan and Mr R Truelove

Liberal Democrat (1): Mr M J Vye

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

Webcasting Notice

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

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

UNRESTRICTED ITEMS

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

A - Committee Business

A1 Introduction/Webcast announcement

A2 Membership

The Cabinet Committee is asked to note that Mr D L Brazier is no longer a Member of this Committee and there is now a vacancy.

A3 Apologies and Substitutes

To receive apologies for absence and notification of any substitutes present

A4 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

A5 Verbal updates (Pages 9 - 10)

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

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

B1 Proposed enlargement to Hextable Primary School (Pages 11 - 24)

To receive a report from the Corporate Director of Education and Young People's Services informing the Cabinet Committee of the outcome of the public consultation on the proposal to permanently expand Hextable Primary School (Community) from 2FE to 3FE and requests members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place.

B2 Proposed enlargement to Seal Church of England Primary School (Pages 25 - 36)

To receive a report from the Corporate Director of Education and Young People's Services informing the Cabinet Committee of the outcome of the public consultation on the proposal to permanently expand Seal CE Primary School from 1FE to 2FE and requests members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place.

B3 Expansion of Singlewell Primary School from 1FE to 2FE (Pages 37 - 46)

To receive a report from the Education and Young People's Services Cabinet Committee informing the Cabinet Committee of the outcome of the public consultation on the proposal to permanently expand Singlewell Primary School from 1FE to 2FE and requests members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place

B4 Proposed increase in secondary school capacity in East Kent (Pages 47 - 62)

To receive the report by the Corporate Director for Education and Young People's Services detailing the requirements for increasing capacity in four Secondary schools in East Kent from September 2016 and asking the Cabinet Committee to consider the need for additional Secondary capacity in East Kent and agree to the allocations proposed in the report.

- B5 Proposed amalgamation of Woodlands Infant School and Woodlands Junior School, Hunt Road, Tonbridge TN10 4BB (Pages 63 - 88)

To receive a report from the Director of Education and Young People's Services on the proposal to amalgamate of Woodlands Infant School and Woodlands Junior School, Hunt Road, Tonbridge.

- B6 Proposed changes to South Borough Primary School (Maidstone) (Pages 89 - 94)

To receive a report from the Director of Education and Young People's Services on the proposal to expand South Borough Primary School, Stagshaw Close, Maidstone from 210 to 420 places by September 2016.

- B7 Proposed Co-Ordinated Schemes For Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2017 /18 (Pages 95 - 180)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services on the outcome of the consultation on admissions arrangements and asking the Committee to endorse the proposed scheme for transfer to Primary and Secondary schools in September 2017 including the proposed process for non-coordinated In-Year Admissions prior to determination by Cabinet.

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

- C1 Budget 2016-17 and Medium Term Financial Plan 2016-19 (Pages 181 - 218)

To receive a report by the Deputy Leader and Cabinet Member for Finance and Procurement, the Cabinet Members for Education and Health Reform, Specialist Children's Services and Community Services as well as the Corporate Director for Education and Young People's Services and the Corporate Director for Finance and Procurement, which sets out the proposed draft Budget 2016/17 and Medium Term Financial Plan (MTFP) 2016/19 as it affects the Education and Young People's Services Cabinet Committee. The report includes extracts from the proposed final draft budget book and Medium Term Financial Plan relating to the remit of this committee.

- C2 Education and Young People's Services Strategic Vision and Priorities for Improvement 2016-2019 (Pages 219 - 302)

To receive a report from the Cabinet Member for Education and Health Reform, Specialist Children's Services and Community Services; and the Corporate Director of Education and Young People's Services that provides an updated Education and Young People's Services (EYPS) Strategic Vision and Priorities for Improvement (formerly Education Bold Steps) for 2016-2019 and an assessment of progress and achievements against key targets in 2014-2015.

C3 The Impact on Kent Schools of Migration and Increases in Pupils with English as a Second Language on Kent Schools (Pages 303 - 312)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services giving further information on the migration of school aged children into Kent and considers the impact this is having on the need for school places.

C4 The Impact of Universal Infant Free School Meals (Pages 313 - 324)

To receive a report from the Corporate Director for Education and Young People's Services on the cost, progress, challenges and impact of UIFSM.

C5 Early Help and Preventative Services: Strategy and Three Year Plan 2015-2018 (Pages 325 - 408)

To receive a report from the Cabinet Member for Education and Health Reform, Specialist Children's Services and Community Services; and the Corporate Director of Education and Young People's Services that sets out the progress achieved to date with Early Help and Preventative Services and the key targets and priorities for future development, as set out in the Strategy and Three year Plan.

C6 Cabinet Members' priorities for business plans 2016-17 (Pages 409 - 418)

To receive a report presenting the Cabinet Members' priorities that they wish to see reflected in the 2016/17 directorate business plans so that the Cabinet Committee can comment on them before the business plans are drafted.

C7 Work Programme 2016 (Pages 419 - 424)

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

D - Monitoring of Performance

E - FOR INFORMATION ONLY - Key or significant Cabinet Member Decisions taken outside the Committee meeting cycle

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)

Wednesday, 13 January 2016

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.

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

To: Education Cabinet Committee – 21 January 2016

Subject: Verbal update by the Cabinet Member and Corporate Director

Classification: Unrestricted

The Cabinet Member and Corporate Director will verbally update Members of the Committee on: -

- Ofsted Annual Report

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

To: Education and Young People's Services Cabinet Committee 21 January 2016

Subject: Proposal to permanently expand Hextable Primary School (Community) from 2FE to 3FE

Key Decision No: 15/00093(a)

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: Cabinet Member Decision

Electoral Division: Sevenoaks (Mr Robert Brookbank)

Summary:

This report informs the Cabinet Committee of the outcome of the public consultation on the proposal to permanently expand Hextable Primary School (Community) from 2FE to 3FE and requests members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place

Recommendation:

The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to;

- a) Agree that a Public Notice be published to expand Hextable Primary School (Community) from 2FE to 3FE, and following a representation period of four weeks with no statutory objections received, implement the proposal.
- b) Allocate £2,650,000 from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- c) 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
- d) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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

This decision is subject to planning permission being granted.

1. Introduction

- 1.1. The Sevenoaks district section of the Kent Commissioning Plan for Education Provision 2015-19 identified a local pressure in Reception year places in the Swanley & Hextable planning area. The Commissioning Plan identified a need to provide additional places in the planning area from September 2016. Hextable Primary School agreed a temporary 1FE expansion for September 2015, admitting 90 children into Reception Year (30 additional children).
- 1.2. Every school in the planning area was considered as a possible proposal for expansion according to several criteria, including location, cost, proximity to demand, site size, willingness of the school, highways issues, Sport England and Ofsted rating. Hextable Primary School was identified as the best option for expansion according to these criteria.
- 1.3. The Department for Education issued new Regulations in 2013 (Prescribed Alterations to Maintained Schools) (England) Regulations 2013), and as a consequence of the changes introduced in these regulations, local authorities can propose making changes to maintained schools including expansion (enlargement of premises) providing that they follow the statutory process.
- 1.4. Before a statutory Public Notice is published to initiate a representation period, a public consultation must be undertaken.
- 1.5. This report sets out the results of the consultation, which took place between 9 October and 16 November 2015. A consultation meeting for parents/carers, governors, members of staff and other stakeholders was held on 20 October 2015.

2. Financial Implications

- 2.1. It has been agreed by the Governing Body to permanently enlarge Hextable Primary School, increasing the PAN to 90 (3FE) for the September 2016 intake and eventually a total capacity of 630 places.
 - a. Capital – Kent County Council’s contribution will be £2,650,000. KCC acknowledge that the final amount may be higher or lower as the costs of the project is an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
 - b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Reception Year pupils. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.
 - c. Human – Hextable Primary School will appoint additional teachers, as the school size increases and the need arises.

3. Kent Policy Framework

- 3.1. These proposals will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in the Education Commissioning Plan.
- 3.2. The ‘Kent Commissioning Plan for Education Provision, 2015-19’ identified a pressure on primary school places in the northern part of Sevenoaks District. The Birchwood school site has now been released for housing development, which will mean increased pressure on primary school places in the planning area.

4. Consultation Outcomes

- 4.1. The local authority established a formal consultation process over a five week period, between 9 October and 16 November 2015.
- 4.2. A total of 94 written responses were received by the local authority through the prescribed consultation process. 30 respondents supported the proposal. 57 objecting to the proposal. 7 respondents were undecided. A petition to oppose the proposal was also received by the local authority.
- 4.3. A summary of the comments received by the local authority is provided at Appendix 1.

5. Views

5.1. The Local Member

Mr Robert Brookbank was informed of the proposal. Mr Brookbank discussed the proposal with the Area Education Officer for North Kent and raised questions about local parking and highways issues, and in particular, about a proposal to use part of the old Furness school site for an overspill car park. The AEO advised Mr Brookbank that the use of this was being considered as a solution.

5.2. Headteacher

“I fully support the proposed expansion. I think it will be a good opportunity for the school to expand and develop further. We have a strong staff who are committed to the school. It will provide further opportunities for professional development and positions of responsibility. We retain staff as it is a happy and supportive environment. Planning in teams of three will ease workload and offer creative opportunities within each year group. Further extracurricular opportunities will be available to all children.”

5.3. Chair of Governors

As the Chair of Hextable Primary School’s governing body which I have been a long standing member, I have no doubt that the proposed expansion of the primary school is a fantastic opportunity which will have a positive impact on the pupils, staff and the local community.

Traditionally, the large community school has always served the families of both

Hextable and the surrounding area, however the population of the community has gradually increased over recent years and is likely to continue to do so. To ensure that we are able to continue to meet the educational needs of the children in our community, we must expand.

School staff have proven that even within a large setting, they are able to focus on individual children and their needs within a nurturing and supportive environment. I have absolute faith that they will continue to do so under the guidance of a strong leadership team.

Expansion will, inevitably, provide a wider range of improved resources and facilities which will benefit, not only the pupils of the school, but also local community groups and organisations.

It must also be recognised that an increase in opportunities for employment are another positive aspect to the expansion both for existing and new staff. A larger school will require a restructured leadership team, which will enable the school to offer promotion and continued professional development to existing staff, ensuring that ambitious and committed members of staff are retained for many years.

As a local resident, I am very aware of the longstanding traffic and parking difficulties in the vicinity of the school, however I believe that the proposed expansion of the school is a genuine opportunity for these to be addressed and alleviated.

5.4. Area Education Officer:

The analysis of the needs in the area indicate that due to immediate pressure and future demand, based on planned new housing in the Swanley and Hextable planning area, an additional 1FE of Primary capacity is required.

5.5. I acknowledge that there are concerns about the impact of an enlargement to Hextable. Key issues raised are:

- a. the possible increase in car parking during drop off and pick up,
- b. extra journeys adding to the congestion in the area
- c. proximity of Hextable Primary School to the demand
- d. the feeling that the character or standards of the school would be diminished
- e. the loss of what is perceived to be a village school

5.6. With regard to the above:

- a. *Car Parking during drop off an pick up:* Kent County Council is looking to allocate a section of land (approximately 0.25 hectares), across the road to be used as car parking for staff and a drop off area for parents. This area would be fenced off, and the existing mature hedging would be retained where possible to offer continuing privacy for local residents.

- b. *Extra Car Journeys:* The school and KCC will work together to revise, reproduce and review their school travel plan. This will seek to reduce car journeys to a level below that currently seen.
 - c. *Proximity:* KCC acknowledge that while there is forecasted and actual demand locally in the planning area, the demand immediate to Hextable Primary School would not necessitate a full 1FE enlargement . When planning, KCC as the commissioner of school places must be mindful of several factors which decide which is the most appropriate school to enlarge. These factors include proximity, cost, site size, willingness of the head teacher and governing body, site access, managing disruption, Ofsted reports, popularity and standards. In comparison with all the other schools in the Swanley and Hextable Planning Area, Hextable Primary School was identified as the optimum choice in all these considerations.
 - d. *School Character & Standards:* The head teacher and governors are confident that they can not only maintain the high standards of the school, but with the added flexibility that comes with an expansion, strive to achieve even better results in the future. Similarly the governing body feels that the character of the school would not be compromised by the proposal to expand.
 - e. *Village School:* All schools must be prepared to offer any unused school places to any child whose parents or carers request it. Admission criteria are not defined by geography or proximity, except when there is an oversubscription, so the concept of a village school has not really existed for many years.
- 5.7. The Director of Planning and Access and I have considered every primary school in the planning area with a view to whether that school could be enlarged. I am of the firm opinion that notwithstanding the objections received during the consultation, the most appropriate, sustainable and cost effective solution to the demand in the Swanley & Hextable Planning Area is to enlarge Hextable Primary School by 1 form of entry

6. Proposal

- 6.1. The proposed expansion of Hextable Primary School will increase the value of KCC's property portfolio by adding value to the school buildings.
- 6.2. An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

7. Delegation to Officers

- 7.1. The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it. For information it is envisaged, if the proposal

goes ahead, that the Director of Property and Infrastructure Support will sign contracts on behalf of the County Council.

8. Conclusions

- 8.1. Forecasts for the Sevenoaks district indicate an increasing demand for Primary school places, due to small and medium scale housing development and inward migration.
- 8.2. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities in the Kent Policy Framework, 'Vision and Priorities for Education and Young People's Services' and the 'Commissioning Plan for Education' (2015 – 2019).

9. Recommendations

Recommendation:

The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to

- a) Agree that a Public Notice be published to expand Hextable Primary School (Community) from 2FE to 3FE, and following a representation period of four weeks with no statutory objections received, implement the proposal.
- b) Allocate £2,650,000 from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- c) 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
- d) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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

This decision is subject to planning permission being granted.

10. Background Documents

- 10.1. Bold Steps for Kent and Policy Framework
- 10.2. Kent Commissioning Plan for Education Provision 2015 – 2020
- 10.3. Consultation Document and Equalities Impact Assessment

11. Appendices

Appendix 1 – Summary of Written Responses

12. Contact details

Report Author:

Ian Watts

Area Education Officer –North Kent

Tel number: 03000 414302

ian.watts@kent.gov.uk

Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008

Keith.Abbott@kent.gov.uk

Appendix 1

Proposal to expand Hextable Primary School, Swanley Summary of Written Responses

Printed Consultation Documents distributed: 500
Consultation responses received: 94

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors	2		
Staff	21		
Parents	5	2	26
Pupils			
Other	2	5	31
Totals	30	7	57

A signed petition with 154 signatures opposing the proposal was received.

Comments in favour of the proposal:

- The headteacher, Governors and Staff are in favour of the proposals and wholeheartedly support the local authority
- Expansion will offer opportunities for personal development.
- We are a good school and pride ourselves on delivering an excellent standard of education within a nurturing environment.
- Need to expand to continue to meet the educational needs of the children within community.
- Despite being a large school, staff will be able to focus on individual children and their needs within a nurturing and supportive environment.
- Being a larger school will enable children and local community to benefit from a wide range of improved resources and facilities.
- Staff will retain the nurturing environment no matter how large their class or school is.
- Good leadership which will steer school towards outstanding.
- Proposal of drop off area will mean children can be dropped off safely alleviating concerns.
- Expansion will offer more choice to parents who live in Hextable and surrounding areas.
- Proposed drop off zone will help ease traffic congestion.
- Staff will be able to make a positive difference to the children in school.
- Important that expansion goes ahead to help with ever falling number of places in good schools.

- Expansion will inevitably provide a wider range of improved resources and facilities which will benefit not only the pupils of the school but also local community groups and organisations.
- As a local resident, I am very aware of longstanding traffic and parking difficulties in the vicinity of the school, however, I believe that the proposed expansion of the school is a genuine opportunity for these to be addressed and alleviated.
- Agree to expansion but if road/traffic problems could be addressed it would help with public relations.
- Support head teacher's proposals but think a footbridge would be required to ensure child's safety.
- Extra places desperately needed as local children will not get a place otherwise.
- Class structure will be much improved by expansion.
- Looking forward to making a positive difference to the lives of more young people.

Comments against the proposal:

- Annoyed as a resident I was not given the opportunity to attend drop-in session
- Believe a one way system and drive through policy was looked at previously.
- Understand the need to expand but ask for consideration to local residents – road system needs to be modified to alleviate problems
- Enough space on school site to expand but roads cannot cope with congestion. Need safe place to cross from Claremont Road and St David's Road, possibly one-way.
- Expansion not required for local children. Infrastructure cannot cope with increased traffic as cars mount pavements every day.
- I have a disabled child at the school and am concerned for her safety and wellbeing at such a large school.
- Severely affect access to the parents consortium who use minibuses to help disabled people.
- Swanley has 5 primary schools would it not be easier to spread 30 more pupils per year over those schools? 6 pupils per school would not require any change to existing schools. Hextable does not have secondary school, Wilmington has 3 and a housing development adjacent to the school would that make it more feasible to expand?
- Roads around the school would not allow access for emergency service vehicles which could lead to loss of life.
- Possibility of 'drop-off' zone opposite school site will cause mayhem as most parents won't drop their children in a car park and allow them to cross the road. If so area needs to be policed.
- Hextable is a village, not a town and we want it to remain so.
- Feel extremely strongly that the ethos of the school will change.
- Expansion is to accommodate children who live outside of Hextable not local children.

- Oasis Hextable & Birchwood Primary Schools are closing/have closed, freeing land where schools could be built.
- Wilmington Primary School has larger field and 1 class why are they not being approached?
- Green space will be lost when expanding school.
- Will put pressure on school to remain Good.
- Suggestion of car park in Furness School opposite may help with traffic flows but parents will be unwilling to drop children off there and expect them to walk to school safely.
- Disruption to school while building works undertaken will impact on children's learning and health.
- Parents have chosen to send their children to Hextable because of its good Ofsted report and acceptable class sizes.
- Feel there are neighbouring schools that could be expanded with less impact to the community and road infrastructure.
- Given Hextable borders Sevenoaks, Dartford & Bexley it is incumbent on all councils to work together to address the question of primary school places.
- Congestion on St David's Road and Puddledock Lane is already at breaking point and unless it is the intention of planners to introduce a substantial drive and drop-off zone into the school grounds it will not work. Rowhill Road cannot be widened, St David's Road could but only immediately outside the school. Puddledock Lane can be widened but again only outside the school.
- Impact of such an expansion on a village school.
- Where is the increasing demand for places coming from?
- Do not feel enough information available to allow an informed decision. The information about traffic management is particularly vague.
- Need double yellow lines the whole length of St David's Road.
- I have faith in school's ability to maintain standards but feel the appeal of the school will be lessened by its inability to have whole school assemblies. I note the school hall is not part of the proposed expansion.
- Lunch times are rationed to 20 minutes per child and are staggered to accommodate the pupils they already have so this will get worse.
- Unsure of school's travel plans but feel they will be unable to encourage parents to adopt.
- Told you would put a bus service for children to get to primary school but this would cost money and what parent would put their child on a bus?
- Council have not looked at how this will affect our community as well as the school.
- As the school has got larger, I have witnessed a decline in standards, teaching and the behaviour of pupils and now we are encouraging children from outside the area to attend Hextable.
- Traffic is dangerous, with road rage and language from parents being displayed in front of children.

- Expanding the school by 210 pupils will mean that the school provides places for children from the surrounding areas.
- Due to increases in traffic people will end up parking in our driveway, causing more congestion.
- Speed of vehicles also an issue.
- Not acceptable for present children to lose any of their existing facilities, i.e whole school assemblies, school plays, church services.
- School will have to undertake considerable building work so am concerned re disruption to pupils learning, their safety and loss of outdoor play space.
- Once these additional pupils reach Y6 where do you anticipate them going as Oasis Hextable is closing?
- Feel school is being expanded to accommodate children from developments in neighbouring area and not necessarily for local children.
- I work for emergency services and those vehicles would not be able to gain access to school site due to traffic congestion.
- Concerned children may be transported in by coach as roads cannot take.
- Will After School Club be expanded too as there are waiting lists already for this facility?
- Recently had kitchen refurbished but will this accommodate increased numbers?
- Traffic is an issue but so are the pavements which are narrow and difficult to walk along.
- As a parent I have noticed the decline in teaching standards and behaviour of some children.
- Our drive is regularly blocked but most worrying is the driving on the pavements, parking on the yellow lines on the bend and the constant arguments.
- The proposed parking and traffic assessment will not change the fact that the roads are simply not able to cope with the traffic which already exists, let alone another 210 children's transportation.
- Loss of whole school assemblies and activities.
- Will have to double staff parking on school site.
- Parents with pushchairs are forced onto road as they cannot get passed parking vehicles on pavements.
- Should make top end of St David's Road and Rowhill Road one way to stop clash of traffic.
- Could some of the Oasis school site accommodate primary aged children as it is cheaper to refurbish an existing building than construct new and as the site is unoccupied it would not affect education of any pupils.
- Small grassed area outside our house is often 'churned up' as a result of car wheels, needing repair at our expense!
- Never witnessed any traffic warden patrolling the road, perhaps this should be a consideration?

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

15/00093(a)

For publication

Subject: Proposal to permanently expand Hextable Primary School (Community) from 2FE to 3FE

Decision:

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

- a) Agree that a Public Notice be published to expand Hextable Primary School (Community) from 2FE to 3FE, and following a representation period of four weeks with no statutory objections received, implement the proposal.
- b) Allocate £2,650,000 from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation
- c) 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
- d) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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

This decision is subject to planning permission being granted.

Reason(s) for decision:

In reaching this decision I have taken into account:

1. The views received from the consultation with parents/carers, staff and governors.
2. The views of the Governing Body
3. The views of the Local Member
4. the views of the Area Education Officer
5. the views of the Education and Young People's Services Cabinet Committee.

Financial Implications:

It has been agreed by the Governing Body to permanently enlarge Hextable Primary School, increasing the PAN to 90 (3FE) for the September 2016 intake and eventually a total capacity of 630

places.

- a. Capital – Kent County Council’s contribution will be £2,650,000. KCC acknowledge that the final amount may be higher or lower as the costs of the project is an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Reception Year pupils. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.
- c. Human – Hextable Primary School will appoint additional teachers, as the school size increases and the need arises.

Cabinet Committee recommendations and other consultation:

15 December 2015 report to Education and Young People’s Cabinet Committee

The Committee endorsed the Kent Commissioning Plan 2016-20, which identified a need for additional secondary places in the Sevenoaks District.

21 January 2015 report to Education and Young Person’s Cabinet Committee

Recommendations to be added following meeting

Any alternatives considered:

The ‘Kent Commissioning Plan for Education Provision, 2015-19’ identified a pressure on primary school places in the northern part of Sevenoaks District. The Birchwood school site has now been released for housing development, which will mean increased pressure on primary school places in the planning area. The proposal to permanently expand Hextable Primary School (Community) from 2FE to 3FE to meet the predicted future demand in the Sevenoaks district was deemed a suitable option.

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

N/A

.....
Signed

.....
Date

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

To: **Education and Young People's Services Cabinet Committee - 21 January 2016**

Subject: **Expansion of Seal CE Primary School from 1FE to 2FE**

Key Decision No: **15/00093(b)**

Classification: **Unrestricted**

Past Pathway of Paper: **None**

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

Electoral Division: **Sevenoaks (Nick Chard)**

Summary:

This report informs the Cabinet Committee of the outcome of the public consultation on the proposal to permanently expand Seal CE Primary School from 1FE to 2FE and requests members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place.

Recommendation:

The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to;

- a) Agree that a Public Notice be published, and following a representation period of four weeks with no statutory objections received, implement the proposal.
- b) Allocate £2,780,000 from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- c) 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
- d) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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

This decision is subject to planning permission being granted.

1. Introduction

- 1.1. The Sevenoaks district section of the Kent Commissioning Plan for Education Provision 2015-19 identified a local pressure in Reception year places in the Sevenoaks and Sevenoaks Rural East Planning Areas. The Commissioning Plan identified a need to provide additional places in the planning area from September 2016. Seal CE Primary School agreed a temporary 1FE expansion for September 2013, 2014 & 2015, admitting 60 children into Reception Year per year.
- 1.2. Every school in the two planning areas, and adjacent planning area were considered as a possible proposal for expansion according to several criteria, including location, cost, proximity to demand, site size, willingness of the school, highways issues, Sport England and Ofsted rating. Seal CE Primary School was identified as the best option for expansion according to these criteria.
- 1.3. The Department for Education issued new Regulations in 2013 (Prescribed Alterations to Maintained Schools) (England) Regulations 2013), and as a consequence of the changes introduced in these regulations, local authorities can propose making changes to maintained schools including expansion (enlargement of premises) providing that they follow the statutory process.
- 1.4. Before a statutory Public Notice is published to initiate a representation period, a public consultation must be undertaken.
- 1.5. This report sets out the results of the consultation, which took place between 9 October and 16 November 2015. A consultation meeting for parents/carers, governors, members of staff and other stakeholders was held on 22 October 2015.

2. Financial Implications

- 2.1. It has been agreed by the Governing Body to permanently enlarge Seal CE Primary School, increasing the PAN to 60 (2FE) for the September 2016 intake and eventually a total capacity of 420 places.
 - a. Capital – Kent County Council’s contribution will be £2,780,000. KCC acknowledge that the final amount may be higher or lower as the costs of the project is an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
 - b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Reception Year pupils. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.

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

3. Kent Policy Framework

- 3.1. These proposals will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in the Education Commissioning Plan.
- 3.2. The ‘Kent Commissioning Plan for Education Provision, 2015-19’ identified a pressure on primary school places in the Eastern part of Sevenoaks District. Sevenoaks District Council have indicated that they need to allocate more land for housing development, which will mean increased pressure on primary school places in the planning area.

4. Consultation Outcomes

- 4.1. The local authority established a formal consultation process over a five week period, between 9 October and 16 November 2015.
- 4.2. A total of 57 written responses were received by the local authority through the prescribed consultation process. 18 respondents supported the proposal. 20 objecting to the proposal. 19 respondents were undecided.
- 4.3. A summary of the comments received by the local authority is provided at Appendix 1.

5. Views

5.1. The Local Member

Mr Nick Chard was informed of the proposal. He said: “The proposed expansion of Seal Primary School has raised concerns about increased traffic associated with an expansion.”

5.2. Headteacher

“Seal CE Primary School has grown in popularity over the last two years and will continue to grow. We are currently unable to offer school places to all families who request one. As there is a shortage of school places in Sevenoaks, I fully support the proposed expansion of our school.

Being a two-form entry primary school, we would be able to offer flexibility in offering school places to the families of Eastern Sevenoaks and the surrounding villages. With Trinity School and the Weald of Kent satellite grammar provision moving onto the Wilderness site, Seal will become a popular location for families, who will need a good primary school with outstanding features.

As the school expands, I stand firm in my intention to maintain the village community feel of the school and continue to maintain high standards of education across all key stages.

Both my staff and I are extremely excited by the prospect of the proposed expansion and are ready to face any challenges it may bring.”

5.3. Chair of Governors.

“I am writing on behalf of the Governing Body of Seal CE Primary School to express our strong support for the proposed expansion of the school to two-form entry. We believe that the school is well-placed to take on extra children and provide an excellent, caring education for all its pupils, whatever their background, ability or religion. The school has strong leadership, dedicated staff and committed governors. We are looking forward to working with KCC and the local community to provide a smooth transition to a larger school over the next few years.”

5.4. Area Education Officer:

The analysis of the needs in the area indicate that due to immediate pressure and future demand in the Sevenoaks planning area, an additional 1FE of Primary capacity is required.

5.5. I acknowledge that there are concerns about the impact of an enlargement to Seal. Key issues raised are:

- a. the possible increase in car parking in Zambra Way, Highlands Park and Ash Platt Road during drop off and pick up
- b. the use of the rear access gate to the west of the school
- c. proximity of Seal CE Primary School to the demand
- d. the feeling that the character or standards of the school would be diminished

5.6. With regard to the above:

- a. *Car Parking during drop off and pick up:* Car parking during pick up and drop off is frequently a challenge to many schools. Seal CE Primary School will be re-visiting its travel plan to encourage parents to consider alternative transport.

Other plans under consideration include arranging drop off time at the nursery next to the recreation ground, working with the Parish Council and staggering start times.

The Kent County Council Highways Gazetteer reports that Highlands Park, Ash Platt Road and Zambra Way are all recorded as publicly maintainable highway. This means that representation about parking and enforcement should be made to the appropriate Highways authority.

- b. *Western Gate*: The access to the rear entrance to the school off Ash Platt Road has been investigated, but there has been no representation from any landowner that would lead KCC to believe that this access will be withdrawn in the future.
 - c. *Proximity*: KCC forecasts that there is actual demand locally in the planning area . When planning, KCC as the commissioner of school places must be mindful of several factors which decide which is the most appropriate school to enlarge. These factors include proximity, cost, site size, willingness of the head teacher and governing body, site access, managing disruption, Ofsted reports, popularity and standards. In comparison with all the other schools in the Sevenoaks and Sevenoaks Rural East Planning Areas, Seal CE Primary School was identified as the optimum choice in all these considerations.
 - d. *School Character & Standards*: The head teacher and governors are confident that they can not only maintain the high standards that the school, but with the added flexibility that comes with an expansion, strive to achieve even better results in the future. Similarly, the governing body feels that the character of the school would not be compromised by the proposal to expand.
- 5.7. The Director of Planning and Access and I have considered every primary school in the planning area with a view to whether that school could be enlarged. I am of the firm opinion that notwithstanding the objections received during the consultation, the most appropriate, sustainable and cost effective solution to the demand in the Sevenoaks and Sevenoaks Rural East Planning Areas is to enlarge Seal CE Primary School by 1 form of entry.

6. Proposal

- 6.1. The proposed expansion of Seal CE Primary School will increase the value of KCC's property portfolio by adding value to the school buildings.
- 6.2. An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

7. Delegation to Officers

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

8. Conclusions

- 8.1. Forecasts for the Sevenoaks district indicate an increasing demand for Primary school places, due to small and medium scale housing development and inward migration.
- 8.2. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities in the Kent Policy Framework, 'Vision and Priorities for Education and Young People's Services' and the 'Commissioning Plan for Education' (2015 – 2019).

9. Recommendations

- 9.1. The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to;
 - a) Agree that a Public Notice be published, and following a representation period of four weeks with no statutory objections received, implement the proposal.
 - b) Allocate £2,780,000 from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
 - c) 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
 - d) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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

This decision is subject to planning permission being granted.

10. Background Documents

10.1. Bold Steps for Kent and Policy Framework

10.2. Kent Commissioning Plan for Education Provision 2015 – 2020

10.3. Consultation Document and Equalities Impact Assessment

11. Appendices

Appendix 1 – Summary of Written Responses

12. Contact details

Report Author:

Ian Watts

Area Education Officer – North

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Relevant Director:

Keith Abbott

Director of Education Planning and Access

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Appendix 1

Proposal to expand Seal Primary School Sevenoaks Summary of Written Responses

Printed Consultation Documents distributed: 300
Consultation responses received: 57

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors	3		
Staff	1		
Parents	7		1
Pupils			
Other	7	19	19
Totals	18	19	20

Comments in favour of the proposal:

- Successful & popular school
- Acknowledge problems with traffic and HT has been proactive in looking at alternative travel arrangements.
- School is very much part of Seal community.
- HT is working hard to bring Seal PS up to the standard of other primary schools in Sevenoaks.
- Educational standards of the school have risen year on year.
- Proposed expansion is essential in meeting the needs of this area and to improve parental choice.
- The shortage of school places within the local area makes school expansion necessary and the school's current site provides an excellent landscape for development.
- School is well placed to take on extra children and provide an excellent, caring education for all its pupils whatever their background, ability or region.
- School has strong leadership, dedicated staff and committed governors.
- Good to see a new modern building that further supports the children's education.
- It will enhance current resources, opportunities and provision at the school, i.e. outdoor space, ethos and attainment.
- Value good caring ethos.

Comments against the proposal:

- Objection based purely on total lack of infrastructure in and around the vicinity of school.
- Cars are parking dangerously and illegally on the corner of Highlands Park and Ash Platt Road.
- Emergency vehicles would not be able to gain access to houses or school.

- Children & parents walk across private gardens and land to avoid cars parked on the only pavement or just to cut corners.
- Road is becoming a no-go area.
- Most children are not local and therefore do not walk to school.
- Residents do not have private driveways so park in the road.
- Loss of all school activities, assemblies etc.
- Staggered lunchtimes would be necessary to accommodate all the children.
- Like the family ethos of the school which we feel would change if school got too big.
- Additional parking will be needed for teachers
- Against expansion unless parking can be provided off site with its own access road off the A25.
- Access to drive partially blocked by parents cars.
- Residents suffer disturbance at school peak times and access onto own property.
- No expansion until suitable plans have been submitted re traffic issues.
- Issues re highways, including parking, congestion and pedestrian safety.
- School should be required to provide safe parking within the confines of its own grounds and parking restrictions should be imposed and enforced in Highlands Park.
- Back gate access to the school should be locked as no right of access permitted.
- Residents are subjected to abuse and aggressive behaviour from some of the parents.
- Safety of children paramount as fear it won't be long before an accident happens.
- Letters home to parents have no effect.
- Highlands Park is used as a free car park.
- Schools Travel Plan is not being effective or monitored.
- Access road is a private road and should not be used. Ordnance Survey map clearly shows that Ash Platt Road ends where the kerbs finish. There is no public right of way over this access road. Use of what was clearly a maintenance access gate as secondary pedestrian access, involving a high volume of pedestrian traffic on a private road and vehicular parking in both Ash Platt Road and Highlands Park, does not have any legitimacy and is clearly contrary to 2007 Planning Permission.
- Need an alternative drop-off and collection point.
- Should restrict or block access to the school via the playing field gate leading to Ash Platt Road and expand the car park on Seal recreation ground so has vehicle capacity suitable for the current size of school.
- Do not feel that the school is organised enough to handle increased numbers.

Undecided Comments included:

- Is the site big enough to provide outdoor space to 420 pupils?
- Road cannot handle the volume of traffic already being experienced.
- Estimate expansion will generate another 180-200 additional car movements.

- As school will attract children from further afield, and there being a limited bus service parents will be reliant on cars to transport children to school.
- How can such an expansion be proposed without looking at the road infrastructure.
- Expansion addresses educational need but not the wider impact on residents and local community.
- Could Seal recreation ground be used for additional parking? The local authority need to consider options.
- As a parent if the school have a travel plan then I am unaware of it.
- A larger school doesn't necessarily mean a better school.
- How did KCC come to the conclusion that Seal was the primary to expand – what are the other options?
- At consultation KCC showed little understanding of the current and escalating traffic problems around the school despite being raised on a regular basis at school meetings.
- Only pedestrian access to the school involves a long walk along a busy section of A25 where footpath extremely narrow. With increased traffic through Seal since approval of Trinity & Grammar School annexes fear it won't be long before there is a serious accident.
- Disruption to school whilst building works undertaken.
- School has promoted woodland setting and outdoor learning experience which will be lost to accommodate new building.
- Residential development was there before the school so road were not built to accommodate volume of traffic.
- Concern for health & safety for parents & pupils.
- Understand the need for expansion and support the school but have serious concerns over current proposals as would compromise pupil safety.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

15/00093(b)

For publication

Subject: Proposal to enlarge Seal Church of England (VC) Primary School in Sevenoaks, from 1FE to 2FE

Decision:

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

- a) Agree that a Public Notice be published to enlarge Seal Church of England (VC) Primary School in Sevenoaks, from 1FE to 2FE for September 2016 and following a representation period of four weeks with no statutory objections received, implement the proposal.
- b) Allocate £2,980,000 from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- c) 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
- d) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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

This decision is subject to planning permission being granted.

Reason(s) for decision:

In reaching this decision I have taken into account:

1. The views received from the consultation with parents/carers, staff and governors.
2. The views of the Governing Body
3. The views of the Local Member
4. the views of the Area Education Officer
5. the views of the Education and Young People's Services Cabinet Committee.

Financial Implications:

It has been agreed by the Governing Body to permanently enlarge Seal CE Primary School, increasing the PAN to 60 (2FE) for the September 2016 intake and eventually a total capacity of 420 places.

- a. Capital – Kent County Council's contribution will be £2,980,000. This is an estimate and KCC acknowledge that the final amount may be higher or lower. There is also a specific allocation of £2,500 for classroom set up costs.

- b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Reception Year pupils. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.
- c. Human – Seal CE Primary School will appoint additional teachers, as the school size increases and the need arises.

Cabinet Committee recommendations and other consultation:

15 December 2015 report to Education and Young People’s Cabinet Committee

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional secondary places in the Sevenoaks District.

21 January 2015 report to Education and Young Person’s Cabinet Committee

Recommendations to be added following meeting

Any alternatives considered:

The ‘Kent Commissioning Plan for Education Provision, 2015-19’ identified a pressure on primary school places in the Eastern part of Sevenoaks District. Sevenoaks District Council have indicated that they need to allocate more land for housing development, which will mean increased pressure on primary school places in the planning area.

The proposal to enlarge Seal Church of England (VC) Primary School in Sevenoaks, from 1FE to 2FE to meet the predicted future demand in the Sevenoaks district was deemed a suitable option.

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

N/A

.....

.....

Signed

Date

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

To: Education and Young People's Services Cabinet Committee - 21 January 2016

Subject: Expansion of Singlewell Primary School from 1FE to 2FE

Key Decision No: Decision Number: 15/00093(c)

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: Cabinet Member Decision

Electoral Division: Gravesham (Jane Cribbon and Colin Caller)

Summary:

This report informs the Cabinet Committee of the outcome of the public consultation on the proposal to permanently expand Singlewell Primary School from 1FE to 2FE and requests members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place

Recommendation:

The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to;

- a) Agree that a Public Notice be published to expand Singlewell Primary School from 1FE to 2FE, and following a representation period of four weeks with no statutory objections received, implement the proposal.
- b) Allocate £2,795,000 from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- c) 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
- d) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

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

This decision is subject to planning permission being granted.

1. Introduction

- 1.1. The Gravesham district section of the Kent Commissioning Plan for Education Provision 2015-19 identified a local pressure in Reception year places in the Gravesend South East Planning Area. The Commissioning Plan identified a need to provide additional places in the planning area from September 2016.
- 1.2. Every school in the planning area, and adjacent planning areas was considered as a possible proposal for expansion according to several criteria, including location, cost, proximity to demand, site size, willingness of the school, highways issues, Sport England and Ofsted rating. Singlewell Primary School was identified as the best option for expansion according to these criteria.
- 1.3. The Department for Education issued new Regulations in 2013 (Prescribed Alterations to Maintained Schools) (England) Regulations 2013), and as a consequence of the changes introduced in these regulations, local authorities can propose making changes to maintained schools including expansion (enlargement of premises) providing that they follow the statutory process.
- 1.4. Before a statutory Public Notice is published to initiate a representation period, a public consultation must be undertaken.
- 1.5. This report sets out the results of the consultation, which took place between 2 October and 9 November 2015. A consultation drop-in session for parents/carers, governors, members of staff and other stakeholders was held on 12 October 2015.

2. Financial Implications

- 2.1. It has been proposed to permanently enlarge Singlewell Primary School, increasing the PAN to 60 (2FE) for the September 2016 intake and eventually a total capacity of 420 places.
 - a. Capital – Kent County Council’s contribution will be £2,795,000. KCC acknowledge that the final amount may be higher or lower as the costs of the project is an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
 - b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Reception Year places. For each additional

classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.

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

3. Kent Policy Framework

- 3.1. These proposals will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in the Education Commissioning Plan.
- 3.2. The ‘Kent Commissioning Plan for Education Provision, 2015-19’ identified a pressure on primary school places in urban Gravesend District.

4. Consultation Outcomes

- 4.1. The local authority established a formal consultation process over a five week period, between 2 October and 9 November 2015.
- 4.2. Four written responses were received by the local authority through the prescribed consultation process. Three respondents supported the proposal and one was undecided.
- 4.3. A summary of the comments received by the local authority is provided at Appendix 1.

5. Views

5.1. The Local Member

Mrs Jane Cribbon and Mr Colin Caller were informed of the proposal.

Mr Caller said: “I fully support the expansion of Singlewell Primary School to two form entry. Singlewell is a popular primary school that is recognised by parents locally as providing children with a good standard of education. These additional places are very much needed in this part of Gravesend and will help to give parents greater choice.”

5.2. Headteacher

The head teacher is supportive of the proposal.

5.3. Chair of Governors.

The Chair of Governors is supportive of the proposal.

5.4. Area Education Officer:

The analysis of the needs in the area indicate that due to immediate pressure and future demand in the Gravesend South East planning area, an additional 1FE of Primary capacity is required.

5.5. I acknowledge that there are concerns about the impact of an enlargement to Singlewell Primary School. Key issues raised are:

- a. access on Mackenzie Way
- b. the idea that other schools would be better options for enlargement

5.6. With regard to the above:

- c. *Access during drop off and pick up:* Car parking during pick up and drop off is frequently a challenge to many schools. Singlewell Primary School has a very local intake, which is an encouragement for most children to walk or cycle to school. Forecasts indicate that following an expansion, the school will retain its local school character and it is unlikely that many children will live more than a fifteen minute walk away

Singlewell Primary School will be re-visiting its travel plan to encourage parents to consider alternative transport.

- d. *Other Options:* KCC forecasts that there is actual demand locally in the planning area. When planning, KCC as the commissioner of school places must be mindful of several factors which decide which is the most appropriate school to enlarge. These factors include proximity, cost, site size, willingness of the head teacher and governing body, site access, managing disruption, Ofsted reports, popularity and standards. In comparison with all the other schools in the Gravesend South East Planning Areas, Singlewell Primary School was identified as the optimum choice in all these considerations.

5.7. The Director of Planning and Access and I have considered every primary school in the planning area with a view to whether that school could be enlarged. I am of the firm opinion that notwithstanding the objections received during the consultation, the most appropriate, sustainable and cost effective solution to the demand in the Gravesend South East Planning Areas is to enlarge Singlewell Primary School by 1 form of entry.

6. Proposal

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

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

7. Delegation to Officers

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

8. Conclusions

8.1. Forecasts for the Gravesham district indicate an increasing demand for Primary school places, due to small and medium scale housing development and inward migration.

8.2. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities in the Kent Policy Framework, 'Vision and Priorities for Education and Young People's Services' and the 'Commissioning Plan for Education' (2015 – 2019).

9 Recommendation:

The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to

- a) Agree that a Public Notice be published to expand Singlewell Primary School from 1FE to 2FE, and following a representation period of four weeks with no statutory objections received, implement the proposal.
- b) Allocate £2,795,000 from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- c) 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
- d) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

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

This decision is subject to planning permission being granted.

10 Background Documents

- 10.1 Bold Steps for Kent and Policy Framework
- 10.2 Kent Commissioning Plan for Education Provision 2015 – 2019
- 10.3 Consultation Document and Equalities Impact Assessment

11. Appendices

Appendix 1 – Summary of Written Responses

12. Contact details

Report Author:

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Relevant Director:

Keith Abbott
Director of Education Planning and Access
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Keith.Abbott@kent.gov.uk

Appendix 1

Proposal to expand Singlewell Primary School, Gravesham

Summary of Written Responses

Printed Consultation Documents distributed: 250
Consultation responses received: 4

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			
Staff	1		
Parents	1		
Pupils			
Other	1	1	
Totals	3	1	

Comments in favour of the proposal:

- The headteacher, Governors and Staff are in favour of the proposals and wholeheartedly support the local authority.
- Feel expansion of the school beneficial to staff, children and parents as it will bring more opportunities, create more space and bring new challenges.
- Popular school with parents and the expansion will create more spaces for more children and siblings attend the school.
- No objection to school increasing, although would have thought Westcourt or Chantry a better option

Comments against the proposal:

- None

Undecided

- Happy for the school to expand if parking issues addressed during pick up and drop off sessions concerned. Until then remain undecided.

KENT COUNTY COUNCIL – RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

15/00093(c)

For publication

Subject: Proposal to expand Singlewell Primary School from 1FE to 2FE

Decision:

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

- a) Agree that a Public Notice be published to expand Singlewell Primary School from 1FE to 2FE, and following a representation period of four weeks with no statutory objections received, implement the proposal.
- a) Allocate £2,795,000 from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b) 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
- c) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

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

This decision is subject to planning permission being granted.

Reason(s) for decision:

In reaching this decision I have taken into account:

1. The views received from the consultation with parents/carers, staff and governors.
2. The views of the Governing Body
3. The views of the Local Member
4. the views of the Area Education Officer
5. the views of the Education and Young People's Services Cabinet Committee.

Financial Implications:

It has been proposed to permanently enlarge Singlewell Primary School, increasing the PAN to 60 (2FE) for the September 2016 intake and eventually a total capacity of 420 places.

- a. Capital – Kent County Council’s contribution will be £2,795,000. KCC acknowledge that the final amount may be higher or lower as the costs of the project is an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue – For a period of three academic years, the school will receive protection for an additional 30 Reception Year places. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.
- c. Human – Singlewell Primary School will appoint additional teachers, as the school size increases and the need arises.

Cabinet Committee recommendations and other consultation:

15 December 2015 report to Education and Young People’s Cabinet Committee

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

21 January 2015 report to Education and Young Person’s Cabinet Committee

Recommendations to be added following meeting

Any alternatives considered:

Forecasts for the Gravesham district indicate an increasing demand for Primary school places, due to small and medium scale housing development and inward migration.

This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities in the Kent Policy Framework, ‘Vision and Priorities for Education and Young People’s Services’ and the ‘Commissioning Plan for Education’ (2015 – 2019).

The proposal to expand Singlewell Primary School from 1FE to 2FE to meet the predicted future demand in the Gravesham district was deemed a suitable option.

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

N/A

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Signed

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Date

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

To: Education and Young People's Services Cabinet Committee – 21 January 2016

Subject: Proposed increase in secondary school capacity in East Kent.

Classification: Unrestricted

Past Pathway of Paper: Education and Young People's Services Cabinet Committee, 8 July 2015

Future Pathway of Paper: Cabinet Member decision

Electoral Divisions and Local Members:

Barton Court Grammar School

- Canterbury South East – Michael Northey

Canterbury High School

- Canterbury City South West – Martin Vye

Spires Academy

- Herne and Sturry – Alan Marsh

Sittingbourne Community College

- Swale Central – Roger Truelove

Summary: This report sets out for Cabinet Committee the requirements for increasing capacity in four Secondary schools in East Kent from September 2016.

- Barton Court Grammar School – 1FE expansion from September 2017
- Canterbury High School – 1FE expansion from September 2016
- Spires Academy – 1FE expansion from September 2016
- Sittingbourne Community College – 1FE expansion from September 2016 and a further 1FE expansion from September 2017

Recommendation(s):

The Cabinet Member for Education and Health Reform is asked to consider the need for additional Secondary capacity in East Kent and agree to:

- i. Allocate £14.2m from Education and Young People's Services Capital Budget.
 - Barton Court Grammar School - £2.2m
 - Canterbury High School - £3.1m
 - Spires Academy - £3m
 - Sittingbourne Community College - £6m
- ii. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council; and
- iii. Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to

enter into variations as envisaged under the contracts.

This decision is conditional upon planning permission being granted for each individual project.

1. Introduction

1.1 The Kent Commissioning Plan for Education Provision 2016-20 clearly identifies the need for a significant increase in Secondary school places in the Canterbury and Swale districts.

1.2 *Canterbury*

A deficit of 101 Year 7 places is predicted for entry in September 2016. This will be managed through adding temporary places at both Canterbury High School and Spires Academy in agreement with the schools. These temporary places have already been included in the forecasts below and it is expected any additional pressure will be managed through other schools being able to flex their intake number.

The table below sets out the school population figures and forecasts for Year 7 and Years 7-11 in the Canterbury district:

	2014-15 PAN / capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)
Year 7	1,568	44	50	-41	-125	-129	-203	-226	-212
Years 7-11	7,747	283	143	45	-182	-375	-624	-900	-1,071

Permanent expansion is proposed from September 2017 of both Canterbury High School and Spires Academy. It is also planned that a 1FE permanent expansion of Barton Court Grammar School will commence from September 2017.

Sittingbourne

Surplus capacity in Faversham and the Isle of Sheppey masks the pressure on places in Sittingbourne. This pressure will become acute in Sittingbourne from 2016, resulting in a shortfall of Year 7 places. Discussions with the Secondary schools in Sittingbourne on providing additional places have taken place. It is planned to commission 30 temporary Year 7 places at Sittingbourne Community College for entry in September 2016. The deficit of places in Sittingbourne has to be considered in the context of the Isle of Sheppey and the number of children who travel off of the island for their education. Therefore careful planning is required to ensure adding capacity in Sittingbourne does not impact unfavourably on Oasis Isle of Sheppey Academy.

The table below sets out the school population figures and forecasts for Year 7 and Years 7-11 in Sittingbourne and also for the whole Swale district. The temporary Year 7 places at Sittingbourne Community College have been included in the forecasts for the district.

	2014-15 PAN / capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)
Sittingbourne									
Year 7	945	30	-41	-102	-101	-119	-192	-213	-279
Years 7-11	4725	84	31	-51	-183	-286	-504	-678	-857
Swale District									
Year 7	1,685	172	156	81	-8	-76	-149	-159	-281
Years 7-11	8,369	781	826	806	645	395	72	-243	-605

It is planned to expand Sittingbourne Community College by a further form of entry from September 2017 and to provide the school with accommodation and facilities for the permanent 2FE expansion.

2. Financial Implications

a. Capital: The school enlargements require each school to be provided with additional general teaching spaces, specialist teaching areas and facilities. Curriculum assessments for each school have been carried out in order to identify the additional accommodation required for each school project. Budgets have been agreed with the Academy Trusts who will be delivering the project themselves. The costs of the projects as indicated below are estimates and these may increase as they developed. If the cost of any project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

Barton Court Grammar School – £2.2m

Canterbury High School – £3.1m

Spires Academy – £ 3m

Sittingbourne Community College – £6m

b. Revenue: For a period of three academic years the schools will receive protection for additional Year 7 pupils at the rate of £3,803 per pupil. For each additional classroom, resulting from the expansion, the sum of £6,000 will allocated towards the classroom setup costs.

c. Human: The schools will appoint additional staff as and when appropriate.

3 Raising Standards and Improving Lives

3.1 Barton Court Grammar School

Barton Court is an outstanding school. Ofsted's key findings about the school when it was inspected in March 2014 stated that students of all abilities including those supported by the pupil premium, make excellent progress and, as a result, achievement in all subjects, including English and mathematics, is exceptionally high. School leaders are passionate in their commitment to the school's future success and have therefore confirmed their agreement to expand the school to enable more children to have the opportunity to attend this excellent school.

3.2 *Canterbury High School*

Although the school was recently judged as requiring improvement, Ofsted recognised that the school has an inclusive philosophy and ethos and its commitment to giving all pupils a wide range of opportunities and variety of subjects, including in the sixth form, are real strengths. School leaders are working hard to return to being judged a good school and are setting clear directions for improvement. The school is very popular and always oversubscribed.

3.3 *Spires Academy*

Spires Academy was judged as requiring improvement in May. However Ofsted recognised that school leaders had high expectations and ambition for the academy and that it was improving. Since the inspection in May a monitoring inspection visit has taken place which reported that the senior leaders and trustees were taking effective action to tackle the areas required for improvement in order to become a good academy. The collaborative partnership with Simon Langton Girls' Grammar School, whose Principal is also the executive principal of the Spires Academy, is contributing well to improvements. The school is increasingly popular and its number of first preferences has risen consistently over the past five years.

3.4 *Sittingbourne Community College*

Sittingbourne Community College is a good school as judged by Ofsted in December 2013, where the students achieve well and the learning and progress of different groups is improving rapidly. Ofsted reported that the quality of teaching is at least good and continuing to improve, with many examples of outstanding practice. The school's popularity is increasing and the number of first preferences has risen steeply over the last two years.

4. **Policy Framework**

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

4.2 The 'Kent Commissioning Plan for Education Provision, 2016-20' identified the demand for up to 8575 Secondary school places in Canterbury district and 9030 Secondary school places in Swale district. If capacity is not added, there will not be enough places available to meet demand and parental preference.

5. **Academy Consultations**

5.1 The process to be followed to increase the physical capacity of an Academy is outlined in the DfE advice for Academy Trusts on "making significant changes to an existing academy". Expansion proposals can be fast tracked without having to provide a business case to the EFA. However, academy trusts will need to seek approval from the Secretary of State through the EFA. The academy will be required to carry out a public consultation with stakeholders if the proposed expansion is considered to be a significant change (adding more than 30 pupils and increasing the capacity by 25% or 200 pupils).

5.2 *Barton Court Grammar School.*

The Academy Trust carried out a public consultation on their proposal to expand the school on their current site between 30 June 2015 and 18 September 2015. There were 192 responses to the public consultation with 174 “for” the expansion and 16 “against” and 2 “neither for nor against”. At the end of the consultation period the Trust agreed to continue with the proposal and submit a planning application. The build project was considered at Canterbury City Council’s planning Committee in January. The Local Authority provided a statement of support for the proposal.

5.3 *Canterbury High School.*

The proposed 1FE expansion of Canterbury High School does not meet the criteria to be considered a significant change. However, the Academy Trust will carry out an informal consultation with parents/carers, staff and governors and will be informing the EFA of the increase in pupil numbers.

5.4 *Spires Academy*

The Academy Trust will carry out a consultation with stakeholders on the proposed expansion and will seek agreement from the Secretary of State.

5.5 *Sittingbourne Community College*

The Academy Trust will carry out a consultation with stakeholders on the proposed expansion and will seek agreement from the Secretary of State.

6. **Views**

6.1 The view of the Local Member:

Barton Court Grammar School – Mr Michael Northey “I am very much in favour of the Barton Court expansion and wish it every success. It will be much needed in years to come”.

Canterbury High School – Mr Martin Vye understands the need to expand Secondary capacity in Canterbury and welcomes the fact that Canterbury High School has been chosen to take in an extra 30 children in Year 7 next September and to expand by 1FE from 2017.

Spires Academy – Mr Alan Marsh is aware of the proposal.

Sittingbourne Community College – Mr Roger Truelove supports the project to expand Sittingbourne Community College subject to the scheme including ways of mitigating any increase in traffic.is aware of the proposal.

6.2 The view of the Area Education Officer:

Discussions have taken place with all the schools involved and with other schools locally. The schools’ leadership teams have confirmed their support for the proposals. All proposals are set out within the Commissioning Plan which has been consulted on with schools, local councils, governors and KCC local Members. These proposals will help meet the local demand for Year 7 places from September 2016 onwards.

7. **Proposals**

7.1 *Barton Court Grammar School* expansion, increasing the PAN from 128 to 150 from September 2017. The build project for the permanent expansion of Barton Court Grammar School has been worked up and submitted for planning agreement to

Canterbury City Council by the Academy Trust. An agreement will be drawn up between KCC and the Academy Trust for the delivery of the Project in accordance with the agreed budget.

7.2 *Canterbury High School*, 1FE expansion (30 temporary Year 7 places from September 2016 and permanent 1FE expansion from September 2017), increasing the PAN from 180 to 210 (gradual expansion). It has been agreed that the academy will deliver the build project themselves. Therefore, KCC Capital Projects will arrange a contractual agreement between KCC and the academy trust for the delivery of the Project in accordance with the terms and conditions set out in the Agreement and the agreed budget.

7.3 *Spires Academy*, 1FE expansion, (30 temporary Year 7 places from September 2016 and permanent 1FE expansion from September 2017), increasing the PAN from 120 to 150 (gradual expansion). It has been agreed that the build project will be managed by KCC Capital Projects Team.

7.4 *Sittingbourne Community College*, 2FE expansion, (30 (1FE) temporary Year 7 places in September 2016 and permanent 2FE expansion from September 2017 – increasing the PAN from 210 to 240 in September 2016 and then increasing permanently to 270 from September 2017 (gradual expansion). It has been agreed that the build project will be managed by KCC Capital Projects team.

7.5 An Equality Impact Assessment has been completed to comply with the Council's equality duty to have due regard to equality considerations when proposing school expansions and commissioning additional school capacity.

8. Delegation to Officers

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

9. Conclusions

9.1 Forecasts for the Canterbury and Swale district indicate an increasing demand for Secondary school places from September 2016. These enlargement will add an additional 60 Year 7 places in Canterbury District in September 2016 and a further 22 Year 7 places from September 2017. The enlargement of Sittingbourne Community College will add an additional 30 Year 7 places in Swale District in September 2016 and a further 30 Year 7 places from September 2017 onwards. These proposals are in line with our vision to ensure that children and young people in Kent get the best start in life as set out in KCC's Strategic Statement 2015-20 'Increasing Opportunities, Improving Outcomes' and the 'Commissioning Plan for Education – Kent' (2015 – 2019).

10. Recommendation(s)

<p>Recommendation(s): The Cabinet Member for Education and Health Reform is asked to consider the need for additional Secondary capacity in East Kent and agree to:</p>
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- iv. Allocate £14.2m from Education and Young People's Services Capital Budget.
 - Barton Court Grammar School - £2.2m
 - Canterbury High School - £3.1m
 - Spires Academy - £3m
 - Sittingbourne Community College - £6m
- v. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council; and
- vi. 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.

This decision is conditional upon planning permission being granted for each individual project.

11. Background Documents

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

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

11.2 Future Provision of Secondary Education Kent

<http://kcc-app610:9070/documents/s53309/Item%20D5%20-%20Future%20Provision%20of%20Secondary%20Education%20in%20Kent.pdf>

11.3 Kent Commissioning Plan for Education Provision 2016-2020

<https://democracy.kent.gov.uk/documents/s61244/Item%20C1%20App%20FINAL%20APPROVED%20KCP%202016-2020%2003.12.15.pdf>

11.4 Equalities Impact Assessment

12. Contact details

Report Author

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Relevant Director:

- Keith Abbott
- Director of Education Planning and Access
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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

15/00094

For publication

Subject: The Expansion of Barton Court Grammar School to 5FE

Decision:

As Cabinet Member for Education and Health Reform I note the governing body's decision to expand the school and agree to:

- i. Allocate £2.2m from Education and Young People's Services Capital Budget being Kent County Council's contribution towards Barton Court Grammar School's building scheme to provide the additional form of entry.
- ii. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council
- iii. Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

This decision is conditional upon planning permission being granted.

Reason(s) for decision:

The Canterbury district section of the Kent Commissioning Plan for Education Provision 2016-20 has identified a significant pressure on Year 7 places. The expansion of Barton Court Grammar School to 5FE will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision I have taken into account:

1. the views of Stakeholders who responded to the Barton Court governing body's consultation held between 30 June 2015 and 18 September 2015;
2. the Governing Body's decision following the consultation to continue with the proposed expansion of the school and seek approval from the Secretary of State
3. the views of the Local Member
4. the views of the Area Education Officer
5. the views of the Education and Young People's Services Cabinet Committee.

Financial Implications:

It is proposed to permanently enlarge Barton Court Grammar School, increasing the PAN to 150 (5FE) for the September 2017 Year 7 intake.

- a) Capital – Kent County Council's contribution towards Barton Court Grammar School's building scheme to provide the additional places will be £2.2m. The Academy has submitted the plans for agreement to Canterbury City Council and will submit a financial plan to the EFA to

request Secretary of State approval to expand and bid for Condition Improvement Funding (CIF) for the capital required for their building scheme. The outcome is expected to be known by the spring term 2016. KCC's contribution is an estimate and KCC has acknowledged that the final amount may be higher or lower. KCC will work with the school throughout the process to ensure that any contribution for Additional Works is minimised as far as possible, but if this increases by more than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

b) Revenue – For a period of three academic years, the school will receive protection for an additional 30 Year 7 pupils at the rate of £3,803 per pupil. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.

c) Human – As an Academy, the school will decide when to appoint additional teachers, as the school size increases incrementally.

Cabinet Committee recommendations and other consultation:

8 July 2015 Report to Education and Young Peoples Cabinet Committee

The Committee resolved to note the necessary actions required to increase Secondary school capacity to meet the demands of a growing Secondary school population as detailed in the report.

15 December 2015 Report to Education and Young People's Cabinet Committee

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional secondary places in the Canterbury District.

Any alternatives considered:

The Commissioning Plan for Education Provision 2016-20 explored all options for providing additional secondary school places. This proposal to provide Basic Need capital funding towards the Academy's building project, will provide 150 additional selective places to meet predicted future demand in the Canterbury district.

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

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Signed

Date

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

16/00011

For publication

Subject: The Expansion of Canterbury High School to 7FE

Decision:

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

- i. Allocate £3.1m from Education and Young People's Services Capital Budget
- ii. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council
- iii. Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

This decision is conditional upon planning permission being granted.

Reason(s) for decision:

The Canterbury district section of the Kent Commissioning Plan for Education Provision 2016-20 has identified a significant pressure on Year 7 places across the district. The expansion of Canterbury High School to 7FE will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision I have taken into account:

1. The Governing Body's agreement to the proposal and their agreement to carry out an informal consultation with parents/carers, staff and governors.
2. The views of the Local Member
3. the views of the Area Education Officer
4. the views of the Education and Young People's Services Cabinet Committee.

Financial Implications:

It is proposed to permanently enlarge Canterbury High School, increasing the PAN to 210 (7FE) for the September 2017 Year 7 intake.

- a) Capital – The enlargement of the school requires the provision of additional general teaching spaces, specialist teaching areas and facilities. A curriculum assessment and feasibility study has been carried out. The total cost is estimated to be in the region of £3.1m. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

- b) Revenue – For a period of three academic years, the school will receive protection for an additional 30 Year 7 pupils at the rate of £3,803 per pupil. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.
- c) Human – As an Academy, the school will decide when to appoint additional teachers, as the school size increases incrementally.

Cabinet Committee recommendations and other consultation:

8 July 2015 Report to Education and Young Peoples Cabinet Committee

The Committee resolved to note the necessary actions required to increase Secondary school capacity to meet the demands of a growing Secondary school population as detailed in the report.

15 December 2015 report to Education and Young People’s Cabinet Committee

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional secondary places in the Canterbury District.

Any alternatives considered:

The Commissioning Plan for Education Provision 2016-20 explored all options for providing additional secondary school places. The proposal to permanently expand Canterbury High School to provide 150 additional secondary school places to meet predicted future demand in the Canterbury district was deemed a suitable option.

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

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Signed

Date

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

15/00095

For publication

Subject: The Expansion of Spires Academy to 5FE

Decision:

As Cabinet Member for Education and Health Reform I note the governing body's decision to expand the school and agree to:

- i. Allocate £3m from Education and Young People's Services Capital Budget
- ii. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council
- iii. Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

This decision is conditional upon the Secretary of State approving the expansion of Spires Academy. This decision is conditional upon planning permission being granted.

Reason(s) for decision:

The Canterbury district section of the Kent Commissioning Plan for Education Provision 2016-20 has identified a significant pressure on Year 7 places. The expansion of Spires Academy to 5FE will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision I have taken into account:

- 1 The Governing Body's agreement to the proposal and their agreement to carry out a public consultation and seek approval from the Secretary of State
- 2 the views of the Local Member
- 3 the views of the Area Education Officer
- 4 the views of the Education and Young People's Services Cabinet Committee.

Financial Implications:

It is proposed to permanently enlarge Spires Academy, increasing the PAN to 150 (5FE) for the September 2017 Year 7 intake.

- a) Capital – The enlargement of the school requires the provision of additional general teaching spaces, specialist teaching areas and facilities. A curriculum assessment and feasibility study has been carried out. The total cost is estimated to be in the region of £3m. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to

allocate the additional funding.

- b) Revenue – For a period of three academic years, the school will receive protection for an additional 30 Year 7 pupils at the rate of £3,803 per pupil. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.
- c) Human – As an Academy, the school will decide when to appoint additional teachers, as the school size increases incrementally.

Cabinet Committee recommendations and other consultation:

8 July 2015 Report to Education and Young Peoples Cabinet Committee

The Committee resolved to note the necessary actions required to increase Secondary school capacity to meet the demands of a growing Secondary school population as detailed in the report.

15 December 2015 report to Education and Young People’s Cabinet Committee

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional secondary places in the Canterbury District.

Any alternatives considered:

The Commissioning Plan for Education Provision 2016-20 explored all options for providing additional secondary school places. The proposal to permanently expand Spires Academy to provide 150 additional secondary school places to meet predicted future demand in the Canterbury district was deemed a suitable option.

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

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Signed

.....
Date

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

15/00096

For publication

Subject: The Expansion of Sittingbourne Community College to 9FE

Decision:

As Cabinet Member for Education and Health Reform I note the governing body's decision to expand the school and agree to:

- i. Allocate £6m from Education and Young People's Services Capital Budget
- ii. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/ agreements on behalf of the County Council
- iii. Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

This decision is conditional upon the Secretary of State approving the expansion of Sittingbourne Community College. This decision is conditional upon planning permission being granted.

Reason(s) for decision:

The Swale district section of the Kent Commissioning Plan for Education Provision 2016-20 has identified a significant pressure on Year 7 places in Sittingbourne. The expansion of Sittingbourne Community College to 9FE will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision I have taken into account:

1. The Governing Body's agreement to the proposal and their agreement to carry out a public consultation and seek approval from the Secretary of State
2. the views of the Local Member
3. the views of the Area Education Officer
4. the views of the Education and Young People's Services Cabinet Committee.

Financial Implications:

It is proposed to permanently enlarge Sittingbourne Community College, increasing the PAN to 270 (9FE) for the September 2017 Year 7 intake.

- a) Capital – The enlargement of the school requires the provision of additional general teaching spaces, specialist teaching areas and facilities. A curriculum assessment and feasibility study has been carried out. The total cost is estimated to be in the region of £6m. The costs of the project are estimates and these may increase as the project is developed. If the cost of the

project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

- b) Revenue – For a period of three academic years, the school will receive protection for additional Year 7 pupils at the rate of £3,803 per pupil. (30 places from September 2016 and an additional 30 places from September 2017.) For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.
- c) Human – As an Academy, the school will decide when to appoint additional teachers, as the school size increases incrementally.

Cabinet Committee recommendations and other consultation:

8 July 2015 Report to Education and Young Peoples Cabinet Committee

The Committee resolved to note the necessary actions required to increase Secondary school capacity to meet the demands of a growing Secondary school population as detailed in the report.

15 December 2015 report to Education and Young People’s Cabinet Committee

The Committee endorsed the Kent Commissioning Plan, which identified a need for additional secondary places in the Swale District.

Any alternatives considered:

The Commissioning Plan for Education Provision 2016-20 explored all options for providing additional secondary school places in Sittingbourne. The proposal to permanently expand Sittingbourne Community College to provide 300 additional secondary school places to meet predicted future demand in the Swale district was deemed a suitable option.

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

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Signed

Date

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

To: Education and Young People's Services Cabinet Committee, 21 January 2016

Subject: Proposed amalgamation of Woodlands Infant School and Woodlands Junior School, Hunt Road, Tonbridge TN10 4BB

Key Decision No: 16/00001

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: Cabinet Member Decision

Electoral Division: Tonbridge (Richard Long and Christopher Smith)

Summary: This report provides information on the proposal to amalgamate Woodlands Infant School and Woodlands Junior School by closing the current Infant and Junior Schools and establishing a single Community Primary School.

Recommendation(s): The Education and Young People's Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform in order to:

Issue a public notice to:

(i) Discontinue Woodlands Infant School and Woodlands Junior School, Hunt Road, Tonbridge, TN10 4BB and establish a single, three form of entry community primary school by September 2016.

And, subject to no new objections to the public notice

(ii) Make recommendation to the Schools Adjudicator for determination for implementation by September 2016.

1. Introduction

- 1.1 Kent County Council, with the support of Woodlands Infant School and Woodland Junior School Governing Body are proposing to amalgamate the schools to become a three form entry, single community primary school for children aged 4 to 11 years.
- 1.2 Woodlands Infant School and Woodlands Junior School are two separate schools serving the Higham Ward of Tonbridge. Both schools are popular community schools. Currently Woodlands Infant School has 269 pupils on roll and Woodlands Junior School has 382 pupils on roll.
- 1.3 The schools occupy adjacent sites with a single vehicular entrance point and both schools have pedestrian entrances. A Nursery known as Roselands Pre School Highamwood Ltd, have a lease of a large area within the Infant School site. The Nursery have erected their own demountable building on

- site, and have been granted a 25 year lease of the site they occupy, together with rights to use other areas within the Infant School site.
- 1.4 Woodlands Infant School is judged by Ofsted as a 'good' (January 2014) school. Overall teaching is good across the school, and some is outstanding, with pupils across the school making rapid progress in all subjects. Woodlands Junior School is judged by Ofsted as 'Outstanding' (May 2011).
 - 1.5 Following the retirement of the Headteacher of Woodlands Infant School, the Governing Bodies of the Infant and Junior Schools formed a 'soft federation governance arrangement' which meant they organised themselves into a Strategy Group to look at the future of both schools. Whilst the Governing Bodies remain separate, the Strategy Group had certain delegated powers. The Strategy Group reached an agreement that Mary Priestley, Headteacher of Woodlands Junior School, would be appointed Interim Executive Headteacher across both schools. Since September 2015 both schools have already seen the benefits of this approach, particularly in terms of staffing. However, this 'soft Federation' arrangement has limitations as the school budgets and strategic decision making remain separate.
 - 1.6 Both Governing Bodies have confirmed in writing their agreement to proceed to public consultation on the proposal to amalgamate the two schools.
 - 1.7 Public consultation is now underway and will conclude on 20 January 2016. The Governing Bodies agreed that one public meeting should be held on 6 January 2016 from 7pm at Woodlands Junior School.
 - 1.8 If following consideration of the responses to the consultation the Cabinet Member for Education and Health Reform agrees to issue a public notice, it is planned that a four week notice period would take place in February 2016. 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 determination.
 - 1.9 A Temporary Governing body would be set up to take forward the process to establish the new school.

2. Proposal

- 2.1 It is proposed that the two schools will amalgamate and a new 3 form entry primary school will be established with effect from 1 September 2016. Both predecessor schools would be discontinued from 31 August 2016.
- 2.2 Currently the Published Admissions Number (PAN) for each school is 90 for the Infants and 96 for the Junior School. The PAN for the new school would be 90 at the point of entry in Reception Year. However the school would continue to admit up to 96 places in Years 3 to 6. The two schools have an admission link and the current oversubscription criteria for both schools would remain the same for the new Primary school, in line with other Community schools.

- 2.3 It is proposed that the new Primary school would continue to operate over both current sites.
- 2.4 These proposals are set out in accordance with The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 published on 28 January 2014.
- 2.5 The legal process for the discontinuance of a school is under sections 15 to 17 and Schedule 2 of the Education and Inspections Act 2006 (EIA).
- 2.6 Section 15 of the EIA 2006 requires a Local Authority to publish statutory proposals where it is considering discontinuing a maintained school. Section 16 of the Act requires the local authority to consult such people as they feel to be appropriate and to have regard to Guidance published by the Secretary of State, before publishing such proposals.
- 2.7 The local authority is required to consult interested parties and in so doing must have regard to the Secretary of State's School Organisation Guidance for Maintained Schools (January 2014).
- 2.8 Decisions will be taken according to statutory procedures, including a 5 day proposed decision publication period before the decision is taken and a 5 day call-in period after the decision is taken. This proposed change is conditional on the establishment of a new school under section 10 of the EIA, therefore the proposal must be decided by the Schools Adjudicator.
- 2.9 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.
- 2.10 There will be no impact on the value of KCC's property portfolio.

3. Financial Implications

a. Capital

- i. It is proposed that the proposals can be implemented without the need for capital expenditure. Should the proposal proceed, Woodlands Infant School and Woodlands Junior School would close and a new primary school would operate all-through school on the existing Infant and Junior School sites.

Nursery: A Nursery known as Roselands Pre School Highamwood Ltd, have a 25 year lease in the site they occupy. The lease will expire in March 2024, though it can be terminated by either party subject to 6 months prior written notice. The lease is granted in KCC's name as landowner to the two Schools, which are specified as Woodlands Infant and Junior School respectively. Should the proposal proceed and the schools name change would be appended to the Lease and Roselands Ltd would be notified. A variation of the lease would only be needed if there were material changes to the terms and conditions of the lease, due to changes on site and/or operating procedures.

b. Revenue

- ii. The financial arrangements governing school amalgamations are set out in the Schools Revenue Funding 2016 to 2017 Operational guide July 2015.

Included in Kent's funding formula is a lump sum for all Kent primary schools regardless of their size. Woodlands Infant School and Woodlands Junior School currently each receive lump sum funding as separate schools. Should the amalgamation proceed the 'new all-through School' would eventually receive one lump sum. Funding protection will be applied for two years to enable the school to achieve the economies of scale from being one larger primary school. For example, if an amalgamation takes place for 1 September 2016:

- In the year of the amalgamation the two schools keep their lump sums 2 X £120k
- In the year after the amalgamation April 2017 to March 2018 – the school will get 85% of the combined lump sum = £204k.
- From April 2018 to March 2019 the school will get 1 lump sum £120k

c. Human

- iii. It is proposed that all teachers and support staff employed at Woodlands Infant School and Woodlands Junior School (at the time of the proposed amalgamation) will transfer to the primary school.

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

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

5. Consultation

- 5.1 Approximately 1200 hard copies of the public consultation document were circulated, which included a form for written responses. The consultation document was distributed to parents/carers, staff and governors of both schools, County Councillors, Member of Parliament, the Diocesan Authorities, local libraries, Parish Councils, Tonbridge and Malling Borough Council, and others. The consultation document was posted on the KCC website and the link to the website widely circulated. An opportunity to send in written responses using the response form, email and online was also provided.
- 5.2 The Headteacher, Mrs Priestley, gave assemblies at both the Infant School and the Junior School to explain to the children about the proposed amalgamation of the two schools. Following this the children were given the opportunity for discussion in classes and then a vote was taken to establish whether the children supported the proposal or not. Views were taken from the 21 classes across both schools. Overall 82% of the children were in favour of the proposed amalgamation with 8% against and 10% undecided.

In addition a school council meeting was held at the Junior School which included a range of pupil groups, including boys, girls, disadvantaged children, children with SEND, children with a variety of ethnic backgrounds and children with English as an Additional Language. Overall 61% of these children were in favour of the proposed amalgamation with 35% against and 4% undecided. A summary of children's views and School Council Meeting is attached at **Appendix 1 and 2**.

- 5.3 At the time of writing 70 consultation responses had been received of which 61 were positive, 2 were negative and 7 were undecided. A summary of responses received to date are attached at **Appendix 3**. The Area Education Officer for West Kent will provide a further update at the Committee meeting and a copy of all responses received will be passed to the Cabinet Member for Education and Health Reform. A public consultation meeting to discuss the proposal took place on 6 January 2016 from 7.00 – 9.00pm at Woodlands Junior School, Hunt Road, Tonbridge. The meeting was attended by 43 people, a summary of the meeting is attached at **Appendix 4**.

6. Views

- 6.1 The Local Members for Tonbridge have been consulted about these proposals.
- 6.2 The View of the Headteacher and Governing Body of Woodlands Infant School and Woodlands Junior School

Woodlands Infant School:

Having consulted on and carefully considered the various ways forward regarding the long-term future of Woodlands Infant School, the Governing Body has unanimously concluded that the interests of the current, and future, pupils of the school will be best served by the school being part of a full Primary school; rather than remaining as an infant-only school. To this end, and after discussion with the Woodlands Junior School governing body, the infant school governing body is co-proposing an amalgamation with Woodlands Junior School to create a new full primary school.

The reasoning behind this proposal is that whilst the two schools are already working closely together under a Soft-federation arrangement, it was felt that even greater benefits for all the Stakeholders, but in particular the children, would be achieved by the two schools becoming one. The key benefit of higher pupil attainment is seen as resulting from: longer-term relationship and trust development between parents/carers and the school, leading to deeper staff knowledge and understanding of the pupils from Foundation Stage to Key Stage 2; greater scope for staff development, effective deployment and the sharing of good teaching practice; economies of scale allowing more of the school budget to be spent on pupil education.

Woodlands Junior School Statement:

The Woodlands Junior School governors have a responsibility to ensure that all children within the school receive the best education possible. The

governors have spent some time considering how this might be best achieved. As a result, in conjunction with the governors of Woodlands Infant school, Woodlands Junior school governors have unanimously decided to co-propose the creation of an all through primary school by combining Woodlands Junior School and Woodlands Infant school. The reasons for this decision include a sharing of best educational practice across a single school, a consistent approach to outstanding teaching across all years, easing the difficulties associated with transition between key stage 1 and key stage 2, a whole school approach to the National Curriculum from foundation to the end of key stage 2 and school policies which will be consistently applied across one school. We believe that this constitutes the best possible future direction for education of the pupils of both schools.

6.3 The view of the Director Quality and Standards:

The Director Education Quality and Standards supports the proposal and believes amalgamation is the best approach to maintain standards for the pupils of Woodlands Infant and Junior School. The benefits of considering this proposal include greater consistency of approach to teaching and learning from ages 4 to 11; seamless monitoring of pupil progress from ages 4 to 11; increased potential for strong leadership and governance and continuity of experiences for young children.

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

The Director Planning and Access and the Area Education Officer for West Kent consider that the most appropriate solution to securing and sustaining outstanding education provision across the primary age range is for the Woodlands schools to become a single all-through Primary school.

8. **Conclusions**

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

9. **Recommendation(s)**

The Education and Young People's Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform in order to:

Issue a public notice to:

- (i) Discontinue Woodlands Infant School and Woodlands Junior School, Hunt Road, Tonbridge, TN10 4BB and establish a single, three form of entry community primary school by September 2016.

And, subject to no new objections to the public notice

- | |
|--|
| (ii) Make recommendation to the Schools Adjudicator for determination for implementation by September 2016 |
|--|

10. Background Documents

- 10.1 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 <http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>
- 10.2 Kent Commissioning Plan for Education Provision 2015-19
http://www.kent.gov.uk/_data/assets/pdf_file/0018/16236/Commissioningplan-for-education-provision-in-Kent-2015-2019.pdf
- 10.3 Consultation Document and Equalities Impact Assessment
<http://consultations.kent.gov.uk/consult.ti/woodlands>
- 10.4 Schools Revenue Funding 2016 to 2017 Operational guide July 2015
www.gov.uk/government/publications/schools-funding-arrangements-2016-to-2017
- 10.5 Kent Commissioning Plan for Education Provision 2016-20
<https://democracy.kent.gov.uk/documents/s61243/Item%20C1%20FINAL%200APPROVED%20EYPS%20Report%20Education%20Commissioning%20Plan%20Dec%202015.pdf>

11. Appendices

Appendix 1 – Comments from Children

Appendix 2 – Summary of Views of the School Council which met on 10 December 2015

Appendix 3 – Summary of Responses

Appendix 4 – Notes of Public Consultation Meeting - 6th January 2014

12. Report Author

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

12 Relevant Director

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

Woodlands Infant School and Woodlands Junior School
Children's Views on the proposed Amalgamation

The Headteacher, Mrs Priestley, gave assemblies at both the Infant School and the Junior School to explain to the children about the proposed amalgamation of the two schools. Following this the children were given the opportunity for discussion in classes and then a vote was taken to establish whether the children supported the proposal or not. Views were taken from the 21 classes across both schools.

Overall 82% of the children were in favour of the proposed amalgamation with 8% against and 10% undecided.

In addition a school council meeting was held at the Junior School which included a range of pupil groups, including boys, girls, disadvantaged children, children with SEND, children with a variety of ethnic backgrounds and children with English as an Additional Language

Overall 61% of these children were in favour of the proposed amalgamation with 35% against and 4% undecided.

Comments from the children in support of the proposed amalgamation

Key Stage 1

- 'I can share my lego'
- 'My brother is in the Juniors'
- 'I like the teachers'
- 'I like to learn new people's names'
- 'I'd like to be with my brother'
- 'I know the Juniors already because I go to After School Club'
- 'I can see my friend Emily'

Key Stage 2

- 'really exciting'
- 'I'm very excited that we can work with the infants but sad that we won't be here'

(Y6)

- 'It will inspire the younger children to have older buddies'
- 'We will be able to share stories with the younger children'
- 'It will raise the confidence of Y3'
- 'It will prepare KS1 for secondary school'
- 'It will be good for children without older and younger siblings'

Comments from the children against the proposed amalgamation

- 'I don't want to see my younger sister all the time'
- 'I'm worried about the cut in funding'
- 'Mummy and Daddy said that if the funding is cut we won't have any more computers'
- 'Would it be safe for all the children on the playground at the same time?'

- 'What if the older children do not behave and the younger children copy them?'

Questions

- 'Will they knock the school down?'
- 'Why do we only go as far as Y6?'
- 'How can we attach to the Juniors?'
- 'How will Mrs Priestley see all the classes?'
- 'Will we keep our tree names?'
- 'Will the school name stay the same?'
- 'Would we build a corridor between the schools?'
- 'Will we be able to read stories to the Infant children?'
- 'Will we share Sports Days?'
- 'Will we have 'houses'?'
- 'Can we share some playtimes? '

Summary of Views of the School Council which met on 10 December 2015

Attended by 23 pupils - reps, depts and others by special invitation.

All children were aware of the proposed amalgamation. They shared their thoughts in groups then fed back.

Votes in favour - 14

Votes not in favour – 8

Don't know – 1

Comments in favour of the proposal:

- It will build up our confidence in life [i.e. being with children of younger age]
- It will be good for peer mediators – more opportunity to carry out the role
- It will prepare you for secondary school – due to the bigger size of the school
- The young ones can learn more – we can look out for them
- We can make more friends
- There will be good teamwork – we can learn stuff from other people
- It will be good for those that have brothers / sisters

Comments against the proposal:

- It will be packed on the field for the younger ones – there will be more accidents
- YR are annoying and Y6 will get wound up and accidentally hurt them – they don't get along
- It will be too crowded – there will be bumps
- It will be harder for Mrs Priestley – less lunch and more work
- It will increase the arguments and need more people to sort it out

Summary of Responses

Proposal to Amalgamate Woodlands Infant School and Woodlands Junior School, Hunt Road, Tonbridge, Kent TN10 4BB by 1 September 2016

Consultation documents (hard copies) distributed: 1200
Responses received: 70

As at 11.01.16

	Support	Against	Undecided	Total
Parents/Carers	49	2	7	58
Governors	3			3
Members of Staff	9			9
Interested Parties	0			
Total	61	2	7	70

**In Support of the Proposal
Parent(s)/Carer(s)**

- The school will function better as one primary school
- The name of the school should be Woodland Primary School. This will ensure that it is still a well-recognised school. Anything other than this would mean scrapping the good reputation it has built up.
- Great idea, this will aid transition from KS1-2.
- Removing the need to apply for a place at the junior school will not only alleviate an enormous amount of administration but also some stress for parents who aren't always aware that their child's place is guaranteed.
- Mrs Priestly has led other schools in improving. The Infant School will benefit from the expertise in the Juniors.
- Helping the children get the needs throughout primary school by having one school will improve this as they can work together.
- This proposal will be beneficial for all involved.
- Makes sense to join the two schools and share the resources/teachers etc.
- Seems to be the most logical and sensible step.
- Although in favour, concerns about reduction in lump funding.
- Saves the process of applying for the Juniors for Year 3, makes more sense.
- Agree. It would be nice if standards didn't slip if the schools merged.
- Both schools will benefit from sharing resources and ideas.
- In favour of this; however, the management structure needs addressing. This year the deputy at the Infant School has had classroom responsibilities which has been impractical and in future would be more appropriate for a school of this size.

In Support of the Proposal

Staff

- This makes sense. Expectations and progression will be improved when managed by one person.
- Joining the schools will be beneficial for everyone.
- This can only be seen as a positive move.
- This proposal will provide learning and support for children throughout their primary school year.
- Career development prospects can be improved – this proposal will aid the retention of excellent staff.
- Concerns about how the two schools can fully amalgamate using the two separate buildings, from a staff point of view and the children's point of view but am sure it can be worked out.

In Support of the Proposal

Governor (Infant)

- Whole heartedly believe that an amalgamation of these two schools will benefit current and further pupils of the schools.

Against the Proposal

Parent(s)/Carer(s)

- Cannot see the benefits of the proposal.
- Concerned that loss of lump sum funding would impact on children, particularly those with Special Educational Needs.
- The schools already work closely together, why change something that already works?
- Concerned this is a money saving exercise.
- Unsure how an amalgamation would provide a more coherent delivery of the National Curriculum nor how it would provide a consistent approach to the way in which children are taught as pupils currently benefit from this.
- There is currently a system in place for transition which is very simple for parents to follow.
- The school halls are not large enough to accommodate whole school assemblies.
- Previously when there were separate Headteachers for the schools it would have been difficult for the two schools to operate under the same policies and practice. Now Headteacher is now the same in both schools there is no reason why the two schools cannot run the same policies and practice.
- Concerned cut in funding would lead to staff cuts.
- Concerned there would be pressure on the Friends Association to fundraise to provide facilities for the children to have what they already have if the two schools operated separately.

Undecided

Parent(s)/Carer(s)

- Concerned about the reduction in funding and cannot see how this can be a benefit. The effect is likely to be less money to spend on the school.
- Have utter confidence in Mrs Priestley but concerned that if in the future the combined school has a 'bad' headteacher, it will be damaging both schools instead of just one. Woodlands is extremely fortunate at the current time to have such an exceptionally good headteacher.
- Concerned how saving can be made without staff changes.
- Concerned that the reduction in funding would have impact on school performance. Also query whether reduction in funding would pave the way for an additional school in the community or at least additional school places in the best performing school?

Proposal to Amalgamate Woodlands Infant School & Woodlands Junior School

Notes of Public Consultation Meeting - 6th January 2014

Panel	Mr Keith Abbott	Director of Education Planning and Access (Chair)
	Mr Jared Nehra	Area Education Officer (West Kent)
	Ms Tel German	Senior Improvement Adviser
	Mrs Michelle Hamilton	Area Schools Organisation Officer (West Kent)
	Mrs Deborah Ledniczky	Public Meeting Recorder
	Mrs Mary Priestley	Headteacher
	Mr Geoff Bartlett	Chair of Governors (Infant School)
	Mrs Alison Minton	Chair of Governors (Junior School)

Introduction

Mr Abbott welcomed parents, staff and members of the public to the meeting and introduced the supporting officers and principal speakers and explained the running order of the evening.

Mr Nehra explained that the evening was to give people the opportunity to hear about the proposal first hand and to ask questions and to make any comments about the proposal to amalgamate Woodlands Infant and Woodlands Junior School. The evening forms part of the Public Consultation that will run over several weeks during which time people will be able to put their views to KCC.

The meeting will be recorded because it is a public consultation and all comments will be taken into account by our elected Members when the decision is made about the school and it is important that views and comments are on record.

Mr Nehra gave a short presentation detailing the purpose of the meeting, the background to the proposal, admission and financial arrangements, governance, staff, time-line, details for the response forms and the Equality Impact Assessment. Mr Nehra told people that a copy of the presentation can be made available by contacting his office.

Statement from the Headteacher, Mrs Mary Priestley

I would like to say a few words about the proposed amalgamation of the two schools. I am absolutely passionate about both Woodlands schools, having been involved with them since 1996. During that time the schools have had varying degrees of co-operation and working together. Interestingly, historically the schools opened as one and it was only after two years that the Infants moved into their own building and they became two. From my experiences, the times when the two schools have had the closest relationship have always been the times when they have, I believe, been at their most effective. For me, therefore, the decision about this proposed amalgamation centres around making the best educational provision for our children and I wouldn't be standing here tonight if I didn't whole-heartedly support the proposed joining together of the two schools.

It seems to me that the systems supporting the education of our children should, as far as possible, be consistent and completely aligned. It seems obvious that a curriculum which could be planned in its entirety from reception until Y6 will be the most cohesive and that assessment structures will work best when they do not change between key stages.

There are, of course, financial considerations but we are confident that with economies of scale in terms of contracts and purchasing, savings can be made without compromising the educational provision. Conversely the momentum and collective thought process of having one staff team forging forward together more than compensates for this.

These two great schools can and should move forward together, sharing their strengths for the benefit of all the children, their parents and the community in which they are placed.

Statement from the Chair of Governors for the Infant School - Mr Geoffrey Bartlett

The Governing Body have been discussing this proposal Since September 2015 and as explained by Mr Nehra and the points raised by Mrs Priestley the Governing Body agree that this is the best way forward for both schools and pupils and we feel that Mrs Priestley is the best person to take this proposal forward and make it work.

Statement from the Chair of Governors for the Junior School - Mrs Alison Minton

Governors debated long and hard and having also spoken to the CoG of other junior schools last year have concluded that this is the right thing to do; it is the best way forward for our pupils and their education and we are whole heartedly behind this proposal.

Question	Response
<p>Parent The amalgamation will mean a potential loss of £120,000 for the school. Can you help us to understand how the funding is spent and the savings that will be made?</p>	<p>Mr Nehra - Area Education Officer Explained that the financial loss of £120,000 equates to less than 6% of the combined overall school budgets. As two separate schools Woodlands benefits from additional monies which other three form entry schools would not normally receive. There are many such schools across the county that are not receiving this funding and are successfully delivering a good level of education for their pupils. In the past couple of years two Maidstone primary schools, Loose and Madginford, have both successfully amalgamated and, without impacting on the education of the children, have met the savings before the funding protection is taken away. An example of which is, by being one school, they have been able to purchase single contracts for such services as maintenance and admin.</p> <p>Mrs Minton - Chair of Governors (Junior) Spoke to the CoG of Loose about the financial implications. The school amalgamated two years ago and the Chair stated that although there have been challenges the school have achieved the savings needed and amalgamation was the right decision for the school. Mrs Minton pointed out that although their situation for amalgamation was slightly different to that of Woodlands the Governing Body feels</p>

<p>Parent - Infant School Can you give us a cross comparison in schools that, like Woodlands, one is outstanding and one is good/near to outstanding. The school you mentioned was underperforming so the stats will be lower. Do you have an example where this has worked in a similar school?</p>	<p>that this is absolutely the best thing for the schools.</p> <p>Mr Nehra - Area Education Officer Loose Primary school has maintained the level of education delivered and seen attainment increased significantly since becoming an all through primary school.</p> <p>Tel German - Senior Primary Improvement Officer Explained that it was a slightly different situation for the Maidstone schools. One was facing particular challenges and had to spend a large amount of money on staff training and coaching as well as managing the changes in funding. The result of the amalgamation has seen a transformation in the quality of provision and leadership with skills being shared across the school within their separate teams. The amalgamation has had a positive impact seeing a transformation in their Ofsted predicted judgements in terms of their outcomes and the progress their pupils make.</p> <p>Tel German - Senior Primary Improvement Officer For one school the stats were lower because it was under performing but the other was rated as a high performing school and is now improving even further. The same for Madginford, although one school was more challenging the other was rated outstanding and we have seen it transform further to become an excellent school with accelerated pupil progress. Benefits have not only been seen in the challenging school but in the higher attaining school as well. Improvements have been made in data, In Year progress, pupil progress, ease of transition, sharing of good practice - particularly in high attainers, skills, benefits from the input and support from the Junior school staff who were able to offer support with the lower ability children, resulting in the raising of standards and achievements for those pupils. Tel German acknowledged that both Woodlands schools are very good schools but could be even better.</p>
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<p>Ex pupil, Parent, Resident Have specific questions relating to the finance that I will put in an email directly to the council. Can you give an example of where you have amalgamated two schools of similar standards on same site so that we can objectively see whether or not the execution is something new or something that you have done before as all your relevant answers are not relevant to Woodlands.</p> <p>We have different views. Frustrated that we have not been provided with the relevant information to be able to make an informed decision and feel we are not going to be getting that information. You have answered the question, yes, you don't have a similar example.</p> <p>You say that cost savings cannot be achieved when you have two separate schools therefore are you increasing the specific risks.</p> <p>Can two separate schools on the same site achieve the same contractual advantage as one school on the site?</p>	<p>Mrs Priestley - Interim Executive Headteacher Neither of the schools want to rest on their laurels and it is only by moving forward, continuing to make improvements in both schools, that improvements will be made. We need to be constantly changing for the benefits of the children and I can already see improvements by sharing good practice and the improvement in communication. Leadership is currently separate and it makes more sense to do that together, forging forward together in order to make change rather than forcing it. Finances are important but I believe it's all about the children and we have to change. I have thought long and hard about this process and believe that is right thing to do for the school and children.</p> <p>Mr Nehra - Area Education Officer Have to disagree with the statement. Feel the examples given by Tel German are a good comparison. Madginford had one school rated outstanding and one underperforming so feel there is some direct relevance. The outstanding school has further improved.</p> <p>Mr Abbott - Director of Education Planning and Access I do have examples of same site schools that have amalgamated in the past that have delivered the savings which I can email to you.</p> <p>There are some areas where there is nothing stopping schools that are not on the same site getting one contract cheaper. There are some services that by the way companies externally charge or price are done on a school by school basis and some where they are instructed that you won't get the same savings.</p> <p>Mrs Priestley - Interim Executive Headteacher We will not be losing any staff as part of the process. There will be a re-structure undertaken to fit an all through primary school but will not be losing any of our</p>
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<p>Parent How will the staff situation work out if you lose some of the budget? There are presently two Deputy Headteachers and how will the reduction in the budget affect the support for children with SEN?</p> <p>Parent Will you look to lose people later on in the process?</p> <p>Parent - Infant Are we going to be given any clues of what the management structure will look like before we decide?</p> <p>Teacher When will that consultation be taking place?</p> <p>Finance Officer - Infant My colleague in the Junior school and I already work closely on the contracts and have negotiated jointly on maintenance contracts but each school has to have its own contract. Where we will be looking to save money on services where we currently pay twice services such as: schools personnel, payroll and Information Services (IS) subscription for technical support for computers. We are fortunate that as both Woodlands schools are rated highly and full we are in full receipt of the maximum income from KCC. Although both</p>	<p>resources; the level of support will remain the same. That's not to say that people's job roles won't change in time but as part of the amalgamation process we are not looking to lose anybody. As we go forward I will have to put forward a leadership structure.</p> <p>Mrs Priestley - Interim Executive Headteacher No, I am not looking to lose staff as part of amalgamation. I do have to put forward a leadership structure in a few weeks' time as part of the process.</p> <p>Mrs Priestley - Interim Executive Headteacher That I don't know, I would need to seek advice.</p> <p>Mr Nehra - Area Education Officer A key element of the process is that staff will be consulted with. Staff will be given information that we couldn't automatically give out to parents so that they are able to comment in confidence. The suggested structure will not be announced before the end of the process. It will follow as part of the process and will happen before the end of the conclusion of the amalgamation procedure.</p> <p>Mr Nehra - Area Education Officer It is a separate consultation process and does not have the same end date. We will be coming out to see staff and you will have a further period to consult. I do not have the time line to hand but will provide Mrs Priestley with a copy.</p> <p>Mr Nehra - Area Education Officer The £120,000 being referred to is not a saving to the County Council. Schools funding comes through a delegated budget called the DSG budget and is separate to the County Council resource. Any savings will remain in the DSG budget and be distributed through to all schools in the County.</p>
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schools manage their costs I cannot say how we can save £120,000 but we have two years to look at those economies of scale.

Parent

Are the staff consulted on their opinion as to whether you choose to amalgamate the two schools or not?

Parent

What happens about the school uniform coming into September if you are going to change the school name?

Parent

Given that the schools are separate how logistically will the children not feel this transition when there is a transition?

Parent

Who is the adjudicator for the process?

Mr Nehra - Area Education Officer

The view of staff is very important. Through the separate consultation staff have a right to be consulted on confidentially. No changes to staffing are being proposed through this proposal or their terms and conditions i.e. no measures are being proposed as part of this process.

Mrs Priestley - Interim Executive Headteacher

I met with staff before the proposal was launched and would like to re-iterate that there will be no changes to staff through this process but over time changes will occur to the staffing structure.

Mrs Priestley - Interim Executive Headteacher

The name Woodlands is synonymous with school; there are no plans to change it and the uniform will remain the same. This proposal is about making a continuous process for the children and despite the reduction in funding, I think it is best way forward for both the schools.

Mrs Priestley - Interim Executive Headteacher

We are talking about the psychological impact of their transition for the children. As the schools work more closely together that will seem less big because there will be more opportunities where children will come together to share various activities, do more things together, and have the same member of staff talking/overseeing a particular area such as safeguarding or SEN. Changes will be little and subtle but important in making sure that the children's education is as smooth as possible.

Mr Nehra - Area Education Officer

The Schools Adjudicator is a semi-independent government agency that has the right to make impartial decisions on specific things in education legislation. They are the office who will look at the process and their decision is final on the amalgamation.

<p>Parent Why would you keep two Deputy Heads and an Executive Headteacher, two SENCO's, two school offices?</p> <p>Parent - Infant I can see the benefit of 7 continuous years through schooling. Infant presently have their own space to grow in confidence, will they still have their own space in the future?</p> <p>Parent The execution of change and leadership is going to be important over the next 3 years. Very encouraged about support by Governing Body for the Mrs Priestley but how are you going to guarantee that Mrs Priestley will not leave in the next 3 years. This process will fail or succeed from leadership from the top.</p> <p>Ex Pupil, Parent & Resident Asked the Governing Body if we go ahead and school changes I can see a lot of benefits for staff who will then become a much more valuable commodity. Will the risks of having a better set of staff and how you potentially keep them leaving the school be considered and how might you go about changing the recruitment process for future staff? One of the over-riding principals of the school is its strong leadership from governors.</p>	<p>Mrs Priestley - Interim Executive Headteacher Some things will be doubled, such as the school offices. There may be staff retirements coming up which will allow us to move staff around efficiently. There are areas where we are short and I have already talked about how it will work. There are enough roles to be able to separate responsibility out and we can use the expertise of staff already in place.</p> <p>Mrs Priestley - Interim Executive Headteacher Space will stay the same and parent involvement will still be welcome. Will not be mixed playground but will think about using space better. Feeling of nurturing is about the age of children rather than the differences between the schools.</p> <p>Mrs Priestley - Interim Executive Headteacher I do not envisage being here for next 20 years but neither do I see myself leaving or not completing a process or seeing it through.</p> <p>I have no intention of leaving but the school does perform without me being there. The School has always been about the teaching staff and teaching assistants. Key of good school is that it can work because of its staff.</p> <p>Mrs Minton - Chair of Governors (Junior) I do not think training better quality staff will mean that we will lose staff because they develop. Staff develop and move on for their own career and progression. School needs to encourage staff to become excellent teachers because this benefits the children. We have a rigorous recruitment process in place and do not see why this would change. We search externally for staff and provide an outstanding work place environment for children and leadership.</p> <p>Mrs Priestley - Interim Executive Headteacher There comes a point when staff feel the</p>
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<p>Parent Funding will be reduced by 50%. Still need to be convinced that this will work. Have you looked at systemically and realistically feel that we can make these savings?</p>	<p>need to move on for their own progression. Do not want to lose that.</p> <p>Mr Nehra - Area Education Officer Whilst the £120k relates to 50% of the combined lump sum funding, it is less than 6% of the combined budget across the two schools. There is a possibility under the funding regulations to apply for an extension to the funding protection but the school will need to demonstrate exceptional circumstances why the economies cannot be achieved. The key is whether schools that have amalgamated have met these economies and we have heard that other schools have done so in a more difficult situation. Many three form entry primary schools do not receive these monies and achieve very well. We aim to provide our professional opinion, not to convince you what you should put in your consultation response. Please express your views on the response forms provided.</p> <p>Mr Abbott - Director of Education Planning and Access Have worked with a lot of schools on amalgamation, supporting the school through the process and sharing information about savings.</p>
<p>Parent Currently there are two parent groups involved in fund-raising for the schools. If the amalgamation goes ahead then there will only be one group resulting in a loss of monies that goes into buying resources for the school. Has that been looked at/considered?</p> <p>Parent Would like confirmation you are not going to start asking parents to cover the short fall in funding and as there will not be as many fund raising activities will you be asking for contributions and will the reduction in the budget impact on school trips?</p>	<p>Mrs Priestley - Interim Executive Headteacher We will not taking anything away from the group but it is probably not feasible to run two same events so it is possible that you would not generate the same amount of money. As for trips and other events these will continue.</p> <p>Mrs Priestley - Interim Executive Headteacher All contributions are on a voluntary basis. Teacher The recent contribution for a Yr 6 book was voluntary. At my previous school it was more of the usual culture to ask parents to purchase a book. We do not expect parents/carers to purchase resources. Sorry if I gave that impression.</p> <p>Mr Nehra - Area Education Officer</p>

<p>Parent Feel there needs to be more transparency about how money is being spent. Unsure how money was spent from the 50th anniversary contributions.</p> <p>Parent Clarify the donation ask for recently in the Infant school</p> <p>Parent Is the amalgamation process reversible and do you know of a case where this has happened?</p> <p>Parent Would it be easier to do before the process got too far along the line or would it make no difference?</p> <p>Parent Do you know why Woodlands began as one school then split into two?</p> <p>Parent Why didn't the proposed amalgamation go ahead in 1996?</p>	<p>There is Government guidance around voluntary contributions. Parents can be asked to contribute voluntarily, but cannot be forced to contribute if there is a short fall in the school budget.</p> <p>Mrs Priestley - Interim Executive Headteacher Agreed that the school needs to be transparent about what contributions are spent on. The school likes to think very carefully about how it spends its monies and we try and ask less and less for voluntary contributions. I will write something in the schools newsletter about the things that were bought from the Association of Friends to mark the 50th anniversary.</p> <p>Mrs Priestley - Interim Executive Headteacher This is nothing to do with shortfall. It's about our Early Years team making things more hands on in reception.</p> <p>Mr Nehra - Area Education Office Yes, I believe it is technically possible to revert to two separate schools, although it's not something I have experience of. It would not be reversing decision taken, but would in effect be discontinuing the Primary school and establishing separate Infant and Junior schools under relevant legislation.</p> <p>In terms of the statutory process it would be a very similar process and would require a consultation process and staff consultation. I don't think the timing would matter particularly.</p> <p>Governor Originally plan was for two separate school buildings but as one was ready before the other all the children went to that one.</p> <p>Mrs Priestley - Interim Executive Headteacher From memory, at that time, when a Headteacher retired from one of the schools it triggered an automatic consultation but it didn't get to the stage that the current process has.</p>
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<p>Parent - Junior Do Ofsted give a cooling off period?</p> <p>Parent If amalgamation goes ahead how is school rated?</p> <p>Parent Not planning to lose staff other than natural wastage. In terms of leadership and staff does that mean you will not be back filling posts?</p> <p>Parent If losing senior members of staff, will you use more junior staff as this will cost less?</p>	<p>Mrs Priestley - Interim Executive Headteacher Just changed - it's now three years after the consultation process goes through to allow structure to embed. Will be inspected after that.</p> <p>Mrs Priestley - Interim Executive Headteacher Officially we will lose our rating but the Ofsted report will remain published on our website for both schools as they were previously.</p> <p>Mrs Priestley - Interim Executive Headteacher All leadership staff are mostly class based. No plans to change structure</p> <p>I and the Governing Body look at the Leadership team annually. It will however be great to see the leadership roles across both schools. We currently have two Deputy Headteachers and as a big school we need that amount of leadership.</p> <p>Would not look to replace with more junior staff. We do a lot of growing our own staff and do not look at cost. We look at what we need and recruit accordingly. There are costs to be cut but not at the expense of the rounded staff. Would always appoint a member of staff, and I'm sure the governors would as well, on the quality they bring to the role not on a financial basis.</p>
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Mr Abbott thanked everyone for attending and for their views and questions and to please complete a response form, the deadline for which is the 20th January 2016 to make sure we have all the information back so that we can provide that as part of the feedback to the County Councillors for discussion at the Education Cabinet Committee on the 21st January. Thanks were given to Mrs Priestley for hosting the event, the Panel and to everyone for attending.

The meeting was attended by approximately 43 people.

Meeting closed at 8.30pm

KENT COUNTY COUNCIL – RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

16/00001

For publication

Subject:

Decision: Proposed amalgamation of Woodlands Infant School and Woodlands Junior School, Hunt Road, Tonbridge TN10 4BB

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

Recommendation(s): Issue a public notice to:

Issue a public notice to:

- (i) Discontinue Woodlands Infant School and Woodlands Junior School, Hunt Road, Tonbridge, TN10 4BB and establish a single, three form of entry community primary school by September 2016.

And, subject to no new objections to the public notice

- (ii) Make recommendation to the Schools Adjudicator for determination for implementation by September 2016.

Reason(s) for decision:

In reaching this decision I have taken into account:

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

Cabinet Committee recommendations and other consultation:

21 January 2016

15 December 2015

The Committee endorsed the Kent Commissioning Plan 2016-20, which recommends the consideration of the amalgamation of separate infant and junior schools to provide all age Primary schools, where appropriate, because of the benefits they offer including better continuity of learning.

Any alternatives considered:

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

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

N/A

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Signed

.....
Date

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

To: Education and Young People's Cabinet Committee,
21 January 2016

Subject: Proposed changes to South Borough Primary School
(Maidstone)

Classification: Unrestricted

Past Pathway of Paper: Education Cabinet Committee – 14 October 2014;
15 December 2015;

Future Pathway of Paper: Cabinet Member Decision

Electoral Divisions: Maidstone Central

Summary: This report sets out the proposed changes to South Borough Primary School, Stagshaw Road, Maidstone.

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

- (i) Allocate £2.6 million from the Basic Needs budget to fund the permanent expansion of the school to two forms of entry.
- (ii) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- (iii) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

1. Introduction

- 1.1 As the strategic commissioner of school provision, the Local Authority has a duty to ensure that there are sufficient school places for the residents of Kent as set out in Kent's Commissioning Plan for Education Provision in Kent 2016-20.
- 1.2 The forecasts for Maidstone indicate a continued growth in demand for Reception year places with a deficit of places forecast for seven of the 12 planning groups. The growth is predominantly from incremental increases in the birth rate and significant new housing across the Borough.
- 1.3 Maidstone Central and South forecasts indicate sustained population growth. To address this we commissioned a bulge of 30 additional Reception Year places at South Borough Primary School for September 2015. At the Local Authority's request the Swale Academies Trust has agreed that a consultation should be carried out on permanent expansion of South Borough Primary School.

- 1.4 South Borough Primary School is currently a 1 Form Entry (FE) school in Maidstone. It became part of the Swale Academies Trust on 1st February 2015. The School collaborates with other Trust schools, namely Westlands Primary School and Regis Manor Primary School to ensure best practice is shared.
- 1.5 The process to increase the physical capacity of South Borough Primary School is set out in accordance with Department for Education guidance for Academy Trusts "Making Significant Changes to an Existing Academy". Academy Trusts are required to seek approval from the Secretary of State through the Education Funding Agency and carry out a consultation with Stakeholders. The Secretary of State will require assurances that consultation has taken place and responses are taken into account, funding has been secured and any financial arrangements are sound.
- 1.6 Following the consultation, the Academy Trust will consider all the views expressed by stakeholders and then make a decision on how to proceed. If the Academy Trust agrees to proceed with the proposal, then approval will be sought from the Secretary of State.
- 1.7 The Local Authority will undertake a planning application process for the new classrooms and facilities will include consideration of issues arising out of the physical expansion of the school such as parking and the impact on traffic. A pre-planning consultation meeting has been scheduled for 28 January 2016.

2. Financial Implications

- 2.1 Swale Academies Trust and KCC are proposing to enlarge South Borough Primary School by 1FE taking the published admissions number (PAN) from 30 to 60 (2FE) for the September 2016 intake and eventually a total capacity of 420 places.
 - a. Capital
 - (i) It is proposed that the school are provided with a new six classroom block with associated facilities including toilets and storage. In addition, necessary infrastructure amendments, including car parking layout will be incorporated to enable the school to expand by one form of entry. A feasibility study has been completed and the total cost is estimated to be in the region of £2,600,000. Appropriate funding has been identified as part of the Medium Term Financial Plan. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
 - (ii) The County Council seeks funding from new housing developments towards capital projects where the additional pupils generated by those developments cannot be accommodated within surplus capacity. Developments in the South and South East of Maidstone will be requested to contribute to the cost of this project. There are currently two planning applications which, if consented by Maidstone Borough Council, are expected to provide approximately £370,000. Further planning applications are expected in the area which are also likely to provide funding to the project.

- (iii) A £2,500 contribution towards the setup costs of each class will be provided.

b. Revenue

- (iv) Academies are funded on lagged pupil numbers by the Education Funding Agency (EFA) through the General Accounting Grant (GAG). The means that any increase in Year R pupil numbers from September will not be funded until the following the September.
- (v) To address the delay in funding for Year R pupils, Growth funding will be allocated to the academy in compliance with the LAs growth policy. For the first three years the academy will receive re-org funding and for the remaining four years of the expansion they will receive rising roll funding. Funding will be allocated only for the new annual Year R intake, for the first three years it will be on a guaranteed number of 30 and for the remaining 4 years it will be on the actual increase in numbers in excess of 30. In both instances it will be funded at the rate of £2,740 per pupil.
- (vi) A £6,000 contribution towards the set up costs of each class will also be provided.

c. Human

- (vii) Swale Academies Trust will appoint additional teachers and support staff, as the school size increases and the need arises within their overall funding allocation.

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

- 3.1 These proposals will help to secure our ambition "to ensure that Kent's young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy" as set out in 'Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2015-2020)'
- 3.2 These proposals reflect KCC's aspirations to provide sufficient school places across the County, as set out in Kent's Commissioning Plan for Education Provision in Kent 2016-20.

4. Consultation Outcomes

- 4.1 In accordance with Department for Education guidance for Academy Trusts, Swale Academies Trust with support of the Local Authority will launch a consultation from 11th January to 8th February 2016.
- 4.2 The Academies Trust have confirmed their intention to consult with parents/carers, staff and governors of South Borough Primary School, County Councillors, Member of Parliament, the Diocesan Authorities, local libraries, Parish Councils, Maidstone Borough Council, and others. The consultation document will also be posted KCC's School Consultation website and the link to the website widely circulated. An opportunity to send in written responses using the response form and email will be provided by the Academies Trust.

- 4.3 A drop-in session, supported by the Local Authority will be held on 28 January 2016 from 4.30 – 6.00 at South Borough Primary School.

5. Views

5.1 The View of the Headteacher and Swale Academies Trust

The Swale Academies Trust has determined that a consultation should be carried out on the permanent expansion of the school. Having additional students on roll at the school will have financial benefits for the school. This may potentially provide the opportunity to enhance teaching and career opportunities for staff, which in turn will benefit the learning experience of the children’.

5.2 The View of the Area Education Officer

The Area Education Officer for West Kent fully supports this proposal and, having considered other commissioning options, is of the belief that this is the most sustainable solution.

6. Proposal

- 6.1 The process to implement the proposal to increase the physical capacity of an academy is outlined in the DfE advice for Academy Trusts and will be the responsibility of Swale Academies Trust to carry out a consultation with stakeholders and seek approval by the Secretary of State through the Education Funding Agency.
- 6.2 Capital funding and building works for the proposed expansion of South Borough Primary School are subject to KCC statutory decision making process and planning.
- 6.3 An Equality Impact Assessment has been completed as part of this process.
- 6.4 There will be an increase to the value on KCC’s property portfolio, however, this will be incorporated into the 125 year lease to the Swale Academies Trust.

7. Delegation to Officers

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

8. Conclusions

- 8.1 This proposal will create an additional 210 primary aged places at South Borough Primary School in line with Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement 2015-2020 Policy Framework’ and the ‘Commissioning Plan for Education – Kent’ (2016 – 2020).

9. Recommendation(s)

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

- (i) Allocate £2.6 million from the Basic Needs budget to fund the permanent expansion of the school to two forms of entry.
- (ii) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (iii) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

10. Background Documents

- 10.1 Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement 2015-2020 <http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>
- 10.2 Kent Commissioning Plan for Education Provision 2016-20
<https://democracy.kent.gov.uk/documents/s61243/Item%20C1%20FINAL%20APPROVED%20EYPS%20Report%20Education%20Commissioning%20Plan%20Dec%202015.pdf>
- 10.3 Consultation Document and Equalities Impact Assessment
www.kent.gov.uk/schoolconsultations

11. Report Author

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

12 Relevant Director

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

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

16/0002

For publication

Subject: Proposed Expansion of South Borough Primary School (Maidstone)

Decision:

As Cabinet Member for Education and Health Reform I agree to support the expansion of South Borough Primary School, Stagshaw Close, Maidstone ME15 6TL. Therefore, I agree to:

- (ii) Allocate £2.6 million from the Basic Needs budget to fund the permanent expansion of the school to two forms of entry.
- (iii) Authorise the Director of Property and Infrastructure Support in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council
- (iv) Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

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

Reason(s) for decision:

In reaching this decision I have taken into account:

- the views expressed by those put in writing by the Area Education Officer for West Kent
- the Equalities Impact Assessment regarding this; and
- the views of the Education and Young People's Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

21 January 2016

15 December 2015

The Committee endorsed the Kent Commissioning Plan 2016-20, which identified a need for additional secondary places in the Maidstone District.

14 October 2014

Education Cabinet Committee endorsed The Commissioning Plan for Education Provision 2015-19

Any alternatives considered:

The Commissioning Plan for Education Provision 2016-20 explored all options and the expansion of this school was deemed the suitable option.

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

.....
Signed

.....
Date

From: 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 – 21
January 2016

Key Decision No: 16/00010

Subject: Proposed Co-Ordinated Schemes For Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2017 /18

Classification: Unrestricted

Past Pathway to Paper: None

Future Pathway of Paper: Cabinet

Electoral Division: All

Summary: To report on the outcome of the consultation on admissions arrangements and the proposed scheme for transfer to Primary and Secondary schools in September 2017 including the proposed process for non-coordinated In-Year Admissions prior to determination by Cabinet.

Recommendation(s): The Education and Young People Services Cabinet Committee is asked to ENDORSE the recommendations set out below prior to determination by Cabinet:

- a) The Coordinated Primary Admissions Scheme 2017/18 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2017/18 incorporating the In Year admissions process as detailed in Appendix B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2017/18 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2017/18 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2017/18 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2017/18 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2017/18 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2017/18 as set out in Appendix D (3)

1. Introduction

- 1.1 The Local Authority (LA), as the admissions authority for Community and Voluntary Controlled schools, is required to determine its admission arrangements for these schools by 28 February each year. Historically, arrangements have been determined by 15 April, however, timescales were revised in the 2014 Admissions Code.
- 1.2 The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities. Education Cabinet Committee is requested to comment and inform the forthcoming Cabinet's decision to agree the Co-ordinated scheme for Admissions to Primary and Secondary schools in Kent for 2017/18 and determine the proposed admission arrangements for Community and Voluntary Controlled schools.
- 1.3 All admission arrangements identified in this document are outside the arrangements for pupils with statements of special education need which take place in accordance with the SEN Code of Practice (2001) Paragraph 5.72.
- 1.4 KCC has consulted the Headteachers and Governors of all Kent Primary and Secondary schools, the neighbouring LAs and diocesan bodies on its proposals to co-ordinate admissions to all Kent Primary and Secondary schools in September 2017. Due to the fact the scheme remains broadly unchanged, as in previous years admissions authorities have been advised that non-response to the consultation, constitutes full acceptance to the proposals.

2. Consultation Processes

- 2.1 The LA consultation ran from 6 November 2015 until 18 December 2015 and considered the following aspects:
 - a) The Primary Co-ordinated Admission Scheme including the In Year admissions process for 2017/18;
 - b) The Secondary Co-ordinated Admission Scheme including the In Year admissions process for 2017/18;
 - c) The oversubscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2017/18;
 - d) The oversubscription criteria for Community and Voluntary Controlled Secondary Schools in Kent 2017/18;
 - e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2017/18;
 - f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2017/18;
 - g) The relevant statutory consultation areas for Kent Infant, Junior Primary and Secondary Schools 2017/18

3. Outcome

(a) The Co-ordinated Primary Admissions Scheme 2017/18 incorporating In Year admissions process

- a.i All Admissions Authorities within Kent agreed to the proposed Co-ordinated Primary Admissions Scheme for 2017/18. No Infant, Junior or Primary schools or Academies have refused to accept the scheme. The scheme dates are set out in a similar way to last year following broadly similar scheme dates. The scheme specifies a process for schools to follow when making offers for “in year” applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties.
- a.ii The LA is required to assist parents where they have difficulty securing a school place. Schools and academies must keep the LA informed about the vacancies in each year group as they arise in order for the LA to carry out its statutory duty to ensure every eligible child has a school place.
- a.iii The details of the scheme for determination are located in Appendix A

(b) The Co-ordinated Secondary Admissions Scheme 2017/18 incorporating the In Year Admissions Process

- b.i The Secondary Co-ordinated Scheme was agreed by all Kent Admissions Authorities. No Secondary schools or Academies refused to accept the proposed scheme. The scheme dates are set out in a similar way to last year following broadly similar scheme dates. The scheme specifies a process for schools to follow when making offers for “in year” applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties.
- b.ii The LA is required to assist parents where they have difficulty securing a school place. Schools and academies must keep the LA informed about the vacancies in each year group as they arise in order for the LA to carry out its statutory duty to ensure every eligible child has a school place.
- b.iii The details of the proposed scheme for determination are located in Appendix B

(c) The Over-subscription Criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2017/18

- c.i The over-subscription criteria for most Community and Voluntary Controlled Infant, Junior and Primary Schools are the same as those used in 2016. The LA is no longer required to widely consult where there are no proposals to change Community or Voluntary Controlled schools oversubscription criteria.
- c.ii A local consultation was held for Dartford Bridge Community Primary School. The proposal was to create a priority zone around the school in response to ongoing housing development.

- c.iii The LA received no responses to the consultation on proposed changes. The consultation was managed using KCC best practice to ensure a wide demographic was reached. This included contacting families of children currently in the school, all primary schools within a three mile radius (in line with KCC's determined consultation area), advertisement on school notice boards and website, advertisement on KCC admissions website and a consultation notice in the local newspaper.
- c.iv Details of all proposed over-subscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools are located in appendix C (1).
- (d) The Over-subscription Criteria for Community and Voluntary Controlled Secondary schools in Kent 2016/17**
- d.i The proposed over-subscription criteria for most Community and Voluntary Controlled Secondary Schools are the same as that used in 2016. The LA is no longer required to widely consult where there are no proposals to change Community or Voluntary Controlled school's oversubscription criteria.
- d.ii A local consultation was held for Tunbridge Wells Grammar School for Boys. The proposal, following close consultation with the school, was to provide priority to any Pupil Premium children assessed suitable for grammar school.
- d.iii The consultation was managed using KCC best practice to ensure a wide demographic was reached. This included contacting families of children currently in the school, all primary and secondary schools within a ten mile radius (in line with KCC's determined consultation area), advertisement on school notice boards and website, advertisement on KCC admissions website and a consultation notice in the local newspaper.
- d.iv The LA received a number of responses to the consultation. While the majority of responses were in favour of this priority, a number of concerns were raised. Firstly, respondents raised concerns that the suggested arrangements do not cap the number of Pupil Premium children that can secure a place at the school, which could result in a number of eligible local children failing to secure a place. Second, parents who fall outside the school's current priority zone felt that this further reduces their chances of securing a place.
- d.v While Tunbridge Wells Grammar School for Boys continue to wish to support eligible Pupil Premium children, they are aware that they retain a need to support their local community in a fair manner. With this in mind, admission arrangements have been revised to take into account the points raised. It is proposed that the specific criterion for Pupil Premium priority be replaced with a Pupil Premium priority for all children within each of the school's oversubscription criteria. This maintains the previous balance of support of children living around the school, but provides an increased opportunity for each eligible Pupil Premium child to secure a place. Tunbridge Wells Grammar School for Boys support this proposed revision.
- d.vi Details of the over-subscription criteria for Community and Voluntary Controlled Secondary Schools in Kent are located in appendix D (1)

(e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2017/18

- e.i The proposed Published Admission Numbers (PAN) for Community and Voluntary Controlled Primary, Infant and Junior schools are identified in Appendix C (2). The LA can only determine the admission number for schools where it is the admissions authority and at the time of going to print, the schools listed fall into this category.
- e.ii The LA is no longer required to hold a local consultation where Published Admissions Numbers are proposed to stay the same or increase. Area Education Officers worked with Community and Voluntary Controlled schools to monitor interest in PAN increases and these are highlighted within Appendix C (2) where agreement was reached.

(f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2017/18

- f.i The proposed Published Admission Numbers (PAN) for Community and Voluntary Controlled Secondary schools are detailed in Appendix D (2). The LA can only determine the admission number for schools where it is the admissions authority and at the time of going to print, the schools listed fall into this category.
- f.ii The LA is no longer required to hold a local consultation where Published Admissions Numbers are proposed to stay the same or increase. Area Education Officers worked with Community and Voluntary Controlled schools to monitor interest in PAN increases and these are highlighted within Appendix D (2) where agreement was reached.

(g) Relevant Statutory Consultation Areas 2017/18

- g.i Relevant statutory consultation areas have not changed from 2016/17. Details for the Primary arrangements are in Appendix C (3) and Secondary arrangements in Appendix D (3).

4. Background documents

None

5. Appendices

Appendix A - Kent County Council Determined Co-ordinated Scheme for Primary Admissions Academic Year 2017/18.

Appendix B - Kent County Council Proposed Co-ordinated Scheme for Secondary Admissions Academic Year 2017/18.

Appendix C - Kent County Council Proposed Admissions Arrangements for Academic Year 2017/18 Community and Voluntary Controlled Primary, Infant, Junior Schools in Kent.

Appendix D - Kent County Council Proposed Admissions Arrangements for Academic Year 2017/18 Community and Voluntary Controlled Secondary Schools in Kent.

Appendix E - ROD

- 5.1 The Education and Young People Services Cabinet Committee is asked to ENDORSE the recommendations set out below prior to determination by Cabinet:
- a) The Coordinated Primary Admissions Scheme 2017/18 incorporating the In Year admissions process as detailed in Appendix A
 - b) The Co-ordinated Secondary Admissions Scheme 2017/18 incorporating the In Year admissions process as detailed in Appendix B
 - c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2017/18 as detailed in Appendix C (1)
 - d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2017/18 as detailed in Appendix D (1)
 - e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2017/18 as set out in Appendix C (2)
 - f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2017/18 as set out in Appendix D (2)
 - g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2017/18 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2017/18 as set out in Appendix D (3)

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Dated: 1st January 2016

Appendix A

**Kent County Council
Determined Co-ordinated Scheme for
Primary Admissions
Academic Year 2017/18**

**Incorporating Entry to Year R,
Transfer from Infant School to Junior School
(Year 2-3)
and
Proposed Primary In-Year Admissions
Process for Schools**

Produced by:
Fair Access - Admissions

Appendix A

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Introduction / Background

Each year, the Local Authority is required to draw up, consult on and determine:

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year R for infant and primary schools, Year 3 for junior schools and Year 7 for secondary schools).
- There is a duty on the LA to secure agreement on the Admissions Scheme from all admission authorities including Academies in Kent. If the LA does not secure this agreement it must inform the Secretary of State no later than the 28 February who will then impose a scheme to which all admission authorities must adhere.
- This consultation ran from 9.00 am on 6 November 2015 until 18 December 2015. Every Kent School, Academy and Co-ordinating Free School or UTC is required to agree to the admissions scheme and adhere to it. **Kent County Council made it clear in its consultation that it would constitute full acceptance to the proposed scheme if schools chose not to respond.**

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Section 1 – Details of the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School Year 3

This section details the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School (Year 2-3) in September 2017.

Year R applications are normally for children born between 1 September 2012 and 31 August 2013.

Year 3 applications are normally for children born between 1 September 2009 and 31 August 2010.

The Key Scheme dates are:

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Key Action	Scheme Date
National closing date for application forms	Monday 16 Jan 2017
Summary of applicant numbers sent to all Kent primary, infant and junior schools	By Friday 10 February 2017
Full applicant details sent to all Kent primary, infant and junior schools for ranking against their over-subscription criteria	By Monday 20 February 2017
Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN	By Friday 3 March 2017
Primary, infant and junior schools sent list of allocated pupils	Thursday 30 March 2017
National Offer Day: e-mails sent after 4pm and letters sent 1st class post	Tuesday 18 April 2017
Schools send out welcome letters no earlier than	Thursday 20 April 2017
Deadline for late applications and waiting list requests to be included in Kent County Council's reallocation stage. Also date by which places should be accepted or declined to schools	By Monday 15 May 2017
Deadline for lodging of appeals	Wednesday 17 May 2017
Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria	Friday 19 May 2017
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Friday 26 May 2017
Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.	Monday 12 June 2017

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In addition this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **12 June 2017** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 26 to 35. After **12 June 2017**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise parents where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

Kent County Council expects that all schools and Admissions Authorities including academies and co-ordinating Free schools engaged in the sharing of admissions data will manage personal information in accordance with the Data Protection principles.

1.

For normal points of entry to school, Kent resident parents will have the opportunity to apply for their child's school place either online at www.kent.gov.uk/ola or by using a standard paper form known as the Reception Common Application Form (RCAF) or Junior Common Application Form (JCAF). Kent County Council cannot accept multiple applications for the same child. A parent may use either of the above methods, but not both. Kent County Council will take all reasonable steps to ensure that every parent resident in the Kent knows how to apply for a school place by completing a RCAF/JCAF online at www.kent.gov.uk/ola or on paper, and has access to a written explanation of the co-ordinated admissions scheme.

2.

The RCAF will be used for the purpose of admitting pupils into Year R (the first year of primary education) and the JCAF for Year 3 of junior schools. Online applications cover both of the above.

3.

The RCAF/JCAF or online application must be used as a means of expressing one or more preferences for the purposes of section 86 of the School Standards and Framework Act 1998, by parents resident in the Kent County Council area wishing to express a preference for their child:

- (a) to be admitted to a school within the Kent County Council area (including VA and Foundation schools, Academies and Co-ordinating Free Schools).
- (b) to be admitted to a school located in another Local Authority's area (including VA, Foundation schools, Academies and Co-ordinating Free Schools).

4.

Details of this scheme will apply to every application made by a Kent resident applying to Kent schools. Where a Kent resident applies to schools located in another Local Authority, variations may apply to take into account differences present in that Local Authority's scheme.

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5.

Online applications, RCAF/JCAF and supporting publications will:

- (a) invite parents to express up to **three** preferences in priority order. Preferences can be expressed for Kent and non-Kent schools. Parents **must** complete the application for their home Local Authority (e.g. Kent residents complete Kent applications, Medway residents complete Medway applications, etc).
- (b) allow parents to give reasons for each preference, including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) explain that parents will receive the offer of one school place only and that:
 - (i) a place will be offered at the highest available ranked preference for which they are eligible; and
 - (ii) if a place cannot be offered at any school named on the form, a place will be offered at an alternative school.
- (d) Specify the closing date for applications and where paper RCAF/JCAF must be returned to, in accordance with paragraph 7.
- (e) explain that parents cannot name primary schools on the JCAF and that if they do, they will be deleted and the preference will be lost.

6.

Kent County Council will make appropriate arrangements to ensure:

- (a) the online admissions website is readily accessible to all who wish to apply using this method.
- (b) the paper RCAF/JCAF are readily available on request from Kent County Council, Kent maintained primary, infant and junior schools and are also available on the Kent County Council website to print, complete and return.
- (c) a composite prospectus of all Kent maintained primary, infant and junior schools and written explanation of the co-ordinated admissions scheme is readily available on request from Kent County Council, Kent maintained primary, infant and junior schools and is also available on the Kent County Council website to read or print.

7.

Completed applications must be submitted online and paper RCAF/JCAF returned to Kent County Council or any Kent Primary School by **16 January 2017**.

8.

Applications made on the RCAF/JCAF and returned direct to any school before **15 May 2017** must be forwarded to Kent County Council immediately to ensure inclusion in the appropriate allocation stage.

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Supplementary Information Forms (SIFs)

9.

Only applications submitted on a RCAF/JCAF (online or paper) are valid. Completion of a school's Supplementary Information Form (SIF) alone does not constitute a valid application. Where schools use SIF they must confirm with the parent on receipt of their completed form that they have also made a formal application to Kent County Council.

10.

A school can ask parents who wish to name it, or have named it, on their RCAF/JCAF, to provide additional information on a SIF only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council and returned to the school. All schools that use SIFs must include the proposed form in their consultation document and in their published admission arrangements.

11.

Children with Statements of Special Educational Need (SEN) or Education, Health and Care Plan (EHCP)

Pupils with a Statement of Special Educational Need or Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an SEN or EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for statemented pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

Determining Offers in Response to the RCAF/JCAF

12.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to RCAF/JCAF completed online or on paper. Kent County Council will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the RCAF/JCAF where:

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- (a) it is acting in its separate capacity as an admission authority;
- (b) an applicant is eligible for a place at more than one school;
- (c) an applicant is not eligible for a place at any school that the parent has named.

Kent County Council will allocate places in accordance with paragraph 17.

13.

By 10 February 2017 Kent County Council will:

- (a) notify all schools of the number of applications received for their school;
- (b) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

14.

By 20 February 2017 Kent County Council will advise all Kent primary, infant and junior schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

15.

By 3 March 2017 All Kent primary, infant and junior schools, including academies and co-ordinating free schools, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

16.

3 March 2017 will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its co-ordination responsibilities.

17.

By 24 March 2017 the LA will match each ranked list against the ranked lists of every other school named and:

- (a) where the child is eligible for a place at only one of the named schools, will allocate a place at that school to the child;
- (b) where the child is eligible for a place at two or more of the named schools, will allocate a place to the child at whichever of these is the highest ranked preference;
- (c) where the child is not eligible for a place at any of the named schools, will allocate a place to the child at an alternative school. Where the application is for Junior transfer, this alternative place may be in a Junior school or a Primary school.

18.

By 24 March 2017 Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

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19.

By 30 March 2017 Kent County Council will inform schools of the pupils to be offered places at their establishment, and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Schools must not share this information with parents before **18 April 2017**.

20.

On Offer day, 18 April 2017 Kent County Council will:

(a) send an offer email after 4pm to those parents who have applied online and provided a valid email address.

1. The name of the school at which a place is offered.
2. Information about the right of appeal against the decisions to refuse places at other named schools.
3. Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available.

(b) send decision letters to ALL paper CAF applicants and online applicants that did not receive an offer of their first preference. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. The letter will give:

1. The name of the school at which a place is offered.
2. The reasons why the child is not being offered a place at any school named on the RCAF/JCAF as a higher preference than the school offered.
3. Information about the right of appeal against the decisions to refuse places at other named schools.
4. Information on how to request a place on a waiting list for schools originally named as a preference on their RCAF/JCAF, if they want their child to be considered for any places that might become available.
5. advice on how to find contact details for the school and Local Authority and the admission authorities of Foundation, VA schools, Academies and co-ordinating Free schools where they were not offered a place, so that they can lodge an appeal with the governing body.

21.

The letter and/or email will notify parents that they need to respond to the offered school to accept or refuse the offer. It will inform parents to send waiting list requests to Kent County Council. It will also inform them of their right to appeal against the refusal of a place at any school on their application and where and when to lodge the appeal.

22.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **18 April 2017**.

23.

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Kent pupils who have not been offered a place at any of the schools nominated on their RCAF/JCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **18 April 2017**.

24.

Schools will send their welcome letters **no earlier than 20 April 2017**.

Acceptance/Refusal of Places - 15 May 2017

25.

By 15 May 2017 parents must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **15 May 2017**, the school **must** remind the parent in writing of the need to respond within a further seven days and point out that the place may be withdrawn if no response is received. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place.

Determining Offers in Reallocation Process

26.

Kent County Council will collect a reallocation list for all schools up to **15 May 2017**. This will include details of the following:

- (a) all applicants who named the school on the RCAF/JCAF and were not offered a place on **18 April 2017** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **15 May 2017**.

27.

By 19 May 2017 Kent County Council will advise all Kent primary, infant and junior schools, of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

28.

By 26 May 2017 The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

29.

On 12 June 2017 Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 17. Applicants will be sent a letter by 1st Class post that day, informing them of offers. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. Schools will be sent a list of all new offers and the remainder of their waiting

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lists. Late applicants will be added to the waiting list of each school that they have not been offered.

Determining Offers after Waiting Lists returned to Schools

30.

After **12 June 2017** waiting lists will be managed by schools and can include:

- (a) all applicants who were not offered a place on **18 April 2017**, who asked to be included on the school's waiting list and who subsequently were not offered a place on **12 June 2017** (children on the waiting list described in paragraph 29);
- (b) applicants who did not name the school on their RCAF/JCAF and who have approached the school to be considered via Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF).
- (c) Late applicants who have not previously been considered for a place at any Primary/Infant or Junior school and who have approached the school to be considered via PRRCAF/PRJCAF. These applicants should also provide a copy of their application to Kent County Council who will support and advise parents where this is needed.

31.

After 12 June 2017 Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **14 June 2017** before making offers to allow all parents an opportunity to receive their letters detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number an applicant cannot be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with SSEN apply.

Handling of Late Applications:

Applications received after the RCAF/JCAF closing date but before 10 February 2017

32.

The closing date for applications in the normal admissions round (as above) is **16 January 2017**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered 'on time', provided they are received by Kent County Council before **10 February 2017**. Late applications cannot be made online, so applicants must complete a paper RCAF/JCAF and return it direct to Kent County Council. On time applicants can also request to amend preferences up to this point for a good reason. These requests must be made in writing to the admissions team. Amendments made to the online system after **15 January 2016** will be ignored. Online applicants who amend preferences after **15 January 2016** will not be sent an email and their offer will not be available online. They will be sent an offer letter by 1st class post.

33.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **10 February 2017**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2017**. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which

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home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

Applications received on or after 10 February 2017 but before 15 May 2017

34.

Applications received after **10 February 2017** but before **15 May 2017** (the deadline for inclusion in any reallocation made on **12 June 2017**) will not be considered for places on **18 April 2017**, but will be included in the re-allocation of places on **12 June 2017** as defined above.

Applications received after 15 May 2017

35.

Late applications received after **15 May 2017** (the deadline for inclusion in any reallocation made on **12 June 2017**) must be made directly to the schools. Parents will apply using the Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF). These applicants should also provide a copy of their application to Kent County Council who will support and advise parents where this is needed. These will be considered by each school after **12 June 2017**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

Cancelling applications

36.

Applications considered as 'on time' detailed in paragraph 7 and 32 can be cancelled or individual preferences can be removed by the applicant up to **3 March 2017** (the deadline for schools returning ranked lists). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

37.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process. The deadline for these late applications is **15 May 2017**.

38.

Where an application is cancelled, parents cannot join a school's waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **12 June 2017**.

Appeals

39.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **17 May 2017** for it to be considered as on time.

40.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list,

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which is held in accordance with the school's oversubscription criteria.

Summer Born Applications

41.

Kent will process applications for Summer Born children outside the normal age taking account of the needs of the child. A decision as to whether an application will be accepted outside of the admissions round is a decision for the admissions authority, which will normally be guided by the Headteachers of the schools in question. Further Information will be made available to parents on how applications should be made at kent.gov.uk/primaryadmissions. Parents are advised to talk to schools no later than **20 November 2015** to enable a decision to be made before the closing date of the round on **15 January 2016**.

Section 2 –

Details of the Primary In-Year Admissions Process for Schools

In-Year Casual Admission Form.

1.

The scheme shall apply to every maintained school and Academy in the LA area (except special schools), which are required to comply with its terms, and it shall take effect from the point of formal Kent County Council Cabinet Determination.

2.

Kent County Council will produce a standard form, known as the In-Year Casual Admission Form (IYCAF), which Kent schools must use to allow applicants to apply for school places in any year group outside of the normal admissions round. Applicants must use one form for each school they wish to apply for.

3.

As Kent is no longer co-ordinating In-Year admissions, applications to out of county schools and from out of county residents will not have a standard process and will instead depend on the process of the county in question. Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities.

4.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council has given permission to each authority to liaise directly with Kent schools. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method.

5.

Parents will be able to obtain information about the process, other authority processes and IYCAFs from Kent County Council's Admissions and Transport Office or from any local Kent school. Enquiries can also be made via e-mail (kentinyearadmissions@kent.gov.uk).

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Information and IYCAFs will also be available on the Kent County Council's website to read and print.

6.

Kent County Council will take all reasonable steps to ensure that all relevant information is available upon request to any parents who require it.

7.

The IYCAF will be used for the purpose of admitting pupils to a school in the year group applied for.

8.

The IYCAF must be used by parents resident in the Kent County Council area as a means of expressing one preference for the purposes of section 86 of the School Standards and Framework Act 1998, for their child to be admitted to a school within the Kent County Council area (including VA and Foundation schools, Academies and Co-ordinating Free Schools)

9.

Parents wishing to apply for more than one school must complete a separate form for each school. Completed forms must be returned directly to the school. Applications by Kent residents to out of county schools should be made to either the other local authority or school, depending on that local authority's In-Year process.

10.

The IYCAF will:

- (a) invite the parent to express a school preference.
- (b) invite parents to give their reasons for the preference and give details of any siblings that may be attending the preferred school.
- (c) explain that the parent must complete a form for each school they wish to apply for and return each form to the corresponding school.
- (d) explain that Kent County Council will be informed of any application and will monitor any subsequent offers that are made.
- (e) direct the parent to contact Kent County Council where they are unable to secure a school place.
- (f) explain where they can find information about applying to non-Kent schools.

11.

Kent County Council will make appropriate arrangements to ensure:

- (a) that the IYCAF is available in paper form on request from Kent County Council and from all maintained primary schools, Academies and Co-ordinating Free Schools in the Kent County Council area; and
- (b) that the IYCAF is accompanied by a written explanation of the In-Year admissions process in an easy to follow format.

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12.

IYCAFs for Kent schools must be returned to the school. Schools must process them, no later than 5 days from receipt.

Supplementary Information Forms (SIFs)

13.

All completed IYCAFs are valid applications. A school can ask parents who wish to nominate it, or have nominated it, on the IYCAF, to provide additional information on a Supplementary Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council (where supplied) and returned to the school. All schools that use SIFs must include the form in their published admission arrangements.

14.

A SIF is not a valid application by itself: a formal application can only be made on the IYCAF (or corresponding form if out of county applicants live in a county which co-ordinates In-Year admissions). When SIFs are received, the school must ensure that the IYCAF or neighbouring LA's Common Application Form has been completed by the parent and, if not, contact the parent and ask them to complete one. Parents will not be under any obligation to complete any part of an individual school's supplementary information form where this is not strictly required for the governing body to apply its oversubscription criteria.

15.

a)

Children with Statements of Special Educational Need (SEN) or Education, Health and Care Plan (EHCP)

Pupils with a Statement of Special Educational Need or Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an SEN or EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for statemented pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

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b)

Children in Local Authority Care (CiC) and Children Adopted from Care

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent County Council - as receiving authority - will confirm an offer of a school place with the placing authority. Where an in-year application is received from the corporate parent of a child in Local Authority Care or who ceased to be so because they were adopted, Kent Admissions team will expect that in line with Statutory Guidance *, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency. Where the placement has been made in an emergency, and this is not the case, Kent, as the receiving authority, will refer the matter to a school identified by the placing authority, to establish if an offer of a place can be provided. If the school is at capacity or the school provision is not considered appropriate, Kent County Council will advise the home authority of the schools position and where possible identify alternative education provision that may be more suitable to meet the child's needs. It will be for the corporate parent to determine whether it wishes to challenge the school's or the LA's position or identify an alternative education setting more suited to meeting the child's needs.

Where Kent County Council is the corporate parent of the child in question, an appropriately appointed social worker will liaise in the first instance with Admission Placement Officers and other professionals as necessary, in order to agree the school or setting that would best meet the individual needs of the child (most appropriate provision for the child). Kent County Council will then allocate a place (where it is the admission authority for the school) or contact the school directly and seek a place where it is not. Where a school refuses to admit the child Kent County Council as corporate parent will decide whether to initiate proceedings required to either direct or instruct the school in question or consider if other education provision may be in the best interest of the child.

** Statutory Guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004 (S35.1-37)*

c)

Exceptional provision is made for the families of UK Service Personnel, Crown Servants and British Council employees, as required by the School Admissions Code. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. This must be confirmed by a letter from the Commanding Officer or the Foreign Office. However, this does not guarantee a place at the parent's preferred school for their child. Places cannot be held for an extended period of time, as this could create disadvantage with other applications.

Determining Offers in Response to the IYCAF

16.

The school will notify applicants resident in the Kent County Council area by letter the outcome of their application. Where appropriate, the letter will detail:

- (a) the starting date if a place is available;
- (b) the reasons why the child is not being offered a place if a place is unavailable;

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- (c) information about the statutory right of appeal against the decisions to refuse places;
- (d) information on how to apply for a place on the waiting list;
- (e) contact details for the school and Kent County Council and for the admission authorities of Foundation, VA schools, Academies and co-ordinating Free schools where they were not offered a place, so that they can lodge an appeal with the governing body.

The letter will notify parents that they need to respond to accept or refuse the offer of a place within 10 school days

17.

Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities. Depending on the other LA's determined process, the parent will confirm the acceptance or refusal of the place to the school or that school's LA.

18.

Kent pupils who have applied to schools and have not been offered a place can contact Kent County Council who will inform them where there is an available place at an alternative school. If no school in the local area has places available, the application may be referred to a local panel under the In Year Fair Access Protocol. If the child is already attending a school in the local area, no alternative place will be offered.

19.

Schools must inform Kent County Council of every offer that is made via the In Year Casual process to allow the necessary safeguarding checks to take place. Notification should be made at the same time as the offer being made to the parent.

20.

Applicants who are not successful in gaining any place can contact Kent County Council and will be informed where there is an available place at an alternative school. Parents can then approach these schools to secure a place. These applicants will have the same access to a waiting list and right to appeal as other applicants.

Acceptance/Refusal of Places

21.

Parents will be advised in their offer letter that they must accept/refuse the school place offer in writing to the school within 10 school days of the date of the offer letter. If the school has not obtained a response within the specified time, it will remind the parent in writing of the need to respond within a further seven days and point out that the place may be withdrawn if no response is received. Only after having exhausted all reasonable enquiries will it be assumed that a place is not required.

22.

The school will notify Kent County Council of places accepted/refused as soon as possible after receipt of the acceptance/refusal. A mechanism for this transfer will be specified by Kent County Council.

23.

Once a place has been accepted, a child must start at the school within a reasonable length

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of time. This would normally be 10 school days from receipt of acceptance, but schools may extend if they feel there are justifiable reasons to do so.

Waiting Lists

24.

Each oversubscribed school will keep a waiting list at least until the end of the first term. This will include details of all applicants who have named the school on the IYCAF but could not be offered a place and have asked to be placed on a waiting list.

25.

Waiting lists will be maintained in order of priority, in accordance with the school's oversubscription criteria. If a school has reached its Published Admission Number it may not admit applicants other than through the Independent Appeal process, via the process detailed in the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or children with a Statement of Special Educational Needs apply. To maintain the database, schools will advise Kent County Council when a place has been offered to a pupil on a waiting list. Parents whose children are refused admission **must** be offered a right of appeal (even if their child's name has been put on the waiting list).

Appeals

26.

All parents have the statutory right to appeal against any decision refusing them a school place.

27.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list.

Section 3 – Glossary of Terms

Term	Definition
LA	A Local Authority
The LA	Kent County Council
The LA area	The area in respect of which Kent County Council is the Local Authority
Primary Education	Has the same meaning as in section 2(1) of the Education Act 1996
Primary School	Has the same meaning as in section 5(1) of the Education Act 1996
School	A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.
Foundation school	Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.
VA schools	Such of the schools as are Voluntary Aided schools, the governing body of these schools is the admission authority. These schools are church schools, and governors must have regard to the relevant diocesan board when setting admissions arrangements.
VC schools	Such of the schools as are Voluntary Controlled schools
Academies	Such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.
Free Schools	Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.
Admission authority	In relation to a community or voluntary controlled school means the LA and, in relation to a trust, foundation or VA school and Academy, means the governing body of that school
Admission arrangements	The arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school
Eligible for a place	Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission number.
RCAF	Reception Common Application Form, completed online or on paper
JCAF	Junior Common Application Form, completed online or on paper
IYCAF	In Year Casual Admission Form – this is the form used by parents to apply for a school place outside of a school's normal point of entry.
SIF	Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided and Free schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are

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	most commonly used by Faith Schools to collect details in relation to a level of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.
Summer Born	A child born between the months of April to August
PAN	Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school's PAN and must not admit pupils above this number other than where 1.4 of the School Admissions Code 2014 applies.
Late Application	an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Primary Scheme, or where applicants have moved house and their original preferences are no longer suitable.
Reallocation Process	the process by which vacant places are offered by the local authority to late applicants and pupils on school waiting lists.

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Dated: 1st January 2016

Appendix B

Kent County Council Proposed Co-ordinated Scheme for Secondary Admissions Academic Year 2017/18

Incorporating Transfer to Year 7 and Proposed Secondary In-Year Admissions Process for Schools

Produced by:
Fair Access - Admissions

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Contact Details

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Introduction / Background

Each year, the Local Authority is required to draw up, consult on and determine:

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year 7 for secondary schools, Year R for infant and primary schools and Year 3 for junior schools).
 - There is a duty on the LA to secure agreement from all admission authorities including academies in Kent. If the LA does not secure agreement from all the admission authorities and academies in Kent it must inform the Secretary of State who will impose a scheme to which all schools and academies must adhere.
 - This consultation ran from 9.00 am on 6 November 2015 until 18 December 2015. Every Kent School, Academy and Co-ordinating Free School or UTC is required to agree to the admissions scheme and adhere to it. **Kent County Council made it clear in its consultation that it would constitute full acceptance to the proposed scheme if schools chose not to respond.**
 - Cranbrook School is the only school in Kent where the normal point of entry is at Year 9. For Kent residents application forms are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. (Non-Kent parents must apply through their home authority's In Year admissions process.)
 - Leigh UTC is the only school in Kent where the normal point of entry is at Year 10. For Kent residents application forms are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. (Non-Kent parents must apply through their home authority's In Year admissions process.)
-

Section 1 – Details of the Co-ordinated Scheme for Transfer to Year 7

This section details the Co-ordinated Scheme for Transfer to Year 7 in Secondary Schools in September 2017.

Year 7 applications are normally for children born between 1 September 2005 and 31 August 2006.

The Key Scheme dates are:

Key Action	Scheme Date
Registration for testing opens	Wednesday 1 June 2016
Closing date for registration	Friday 1 July 2016
Test date for pupils in Kent primary schools	Thursday 8 September 2016
Test date for pupils not in Kent primary schools	Saturday 10 September 2016
Assessment decision sent to parents	Thursday 13 October 2016
National closing date for application forms	Monday 31 October 2016
Summary of applicant numbers sent to secondary schools (plus info for those needing to arrange additional testing)	By Friday 9 December 2016
Full applicant details sent to all Kent secondary schools for ranking against their over-subscription criteria	By Friday 6 January 2017
Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN	No later than Wednesday 18 January 2017
Secondary schools sent list of allocated pupils - primary schools informed of destination of pupils	Thursday 23 February 2017
National Offer Day: e-mails sent after 4pm and letters sent 1st class	Wednesday 1 March 2017
Schools send out welcome letters no earlier than	Monday 6 March 2017
Deadline for late applications and waiting list requests to be included in the Kent County Council reallocation stage. Also the date by which places should be accepted or declined to schools.	Thursday 16 March 2017
Date Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria	Monday 20 March 2017
Deadline for lodging appeals	Wednesday 29 March 2017
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Friday 31 March 2017
Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.	Friday 28 April 2017

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In addition this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **28 April 2017** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 41 to 50. After **28 April 2017**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise parents where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

Kent County Council expects that all schools and Admission Authorities including academies and co-ordinating Free schools and UTCs engaged in the sharing of admissions data will manage personal information in accordance with Data Protection principles.

1.

For the normal point of entry to schools, Kent resident parents will be able to apply for their child's school place either online at www.kent.gov.uk/ola or by using a standard paper form known as the Secondary Common Application Form (SCAF). Kent County Council cannot accept multiple applications for the same child: a parent may use either of the above methods, but not both. Kent County Council will take all reasonable steps to ensure that every parent resident in the Kent County Council area who has a child in their last year of primary education knows how to apply for a school place by completing a SCAF online at www.kent.gov.uk/ola or on paper, and has access to a written explanation of the co-ordinated admissions scheme.

2.

The SCAF and online application will be used for the purpose of admitting pupils to the first year of secondary education.

3.

The SCAF or online application must be used as a means of expressing one or more preferences for the purposes of section 86 of the School Standards and Framework Act 1998, by parents resident in the Kent County Council area wishing to express a preference for their child:

- (a) to be admitted to a school within the Kent County Council area (including VA and Foundation schools, Academies and Co-ordinating Free Schools and UTCs).
- (b) to be admitted to a school located in another Local Authority's area (including VA, Foundation schools, Academies and Co-ordinating Free Schools and UTCs).

4.

Details of this scheme will apply to every application made by a Kent resident applying to Kent schools. Where a Kent resident applies to schools located in another Local Authority, variations may apply to take into account differences present in that Local Authority's scheme.

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5.

Online applications, SCAF and supporting publications will:

- (a) invite parents to express **up to four** preferences including, where relevant, any schools outside the Kent County Council area, and to rank each school according to their order of preference. Kent residents **must** complete a Kent SCAF. Residents outside Kent **must** complete their home Local Authority's SCAF (e.g. Medway residents complete a Medway SCAF etc).
- (b) allow parents to give reasons for each preference including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) explain that the parent will receive no more than one offer of a school place and that:
 - (i) a place will be offered at the highest available ranked preference for which they are eligible for a place; and
 - (ii) if a place cannot be offered at a school named on the form, a place will be offered at an alternative school.
- (d) specify the closing date for applications and where paper SCAs must be returned to, in accordance with paragraph 7.

6.

The LA will make appropriate arrangements to ensure:

- (a) the online admissions website is readily accessible to all who wish to apply using this method.
- (b) the paper SCAF is readily available on request from Kent County Council, all Kent maintained primary and junior schools and is also available on the Kent County Council website to print, complete and return.
- (c) a composite prospectus of all Kent secondary schools and a written explanation of the co-ordinated admissions scheme is readily available on request from Kent County Council, all Kent maintained primary and junior schools and is also available on the Kent County Council website to read or print.

7.

Completed applications must be submitted online and paper SCAs returned to Kent County Council or any Kent Secondary School by **31 October 2016**.

8.

To help Kent County Council ensure that everyone who needs to make an application has done so, primary and junior schools may ask parents for a note of their online application reference. They may also ask the online admissions team to check that an online application has been submitted by parents of children attending their school. These schools will also be sent a list of children that have applied online close to the closing date to allow schools to check that every child has applied. These are important safeguarding measures schools are encouraged to support.

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9.

Applications made on the SCAF and returned direct to any school before **16 March 2017** must be forwarded to Kent County Council immediately to ensure inclusion in the appropriate allocation stage.

Supplementary Information Forms (SIFs)

10.

Only applications submitted on a SCAF (online or paper) are valid. Completion of a school's Supplementary Information Form (SIF) alone does not constitute a valid application. Where schools use a SIF they must confirm with the parent on receipt of their completed form that they have also made a formal application to Kent County Council.

11.

A school can ask parents who wish to name it, or have named it, on their SCAF, to provide additional information on a SIF only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council and returned to the school. All schools that use SIFs must include the proposed form in their consultation document and in their published admission arrangements.

12.

Children with Statements of Special Educational Need (SSEN) or Education, Health and Care Plan (EHCP)

Pupils with a Statement of Special Educational Need or Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an SSEN or EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for statemented pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

Testing

13.

In line with Kent County Council's ongoing decision to run a selective process, entry to grammar schools is restricted to children who have been assessed as suitable through the relevant test(s). Receiving a grammar assessment in the Kent Test does not guarantee a

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grammar school place at offer day as they may be oversubscribed.

14.

The Kent schools that require children to sit the Kent grammar school tests are listed below. Schools which hold alternative tests will also be highlighted. It is not possible to include details of schools that added alternative tests during their 2017 consultation period as these consultations were still ongoing at the time of writing:

Barton Court Grammar School	Maidstone Grammar School for Girls
Borden Grammar School	***Mayfield Grammar School, Gravesend
Chatham and Clarendon Grammar School	Norton Knatchbull
Dane Court Grammar School	Oakwood Park Grammar School
Dartford Grammar School	Queen Elizabeth's Grammar School
Dartford Grammar School for Girls	Simon Langton Girls' Grammar School
*Dover Grammar School for Boys	Simon Langton Grammar School for Boys
*Dover Grammar School for Girls	Sir Roger Manwood's School
**Folkestone School for Girls	Skinner's School
Gravesend Grammar School	Tonbridge Grammar School
**Harvey Grammar School	Tunbridge Wells Girls' Grammar School
Highsted Grammar School	Tunbridge Wells Grammar School for Boys
Highworth Grammar School for Girls	Weald of Kent Grammar School
Invicta Grammar School	Wilmington Grammar School for Boys
Judd School	Wilmington Grammar School for Girls
Maidstone Grammar School	

* Dover Grammar School for Boys and Dover Grammar School for Girls also accept pupils who have reached the required standard of the "Dover Test".

** Folkestone School for Girls and Harvey Grammar School also accept pupils who have reached the required standard of the "Shepway Test".

*** Mayfield Grammar School, Gravesend also accepts pupils who have reached the required standard of the "Mayfield Test".

15.

Registration for the Kent grammar school tests will open on **1 June 2016**. Parents wishing their children to sit the Kent grammar school tests are required to register with the Kent Admissions Team (either online or using a paper registration form) no later than **1 July 2016**.

16.

Details regarding the administration of the Kent test for grammar school will be made available to parents in time for the registration.

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17.

Kent test will take place:

for pupils attending a Kent school on **Thursday 8 September 2016**

for pupils not attending a Kent school on **Saturday 10 September 2016**

18.

Registration is open to parents of children resident in the UK, and the children of UK service personnel and other Crown Servants returning to the UK, who will transfer to secondary school in **September 2017**.

19.

A child's country of residence is where the child normally lives, not a temporary address (such as for holiday or educational purposes) before returning overseas. For UK service personnel and other Crown Servants, if the fixed UK residence is not known at the time of registration, then a unit postal address or a "quartering area" address may be used on production of appropriate evidence.

20.

By **6 July 2016** Kent County Council will send all Kent primary and junior schools, including academies and co-ordinating free schools, a list of their pupils that have applied to sit the Kent grammar school tests. Schools will have until **13 July 2016** to contact parents of children who are interested in grammar school and who have not yet applied.

21.

Late registrations cannot be accepted online. As far as reasonably practicable, registrations for the Kent test for grammar school that are received late will be accepted, provided a completed paper registration form is received by Kent County Council before **13 July 2016**.

22.

If the parent chooses to name a Kent grammar school on the SCAF for a child who has not taken the appropriate test, this preference will be treated as invalid because the child will not have met the entry criteria.

23.

In the following exceptional circumstances, where a child is unable to sit the Kent grammar school tests on the specified dates, arrangements will be made for testing to take place by the end of **January 2017**:

- (a) illness on one or both test dates, confirmed by a doctor's certificate;
- (b) a move into the Kent County Council area after the closing date for test registration. (NB: This can only be arranged if parents have provided proof of residency and return the late paper SCAF before **9 December 2016**.)

24.

Outside these specific circumstances, children who have not registered for testing but want a grammar school place will not have an opportunity to sit the test until after **28 April 2017** when parents can submit a further application through the post reallocation process (detailed in paragraph 50) or the in year admissions process (detailed in Section 2) or, if they have been refused admission, make an appeal to the Independent Appeal Panel.

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25.

Following the conclusion of the assessment process Kent County Council will write to parents of all registered children advising them of the assessment decision. Letters will be sent by 1st class post on **13 October 2016**. Where a parent has registered for the Kent Test online, and provided a valid e-mail address, assessment decision e-mails will be sent after 4pm on **13 October 2016**. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of printed letters.

26.

There is no right of appeal against the assessment decision, but after **1 March 2017** parents may make an admission appeal to an independent appeal panel if their child is refused admission to any school, including a grammar school.

Determining Offers in Response to the SCAF

27.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to SCAFs completed online or on paper. Kent County Council will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the SCAF where:

- (a) it is acting in its separate capacity as an admission authority;
- (b) an applicant is eligible for a place at more than one school;
- (c) an applicant is not eligible for a place at any nominated school.

Kent County Council will allocate places in accordance with the provisions set out in paragraph 32.

28.

By 9 December 2016 Kent County Council will:

- (a) notify all schools of the number of applications received for their school;
- (b) send parent and pupil details to those schools which have not made arrangements to test earlier and which require details to arrange testing by the same date (data may be subject to further validation at this stage);
- (c) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

29.

By 6 January 2017 Kent County Council will advise all Kent secondary schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

30.

By 18 January 2017 All Kent secondary schools, including academies and co-ordinating free schools and UTCs, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its

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determined arrangements, the definitions laid out by Kent County Council must be adopted.

31.

18 January 2017 will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its co-ordination responsibilities.

32.

By 16 February 2016 the LA will match each ranked list against the ranked lists of every other school named and:

- (a) where the child is eligible for a place at only one of the named schools, will allocate a place at that school to the child;
- (b) where the child is eligible for a place at two or more of the named schools, will allocate a place to the child at whichever of these is the highest ranked preference;
- (c) where the child is not eligible for a place at any of the named schools, will allocate a place to the child at an alternative school.

33.

By 16 February 2016 Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

34.

By 23 February 2016 Kent County Council will inform its secondary schools of the pupils to be offered places at their establishments, and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Kent County Council will also inform all Kent primary and junior schools of offers made to their pupils. Schools must not share this information with parents before **1 March 2017**.

35.

On Offer Day - 1 March 2017 Kent County Council will

- (a) send an offer email after 4pm to those parents who have applied online and provided a valid email address. The email will include:
 1. The name of the school at which a place is offered.
 2. Information about the right of appeal against the decisions to refuse places at other named schools.
 3. Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available. *Parents cannot ask for their child to go on the waiting list for a grammar school unless the child has been assessed suitable for grammar school*
- (b) Send decision letters to ALL paper SCAF applicants and, as a minimum, all online applicants that did not receive an offer of their first preference. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact

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of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. The letter will include:

1. the name of the school at which a place is offered;
2. the reasons why the child is not being offered a place at each of the other schools named on the SCAF;
3. information about the statutory right of appeal against the decisions to refuse places at the other nominated schools;
4. Information on how to request a place on a waiting list for schools originally named as a preference on their SCAF, if they want their child to be considered for any places that might become available. *Parents cannot ask for their child to go on the waiting list for a grammar school unless the child has been assessed suitable for grammar school;*
5. advice on how to find contact details for the school and Local Authority and for the admission authorities of Foundation, VA schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal with the governing body.

36.

The letter and/or email will notify parents that they need to respond to the offered school to accept or refuse the offer. It will inform parents to send waiting list requests to Kent County Council. It will also inform them of their right to appeal against the refusal of a place at any school on their application and where and when to lodge the appeal.

37.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **1 March 2017**.

38.

Kent pupils who have not been offered a place at any of the schools nominated on their SCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **1 March 2017**.

39.

Schools will send their welcome letters **no earlier than 6 March 2017**.

Acceptance/Refusal of Places - 16 March 2017

40.

By 16 March 2017 parents must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **16 March 2017**, the school **must** remind the parent in writing of the need to respond within a further seven days and point out that the place may be withdrawn if no response is received. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place.

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Determining Offers in Reallocation Process

41.

Kent County Council will collect a reallocation list for all schools up to **16 March 2017**. This will include details of the following:

- (a) all applicants who named the school on the SCAF and were not offered a place on **1 March 2017** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **16 March 2017**.

(A grammar school can only put children on its waiting list if they have been assessed as suitable for a grammar school.)

42.

By 20 March 2017 Kent County Council will advise all Kent secondary schools of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

43.

By 31 March 2017 The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

44.

On 28 April 2017 Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 32. Applicants will be sent a letter by 1st Class post that day, informing them of offers. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

Determining Offers after Waiting Lists returned to Schools

45.

After **28 April 2017** waiting lists will be managed by schools and can include:

- (a) all applicants who were not offered a place on **1 March 2017** and who have asked to be included on the school's waiting list and who subsequently were not offered a place on **28 April 2017** (children on the waiting list described in paragraph 44);
- (b) applicants who did not name the school on their SCAF and who have approached the school to be considered via Post Reallocation Secondary Common Application Form (PRSCAF).
- (c) Late applicants who have not previously been considered for a place at any Secondary school and who have approached the school to be considered via

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PRSCAF. These applicants should also provide a copy of their application to Kent County Council who will support and advise parents where this is needed.

46.

After 28 April 2017 Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **1 May 2017** before making offers to allow all parents an opportunity to receive their letters detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number an applicant cannot be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with SEN apply.

Handling of Late Applications:

Applications received after the SCAF closing date but before 9 December 2016

47.

The closing date for applications in the normal admissions round (as above) is **31 October 2016**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered 'on time', provided they are received by Kent County Council before **9 December 2016**. Late applications cannot be made online, so applicants must complete a paper SCAF and return it direct to Kent County Council. On time applicants can also request to amend preferences up to this point for a good reason. These requests must be made in writing to the admissions team. Amendments made to the online system after **31 October 2016** will not be accepted. Online applicants who amend preferences after **31 October 2016** will not be sent an email and their offer will not be available online. They will be sent an offer letter by 1st class post.

48.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **9 December 2016**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2017**. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

Applications received on or after 9 December 2016 but before 16 March 2017

49.

Applications received after **9 December 2016** but before **16 March 2017** (the deadline for inclusion in any reallocation made on **28 April 2017**) will not be considered for places on **1 March 2017**, but will be included in the re-allocation of places on **28 April 2017** as defined above.

Applications received after 16 March 2017

50.

Late applications received after **16 March 2017** (the deadline for inclusion in any reallocation made on **28 April 2017**) must be made directly to the schools. Post

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Reallocation Secondary Common Application Form (PRSCAF). These applicants should also provide a copy of their application to Kent County Council who will support and advise parents where this is needed. These will be considered by each school after **28 April 2017**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

Cancelling applications

51.

Applications considered as 'on time' detailed in paragraph 7 and 47 can be cancelled or individual preferences can be removed by the applicant up to **18 January 2017** (the deadline for schools returning ranked lists). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

52.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process. The deadline for these late applications is **16 March 2017**.

53.

Where an application is cancelled, parents cannot join a school's waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **28 April 2017**.

Appeals

54.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **29 March 2017** for it to be considered as on time.

55.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list, which is held in accordance with the school's oversubscription criteria. *(Where the school is a grammar school, a place may only be offered if the child has been assessed as being suitable for a grammar school place and there are no other applicants at that time ranked higher on the school's waiting list.)*

Section 2 – Details of the Secondary In-Year Admissions Process for Schools

In-Year Casual Admission Form.

1

The scheme shall apply to every maintained school and Academy in the LA area (except special schools), which are required to comply with its terms, and it shall take effect from the point of formal Kent County Council Cabinet Determination.

2.

Kent County Council will produce a standard form, known as the **In-Year Casual Admission Form (IYCAF)**, which Kent schools must use to allow applicants to apply for school places in any year group outside the normal admissions round. Applicants must use one form for each school they wish to apply for.

3.

As Kent is no longer co-ordinating In-Year admissions, applications to out of county schools and from out of county residents will not have a standard process and will instead depend on the process of the county in question. Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities.

4.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council has given permission to each authority to liaise directly with Kent schools. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method.

5.

Parents will be able to obtain information about the process, other authority processes and IYCAFs from Kent County Council's Admissions and Transport Office or from any local Kent school. Enquiries can also be made via e-mail (kentinyearadmissions@kent.gov.uk). Information and IYCAFs will also be available on the Kent County Council's website to read and print.

6.

Kent County Council will take all reasonable steps to ensure that all relevant information is available upon request to any parents who require it.

7.

The IYCAF will be used for the purpose of admitting pupils to a school in the year group applied for.

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8.

The IYCAF must be used by parents resident in the Kent County Council area as a means of expressing one preference for the purposes of section 86 of the School Standards and Framework Act 1998, for their child to be admitted to a school within the Kent County Council area (including VA and Foundation schools, Academies and Co-ordinating Free Schools and UTCs)

9.

Parents wishing to apply for more than one school must complete a separate form for each school. Completed forms must be returned directly to the school. Applications by Kent residents to out of county schools should be made to either the other local authority or school, depending on that county's In-Year process.

10.

The IYCAF will:

- (a) invite the parent to express a school preference.
- (b) invite parents to give their reasons for the preference and give details of any siblings that may be attending the preferred school.
- (c) explain that the parent must complete a form for each school they wish to apply for and return each form to the corresponding school.
- (d) explain that Kent County Council will be informed of any application and will monitor any subsequent offers that are made.
- (e) direct the parent to contact Kent County Council where they are unable to secure a school place.
- (f) explain where they can find information about applying to non-Kent schools.

11.

The LA will make appropriate arrangements to ensure:

- (a) that the IYCAF are available in paper form on request from Kent County Council and from all maintained secondary schools, Academies and Co-ordinating Free Schools and UTCs in the Kent County Council area; and
- (b) that the IYCAF is accompanied by a written explanation of the In-Year admissions process in an easy to follow format.

12.

IYCAFs for Kent schools must be returned to the school. Schools must process them no later than 5 school days from receipt.

Supplementary Information Forms (SIFs)

13.

All completed IYCAFs are valid applications. A school can ask parents who wish to nominate it, or have nominated it, on the IYCAF, to provide additional information on a Supplementary Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council (where supplied) and returned to the school. All schools that use SIFs must include the proposed form in

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their published admission arrangements.

14.

A SIF is not a valid application by itself: this can only be made on the IYCAF (or corresponding form if out of county applicants live in a county which co-ordinates In-Year admissions). When SIFs are received the school must ensure that the IYCAF or neighbouring LA's Common Application Form has been completed by the parent and, if not, contact the parent and ask them to complete one. Parents will not be under any obligation to complete any part of an individual school's supplementary information form where this is not strictly required for the governing body to apply its oversubscription criteria.

Schools which have entrance tests

15.

Parents wishing to apply for a Kent maintained school that tests pupils before admission are required to name the school on their IYCAF and contact the school regarding testing arrangements. In most circumstances schools will set their own entry tests other than for normal points of entry. Applications will be held as pending until results of these tests are available.

16.

a)

Children with Statements of Special Educational Need (SEN) or Education, Health and Care Plan (EHCP)

Pupils with a Statement of Special Educational Need or Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an SEN or EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for statemented pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

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b)

Children in Local Authority Care (CiC) and Children Adopted from Care

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent (as receiving authority) will confirm an offer of a school place with the placing authority. Where an in-year application is received from the corporate parent of a child in Local Authority Care, Kent Admissions team will expect that in line with Statutory Guidance *, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency.

Where the placement has been made in an emergency, and this is not the case, Kent, as the receiving authority, will refer the matter to a school identified by the placing authority, to establish if an offer of a place can be provided. If the school is full and such a provision is not considered appropriate, Kent County Council will advise the home authority of alternative education provision that may be in the better interest of the child.

Where Kent is the corporate parent of the child in question, an appropriately appointed social worker will liaise in the first instance with Admission Placement Officers and other professionals as necessary, in order to agree the school or setting that would best meet the individual needs of the child (most appropriate provision for the child). Kent County Council will then allocate a place (where it is the admission authority for the school) or contact the school directly and seek a place where it is not. Where a school refuses to admit the child Kent County Council as corporate parent will decide whether to initiate proceedings required to direct the school in question or consider if other education provision may be in the better interest of the child.

** Statutory Guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004 (S35.1-37)*

c)

Exceptional provision is made for the families of UK Service Personnel, Crown Servants and British Council employees, as required by the School Admissions Code. A confirmed address, or, in the absence of this, a Unit or “quartering area” address, will be accepted as the home address from which home-school distance will be calculated. This must be confirmed by a letter from the Commanding Officer or the Foreign Office. However, this does not guarantee a place at the parent’s preferred school for their child. Places cannot be held for an extended period of time, as this could create disadvantage other applications.

Determining Offers in Response to the IYCAF

17.

The school will notify applicants resident in Kent County Council area by letter the outcome of their application. Where appropriate, the letter will detail:

- (a) the starting date if a place is available;
- (b) the reasons why the child is not being offered a place, if a place is unavailable;
- (c) information about the statutory right of appeal against the decisions to refuse places.
- (d) information on how to apply for a place on the waiting list. (Parents cannot ask for their child to go on the waiting list for a grammar school unless the child has been

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assessed suitable for grammar school);

- (e) contact details for the school and Kent County Council and for the admission authorities of Foundation, VA schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal with the governing body.

The letter will notify parents that they need to respond to accept or refuse the offer of a place within 10 school days.

18.

Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities. Depending on the other LA's determined process, the parent will confirm the acceptance or refusal of the place to the school or that school's LA.

19.

Kent pupils who have applied to schools and have not been offered a place can contact Kent County Council who will inform them where there is an available place at an alternative school. If no school in the local area has places available, the application may be referred to a local panel under the In Year Fair Access Protocol. If the child is already attending a school in the local area, no alternative place will be offered.

20.

Schools must inform Kent County Council of every offer that is made via the In Year Casual process to allow the necessary safeguarding checks to take place.

21.

Applicants who are not successful in gaining any place can contact Kent County Council and will be informed where there is an available place at an alternative school. Parents can then approach these schools to secure a place. These applicants will have the same access to a waiting list and right to appeal as other applicants.

Acceptance/Refusal of Places

22.

Parents will be advised in their offer letter that they must accept/refuse the school place offer in writing to the school within 10 school days of the date of the offer letter. If the school has not obtained a response within the specified time, it will remind the parent in writing of the need to respond within a further seven days and point out that the place may be withdrawn if no response is received. Only after having exhausted all reasonable enquiries will it be assumed that a place is not required.

23.

The school will notify Kent County Council of places accepted/refused as soon as possible after receipt of the acceptance/refusal. A mechanism for this transfer will be specified by Kent County Council.

24.

Once a place has been accepted, a child must start at the school within a reasonable length of time. This would normally be 10 school days from receipt of acceptance, but schools may extend if they feel there are justifiable reasons to do so.

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Waiting Lists

25.

Each oversubscribed school will keep a waiting list at least until the end of the first term. This will include details of all applicants who have named the school on the IYCAF but could not be offered a place and have asked to be placed on a waiting list. *(A grammar school can only put children on its waiting list if they have been assessed as suitable for a grammar school.)*

26.

Waiting lists will be maintained in order of priority, in accordance with the school's oversubscription criteria. If a school has reached its Published Admission Number it may not admit applicants other than through the Independent Appeal process, via the process detailed in the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted or children with Statements of Special Education Needs apply. To maintain the database, schools will advise Kent County Council when a place has been offered to a pupil on a waiting list. Parents whose children are refused admission will be offered a right of appeal (even if their child's name has been put on the waiting list).

Appeals

27.

All parents have the statutory right to appeal against any decision refusing them a school place.

28.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list. *(Where the school is a grammar school, a place may only be offered if the child has been assessed as being suitable for a grammar school place and there are no other applicants at that time on the school's waiting list who rank higher through the application of the school's over-subscription criteria.*

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Section 3 – Glossary of Terms

Term	Definition
LA	A Local Authority
The LA	Kent County Council
The LA area	The area in respect of which Kent County Council is the Local Authority
Primary education	Has the same meaning as in section 2(1) of the Education Act 1996
Secondary education	Has the same meaning as in section 2(2) of the Education Act 1996
Primary school	Has the same meaning as in section 5(1) of the Education Act 1996
Secondary school	Has the same meaning as in section 5(2) of the Education Act 1996
School	A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.
Foundation schools	Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.
VA schools	Such of the schools as are Voluntary Aided schools, the governing body of these schools is the admission authority. These schools are church schools, and governors must have regard to the relevant diocesan board when setting admissions arrangements.
VC schools	Such of the schools as are Voluntary Controlled schools
Academies	Such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.
Free Schools	Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.
UTC	University Technical Colleges - technical academies for 14- to 19-year-olds. They have university and employer sponsors and combine practical and academic studies. UTCs specialise in subjects that need modern, technical, industry-standard equipment – such as engineering and construction – which are taught alongside business skills and the use of ICT.
Admission authority	In relation to a community or voluntary controlled school means the LA and, in relation to a trust, foundation or VA school and Academy, means the governing body of that school
Admission arrangements	Means the arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school
Eligible for a place	Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission number.

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SCAF	Secondary Common Application Form, completed online or on paper
IYCAF	In Year Casual Admission Form – this is the form used by parents to apply for a school place outside of a school’s normal point of entry.
SIF	Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided and Free schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are most commonly used by Faith Schools to collect details in relation to a level of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.
PAN	Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school’s PAN and must not admit pupils above this number other than where 1.4 of the School Admissions Code 2014 applies.
Late Application	an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Secondary Transfer Scheme, or where applicants have moved house and their original preferences are no longer suitable.
Reallocation Process	the process by which vacant places are allocated
The Kent grammar school tests	Tests in English, Mathematics and Reasoning devised by an external body (GL Assessment) for admission to Kent grammar schools
The Kent Procedure for Entrance to Secondary Education (PESE)	the system for determining entry to Kent Grammar Schools

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Dated: 1st January 2016

Appendix C (1)

Kent County Council

Proposed Admissions Arrangements for Academic Year 2017/18

Community and Voluntary Controlled Primary, Infant, Junior Schools in Kent

Produced by:
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Introduction / Background

Each year, Kent County Council is required to determine its admissions arrangements. They must include:

- The over-subscription criteria / arrangements for entry to those schools for whom Kent County Council is the admission authority (Community and Voluntary Controlled schools).
- The Published Admission Number for those schools
- Relevant Consultation areas

At the time of going to print, arrangements for the schools listed at the back of this paper identifying the Published Admissions Numbers are those schools for which Kent County Council is the admissions authority. Some schools may be in the process of becoming academies. Where this is the case arrangements determined through this consultation will transfer to the academy and if it then chooses to amend admissions arrangements in the future it will be through its own consultation on changes for future admissions years.

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Proposed Oversubscription Criteria for Community and Voluntary Controlled Infant Junior and Primary Schools (*except Eastchurch CE Primary School, Dartford Bridge Community Primary School*)

The over-subscription criteria for all Community and Voluntary Controlled Infant, Junior and Primary schools are as follows.

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.
- **Attendance at a linked school** – where admission links have been established between the infant and junior school concerned, children attending the infant school are given priority for admission to the junior school.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the ‘Nearness’ criterion’ (below).

Linked infant and junior schools are considered to be the same school for this criterion. If sibling priority is lost (as above), it will not be reinstated when a child transfers from an infant school to the linked junior school.

Where a child is transferring from Year 2 and would not be attending the infant school from the start of the next academic year, but applied for the linked junior school, the sibling link would not be broken for a child applying for the infant school.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school’s legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents’/guardians’ physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably

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qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

Where new build housing development requires a new school or the significant enlargement of an existing school the 'Nearness' criterion will allow for a catchment area (defined by a map) to be created for the relevant school. This will be included in the Statutory Public Notice and admissions determination and will be valid for a period not exceeding three rounds of admissions.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as "excepted" for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their

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request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper RCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at www.kent.gov.uk/primaryadmissions

Proposed Oversubscription Criteria for Eastchurch CE Primary School

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order :

- **Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below). In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.
- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social needs means that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to a point equidistant between the Eastchurch site and the Warden Bay site of Eastchurch CE Primary School** - we use the distance between the child's permanent home address and the equidistant point between the Eastchurch site and the Warden Bay site of Eastchurch CE Primary School. This is measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a defined point equidistant between the two school sites as specified by Ordnance Survey. The same coordinate for the equidistant point is used for everybody. These

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straight line measurements are used to determine how close each applicant's address is to the equidistant point and children will be ranked in order of shortest distance first.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as "excepted" for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper RCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at www.kent.gov.uk/primaryadmissions

Proposed Oversubscription Criteria for Dartford Bridge Community Primary School

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

- **Children who live in the Priority Area detailed below** – Children will be ranked according to the distance from their home to the Dartford Bridge Community Primary School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey. A map displaying the priority catchment area is provided below.
- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the

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distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as "excepted" for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper RCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at www.kent.gov.uk/primaryadmission

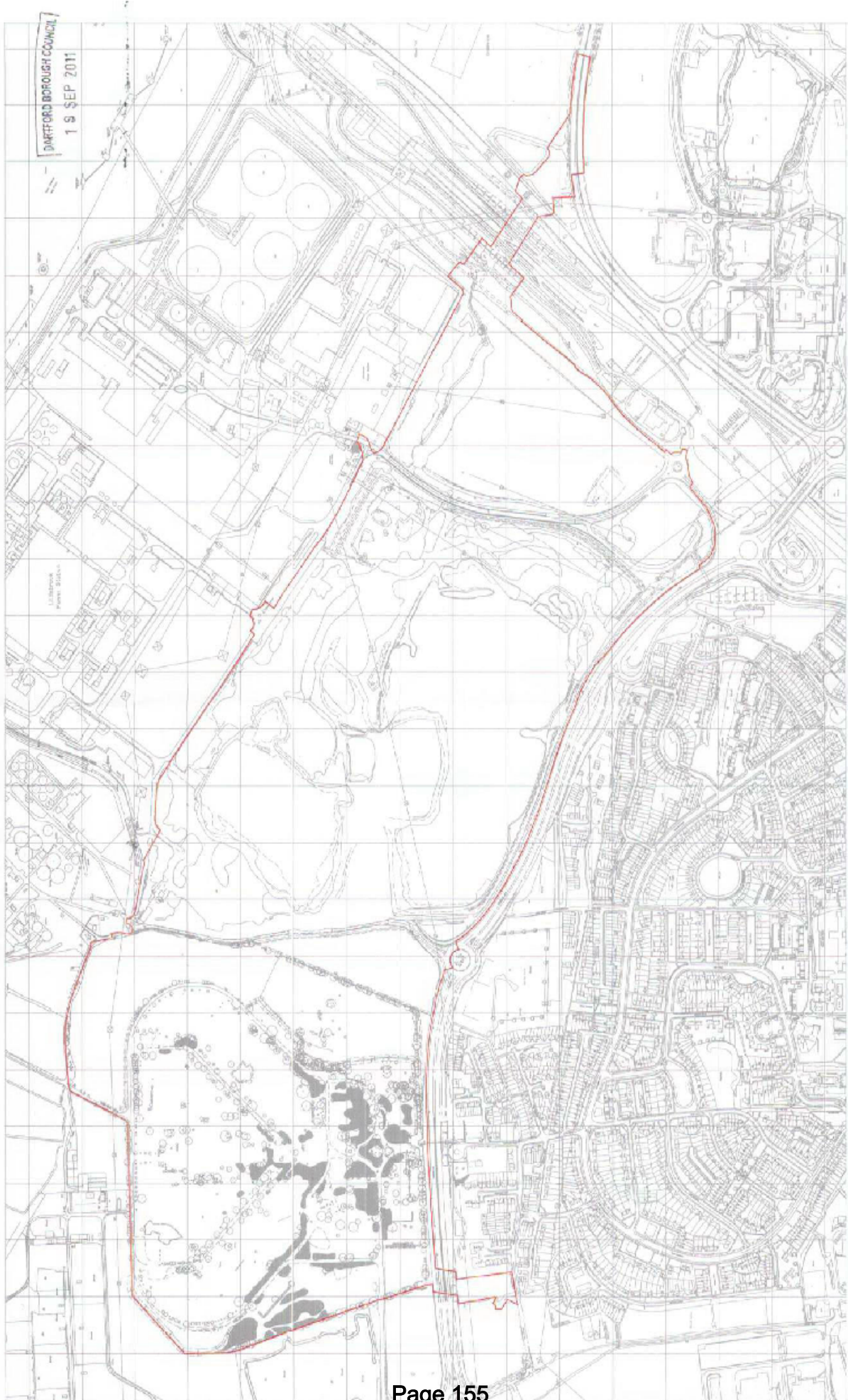


Figure 1a-rev D
not to scale

DARTFORD PARK - Location Plan



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Linked Infant and Junior Schools

DFE NO	Infant School Name	Linked With	DFE NO	Junior School Name
2329	Callis Grange Nursery and Infant School	<u>Linked With</u>	3360	St Peter-in-Thanel Church of England Junior School*
2574	Downs View Infant School	<u>Linked With</u>	2052	Kennington Church of England Junior School*
2263	Herne Bay Infant School	<u>Linked With</u>	5206	Herne Bay Junior School *
3295	Herne CE Infant & Nursery School	<u>Linked With</u>	3338	Herne CE (Aided) Junior School *
2513	Oaks Community Infant School	<u>Linked With</u>	2463	Minterne Community Junior School
2459	Riverhead Infant School	<u>Linked With</u>	2141	Amherst School (Academy) Trust *
2462	Riverview Infant School*	<u>Linked With</u>	2444	Riverview Junior School
2626	Sandwich Infant School	<u>Linked With</u>	2627	Sandwich Junior School
2119	Shears Green Infant School	<u>Linked With</u>	2431	Shears Green Junior School
2337	St Crispin's Community Infant School	<u>Linked With</u>	3181	St Saviour's Church of England Junior School
3322	St James' Church of England Infant School *	<u>Linked With</u>	3049	St James's Church of England Junior School
3073	St Michael's Church of England Infant School	<u>Linked With</u>	3072	St Michael's Church of England Junior School
2328	St Mildred's Infant School	<u>Linked With</u>	2523	Upton Junior School
2474	St Paul's Infant School	<u>Linked With</u>	2175	North Borough Junior School
2611	St Stephen's Infant School	<u>Linked With</u>	2608	St. Stephen's Junior School *
2290	Tenterden Infant School	<u>Linked With</u>	3144	Tenterden Church of England Junior School
3081	Thurnham Church of England Infant School	<u>Linked With</u>	5203	Roseacre Junior School*
2276	Willesborough Infant School	<u>Linked With</u>	5226	Willesborough Junior School *
2484	Woodlands Infant School	<u>Linked With</u>	2453	Woodlands Junior School

* Own admission authority Schools

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Appendix C (2)

Proposed Published Admission Numbers for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent:

DfE no.	School name	District	Sub Type	Status	2017 Published Admission Number
2270	Aldington Primary School	Ashford	Primary	Community	30
2272	East Stour Primary School	Ashford	Primary	Community	60
2275	Victoria Road Primary School	Ashford	Primary	Community	30
2276	Willesborough Infant School	Ashford	Infant	Community	120
2278	Bethersden Primary School	Ashford	Primary	Community	20
2279	Brook Community Primary School	Ashford	Primary	Community	15
2280	Challock Primary School	Ashford	Primary	Community	30
2282	Great Chart Primary School	Ashford	Primary	Community	60
2285	Mersham Primary School	Ashford	Primary	Community	30
2287	Rolvenden Primary School	Ashford	Primary	Community	14
2289	Smeeth Community Primary School	Ashford	Primary	Community	20
2290	Tenterden Infant School	Ashford	Infant	Community	60
2574	Downs View Infant School	Ashford	Infant	Community	90
3134	John Mayne CEP School	Ashford	Primary	Voluntary Controlled	20
3136	Brabourne CEP School	Ashford	Primary	Voluntary Controlled	15
3138	St. Mary's CEP School, Chilham	Ashford	Primary	Voluntary Controlled	15
3139	High Halden CEP School	Ashford	Primary	Voluntary Controlled	15
3143	St. Michael's CEP School	Ashford	Primary	Voluntary Controlled	30
3144	Tenterden CEJ School	Ashford	Junior	Voluntary Controlled	60
3145	Woodchurch CEP School	Ashford	Primary	Voluntary Controlled	26
3199	Egerton CEP School	Ashford	Primary	Voluntary Controlled	30
3284	Lady Joanna Thornhill (Endowed) Primary School	Ashford	Primary	Voluntary Controlled	60
3893	Phoenix Community Primary School	Ashford	Primary	Community	30
3909	Ashford Oaks Community Primary School	Ashford	Primary	Community	60
2000	St John's CofE Primary School	Canterbury	Primary	Voluntary Controlled	60
2258	Blean Primary School	Canterbury	Primary	Community	60
2259	Chartham Primary School	Canterbury	Primary	Community	60 (45)
2263	Herne Bay Infant School	Canterbury	Infant	Community	120
2265	Hoath Primary School	Canterbury	Primary	Community	15 (9)
2268	Westmeads Community Infant School	Canterbury	Infant	Community	60
2269	Whitstable Junior School	Canterbury	Junior	Community	75
2569	Briary Primary School	Canterbury	Primary	Community	60
2607	Parkside Community Primary School	Canterbury	Primary	Community	30
2611	St. Stephen's Infant School	Canterbury	Infant	Community	90
2643	Swalecliffe Community Primary School	Canterbury	Primary	Community	90
3120	Barham CEP School	Canterbury	Primary	Voluntary Controlled	30

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3122	Bridge & Patribourne CEP School	Canterbury	Primary	Voluntary Controlled	60
3123	Chislet CEP School	Canterbury	Primary	Voluntary Controlled	14
3126	Littlebourne CEP School	Canterbury	Primary	Voluntary Controlled	15
3129	St. Alphege CEI School	Canterbury	Infant	Voluntary Controlled	60
3130	Wickhambreaux CEP School	Canterbury	Primary	Voluntary Controlled	15
3289	St. Peter's Methodist Primary School, Canterbury	Canterbury	Primary	Voluntary Controlled	30
3295	Herne CEI School	Canterbury	Infant	Voluntary Controlled	90
3910	Joy Lane Primary School	Canterbury	Primary	Community	90 (60)
2062	Darenth Community Primary School	Dartford	Primary	Community	30
2066	Maypole Primary School	Dartford	Primary	Community	60
2072	<i>Westgate Primary School***</i>	<i>Dartford</i>	<i>Primary</i>	<i>Community</i>	30
2120	Bean Primary School	Dartford	Primary	Community	30
2657	Temple Hill Community Primary and Nursery School	Dartford	Primary	Community	90
2676	West Hill Primary School	Dartford	Primary	Community	70
2689	Craylands School, The	Dartford	Primary	Community	30
3021	Stone St. Mary's CEP School	Dartford	Primary	Voluntary Controlled	90
3296	Langafel CEP School	Dartford	Primary	Voluntary Controlled	45
3914	Oakfield Community Primary School	Dartford	Primary	Community	90
3915	<i>Manor Community Primary School***</i>	<i>Dartford</i>	<i>Primary</i>	<i>Community</i>	90
3919	Dartford Bridge Community Primary School	Dartford	Primary	Community	60
5229	Fleetdown Primary School	Dartford	Primary	Community	90
2309	Priory Fields School	Dover	Primary	Community	60
2312	River Primary School	Dover	Primary	Community	60
2313	St. Martin's School	Dover	Primary	Community	30
2318	Langdon Primary School	Dover	Primary	Community	10
2320	Eythorne Elvington Community Primary School	Dover	Primary	Community	20
2321	Lydden Primary School	Dover	Primary	Community	12
2322	Preston Primary School	Dover	Primary	Community	20
2326	Wingham Primary School	Dover	Primary	Community	30
2327	Worth Primary School	Dover	Primary	Community	10
2454	Aycliffe Community Primary School	Dover	Primary	Community	20
2471	Whitfield and Aspen School	Dover	Primary	Community	52
2531	Vale View Community School	Dover	Primary	Community	30
2532	St. Margaret's-at-Cliffe Primary School	Dover	Primary	Community	30
2559	Capel-le-Ferne Primary School	Dover	Primary	Community	30
2626	Sandwich Infant School	Dover	Infant	Community	56
2627	Sandwich Junior School	Dover	Junior	Community	60
2648	Aylesham Primary School	Dover	Primary	Community	60
2659	Sandown School	Dover	Primary	Community	60
3163	Downs CEP School, The	Dover	Primary	Voluntary Controlled	60
3167	Eastry CEP School	Dover	Primary	Voluntary Controlled	30
3168	Goodnestone CEP School	Dover	Primary	Voluntary Controlled	10
3169	Guston CEP School	Dover	Primary	Voluntary	22

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				Controlled	
3171	Nonington CEP School	Dover	Primary	Voluntary Controlled	12
3172	Northbourne CEP School	Dover	Primary	Voluntary Controlled	20
3173	Kingsdown & Ringwold CEP School	Dover	Primary	Voluntary Controlled	30
3175	Sibertswold CEP School	Dover	Primary	Voluntary Controlled	30
3911	Hornbeam Primary School	Dover	Primary	Community	30
3916	Green Park Community Primary School	Dover	Primary	Community	60 (45)
2094	Cobham Primary School	Gravesham	Primary	Community	30
2095	Cecil Road Primary and Nursery School	Gravesham	Primary	Community	54
2109	Higham Primary School	Gravesham	Primary	Community	30
2116	Lawn Primary School	Gravesham	Primary	Community	30
2119	Shears Green Infant School	Gravesham	Infant	Community	120
2431	Shears Green Junior School	Gravesham	Junior	Community	120
2444	Riverview Junior School	Gravesham	Junior	Community	120
2509	Singlewell Primary School	Gravesham	Primary	Community	30
2519	Vigo Village School	Gravesham	Primary	Community	30
2525	Painters Ash Primary School	Gravesham	Primary	Community	60
2658	Westcourt School	Gravesham	Primary	Community	30
2666	Wrotham Road Primary School	Gravesham	Primary	Community	60
2674	Kings Farm Primary School	Gravesham	Primary	Community	52
2044	Loose Primary School	Maidstone	Primary	Community	90
2161	Boughton Monchelsea Primary School	Maidstone	Primary	Community	30
2163	East Farleigh Primary School	Maidstone	Primary	Community	30
2165	Headcorn Primary School	Maidstone	Primary	Community	30
2166	Hollingbourne Primary School	Maidstone	Primary	Community	15
2168	Lenham Primary School	Maidstone	Primary	Community	30
2169	Platts Heath Primary School	Maidstone	Primary	Community	13
2171	Brunswick House Primary School	Maidstone	Primary	Community	60
2172	East Borough Primary School	Maidstone	Primary	Community	60
2175	North Borough Junior School	Maidstone	Junior	Community	90
2176	Park Way Primary School	Maidstone	Primary	Community	45
2183	Marden Primary School	Maidstone	Primary	Community	40
2192	Staplehurst School	Maidstone	Primary	Community	75
2193	Sutton Valence Primary School	Maidstone	Primary	Community	30
2474	St. Paul's Infant School	Maidstone	Infant	Community	90
2520	Madginford Primary School	Maidstone	Primary	Community	90
2548	Barming Primary School	Maidstone	Primary	Community	60
2552	Sandling Primary School	Maidstone	Primary	Community	60
2578	Kingswood Primary School	Maidstone	Primary	Community	20
2586	Senacre Wood Primary School	Maidstone	Primary	Community	30
2653	West Borough Primary School	Maidstone	Primary	Community	60
2677	Coxheath Primary School	Maidstone	Primary	Community	60
3061	Bredhurst CEP School	Maidstone	Primary	Voluntary Controlled	15
3067	Harrietsham CEP School	Maidstone	Primary	Voluntary Controlled	30
3069	Leeds & Broomfield CEP School	Maidstone	Primary	Voluntary Controlled	15
3072	St. Michael's CEJ School, Maidstone	Maidstone	Junior	Voluntary Controlled	45
3073	St. Michael's CEI School, Maidstone	Maidstone	Infant	Voluntary Controlled	40

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3081	Thurnham CEI School	Maidstone	Infant	Voluntary Controlled	90
3083	Ulcombe CEP School	Maidstone	Primary	Voluntary Controlled	15 (13)
3090	St. Margaret's CEP School, Collier Street	Maidstone	Primary	Voluntary Controlled	17
3091	Laddingford St. Mary's CEP School	Maidstone	Primary	Voluntary Controlled	13
3092	Yalding St. Peter & St. Paul CEP School	Maidstone	Primary	Voluntary Controlled	24
3898	Greenfields Community Primary School	Maidstone	Primary	Community	45
3906	Palace Wood Primary School	Maidstone	Primary	Community	60
2088	Crockenhill Primary School	Sevenoaks	Primary	Community	30
2130	Dunton Green Primary School	Sevenoaks	Primary	Community	30
2133	Halstead Community Primary School	Sevenoaks	Primary	Community	25
2134	Four Elms Primary School	Sevenoaks	Primary	Community	16
2136	Kemsing Primary School	Sevenoaks	Primary	Community	30
2137	Leigh Primary School	Sevenoaks	Primary	Community	23
2138	Otford Primary School	Sevenoaks	Primary	Community	60
2147	Weald Community Primary School	Sevenoaks	Primary	Community	30 (25)
2148	Shoreham Village School	Sevenoaks	Primary	Community	15
2459	Riverhead Infant School	Sevenoaks	Infant	Community	90
2615	High Firs Primary School	Sevenoaks	Primary	Community	30
2632	Sevenoaks Primary School	Sevenoaks	Primary	Community	90
2636	Edenbridge Primary School	Sevenoaks	Primary	Community	60
2682	New Ash Green Primary School	Sevenoaks	Primary	Community	60
3010	St. Paul's CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3015	Fawkham CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3035	Seal CEP School	Sevenoaks	Primary	Voluntary Controlled	60
3037	St. John's CEP School, Sevenoaks	Sevenoaks	Primary	Voluntary Controlled	30
3043	Sundridge & Brasted CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3054	Crockham Hill CEP School	Sevenoaks	Primary	Voluntary Controlled	20
3055	Churchill CEP School	Sevenoaks	Primary	Voluntary Controlled	60 (50)
3201	St. Lawrence CEP School	Sevenoaks	Primary	Voluntary Controlled	12
3298	<i>West Kingsdown C.E. Primary School***</i>	<i>Sevenoaks</i>	<i>Primary</i>	<i>Voluntary Controlled</i>	45
3896	Downsview Primary	Sevenoaks	Primary	Community	30
3907	Hextable Primary School	Sevenoaks	Primary	Community	90
2296	Mundella Primary School	Shepway	Primary	Community	30
2300	Sellindge Primary School	Shepway	Primary	Community	15
2524	Palmarsh Primary School	Shepway	Primary	Community	15
2545	Sandgate Primary School	Shepway	Primary	Community	60
2691	St. Nicholas C of E Primary School	Shepway	Primary	Voluntary Controlled	54
3137	Brookland CEP School	Shepway	Primary	Voluntary Controlled	15
3146	Bodsham CEP School	Shepway	Primary	Voluntary Controlled	13
3149	St. Martin's CEP School, Folkestone	Shepway	Primary	Voluntary Controlled	30

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3150	St. Peter's CEP School, Folkestone	Shepway	Primary	Voluntary Controlled	15
3153	Seabrook CEP School	Shepway	Primary	Voluntary Controlled	15
3154	Lyminge CEP School	Shepway	Primary	Voluntary Controlled	30
3155	Lympne CEP School	Shepway	Primary	Voluntary Controlled	30
3158	Stelling Minnis CEP School	Shepway	Primary	Voluntary Controlled	15
3159	Stowting CEP School	Shepway	Primary	Voluntary Controlled	15
3160	Selsted CEP School	Shepway	Primary	Voluntary Controlled	15
3200	Brenzett CEP School	Shepway	Primary	Voluntary Controlled	20
3902	Hythe Bay C of E Primary School	Shepway	Primary	Voluntary Controlled	60
3904	Castle Hill Community Primary School	Shepway	Primary	Community	58
2074	Murston Primary School	Swale	Primary	Community	45
2226	Eastling Primary School	Swale	Primary	Community	15
2227	Ethelbert Road Primary School	Swale	Primary	Community	30
2228	Davington Primary School	Swale	Primary	Community	60
2231	Lower Halstow School	Swale	Primary	Community	30
2235	Minster in Sheppey Primary School	Swale	Primary	Community	60
2237	Queenborough Primary School	Swale	Primary	Community	60
2239	Rodmersham School	Swale	Primary	Community	10
2245	Rose Street School	Swale	Primary	Community	60 (30)
2254	Canterbury Road Primary School	Swale	Primary	Community	30
2434	West Minster Primary School	Swale	Primary	Community	90 (60)
2463	Minterne Community Junior School	Swale	Junior	Community	90
2513	Oaks Community Infant School, The	Swale	Infant	Community	90
2534	Bysing Wood Primary School	Swale	Primary	Community	30
2629	Holywell Primary School Upchurch	Swale	Primary	Community	30
3106	Eastchurch CEP School	Swale	Primary	Voluntary Controlled	60
3108	Ospringe CEP School	Swale	Primary	Voluntary Controlled	30
3109	Hernhill CEP School	Swale	Primary	Voluntary Controlled	30
3111	Newington CEP School	Swale	Primary	Voluntary Controlled	30
3117	Teynham Parochial CEP School	Swale	Primary	Voluntary Controlled	30
3282	Boughton-under-Blean & Dunkirk Primary School	Swale	Primary	Voluntary Controlled	30
2328	St. Mildred's Primary Infant School	Thanet	Infant	Community	90
2329	Callis Grange Nursery & Infant School	Thanet	Infant	Community	90
2337	St. Crispin's Community Primary Infant School	Thanet	Infant	Community	90
2340	Ellington Infant School	Thanet	Infant	Community	90
2345	Priory Infant School	Thanet	Infant	Community	60
2523	Upton Junior School	Thanet	Junior	Community	128
2603	Bromstone Primary School, Broadstairs	Thanet	Primary	Community	60
2672	Palm Bay Primary School	Thanet	Primary	Community	60
3178	Birchington CEP School	Thanet	Primary	Voluntary Controlled	90 (60)
3179	Holy Trinity & St. John's CEP School,	Thanet	Primary	Voluntary	60

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	Margate			Controlled	
3181	St. Saviour's CEJ School	Thanet	Junior	Voluntary Controlled	96
3182	Minster CEP School	Thanet	Primary	Voluntary Controlled	60
3183	Monkton CEP School	Thanet	Primary	Voluntary Controlled	15
3186	St. Nicholas at Wade CEP School	Thanet	Primary	Voluntary Controlled	30
3917	Garlinge Primary School	Thanet	Primary	Community	120
3918	Newington Community Primary School and Nursery	Thanet	Primary	Community	90
2065	Discovery School, The	Tonbridge & Malling	Primary	Community	90
2132	Hadlow School	Tonbridge & Malling	Primary	Community	25
2155	Slade Primary School	Tonbridge & Malling	Primary	Community	60
2156	Sussex Road Community Primary School	Tonbridge & Malling	Primary	Community	60
2164	East Peckham Primary School	Tonbridge & Malling	Primary	Community	30
2167	Ightham Primary School	Tonbridge & Malling	Primary	Community	30
2185	Mereworth Community Primary School	Tonbridge & Malling	Primary	Community	30
2187	Offham Primary School	Tonbridge & Malling	Primary	Community	30
2188	Plaxtol Primary School	Tonbridge & Malling	Primary	Community	15
2189	Ryarsh Primary School	Tonbridge & Malling	Primary	Community	30
2190	Shipbourne School	Tonbridge & Malling	Primary	Community	8
2191	St. Katherine's School	Tonbridge & Malling	Primary	Community	90
2453	Woodlands Junior School	Tonbridge & Malling	Junior	Community	96
2484	Woodlands Infant School	Tonbridge & Malling	Infant	Community	90
2514	Brookfield Infant School	Tonbridge & Malling	Infant	Community	60
2530	Tunbury Primary School	Tonbridge & Malling	Primary	Community	90 (87)
2539	Stocks Green Primary School	Tonbridge & Malling	Primary	Community	30
2562	Lunsford Primary School	Tonbridge & Malling	Primary	Community	30
2661	Cage Green Primary School	Tonbridge & Malling	Primary	Community	60
2662	Long Mead Community Primary School	Tonbridge & Malling	Primary	Community	30
2667	St. Stephen's (Tonbridge) Primary School	Tonbridge & Malling	Primary	Community	30
2680	Kings Hill School	Tonbridge & Malling	Primary	Community	60
3033	Hildenborough CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
3057	St. Peter's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	24
3059	St. Mark's CEP School, Eccles	Tonbridge & Malling	Primary	Voluntary Controlled	20
3062	Burham CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	28
3082	Trottscliffe CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	12
3088	Wouldham, All Saint's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
3089	St. George's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
5223	Brookfield Junior School, Larkfield	Tonbridge & Malling	Junior	Community	60
2127	Paddock Wood Primary School	Tunbridge Wells	Primary	Community	90
2128	Capel Primary School	Tunbridge Wells	Primary	Community	30
2135	Horsmonden Primary School	Tunbridge Wells	Primary	Community	30
2139	Pembury School	Tunbridge Wells	Primary	Community	60
2142	Sandhurst Primary School	Tunbridge Wells	Primary	Community	30
2465	Claremont Primary School	Tunbridge Wells	Primary	Community	60
2482	Langton Green Primary School	Tunbridge Wells	Primary	Community	60
2490	Bishops Down Primary School	Tunbridge Wells	Primary	Community	30

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2651	Broadwater Primary School	Tunbridge Wells	Primary	Community	30
3022	Benenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	25
3023	Bidborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3027	Cranbrook CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3029	Goudhurst & Kilndown CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3032	Hawkhurst CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3034	Lamberhurst St. Mary's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3049	St. James' CEJ School	Tunbridge Wells	Junior	Voluntary Controlled	90
3050	St. John's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3052	St. Mark's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3053	St. Peter's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	20
3198	Frittenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	15
3294	St. Matthew's High Brooms CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3297	Southborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90

**** Please note at time of going to consultation these schools are awaiting an academy order*

Appendix C (3)

Proposed Statutory Consultation Area

Kent County Council is required to define “relevant areas” within which the admissions authorities of all maintained schools must conduct their annual statutory consultation. The relevant statutory consultation areas are those included within a 3 mile radius of the primary school concerned. However because the consultation is distributed across all Kent Admissions Authorities via the Kent County Council Website, admissions authorities and parents outside of the relevant areas are also able to view arrangements. If respondents are located outside of the 3 mile radius of the Primary school in question Kent County Council may chose not to have regard to the comments.

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Dated: 1st January 2016

Appendix D (1)

Kent County Council

Proposed Admissions Arrangements for Academic Year 2017/18

Community and Voluntary Controlled Secondary Schools in Kent

Produced by:
Admissions and Transport

Contact Details

Admissions and Transport Office
Room 2.24
Sessions House
County Hall
Maidstone
Kent, ME14 1XQ

Tel: 03000 412121
E-mail: kent.admissions@kent.gov.uk

Introduction / Background

Each year, Kent County Council is required to determine its admissions arrangements. They must include:

- The over-subscription criteria / arrangements for entry to those schools for whom Kent County Council is the admission authority (Community and Voluntary Controlled schools).
- The Published Admission Number for those schools
- Relevant Consultation areas

At the time of going to print, arrangements for the schools listed at the back of this paper identifying the Published Admissions Numbers are those schools for which Kent County Council is the admissions authority. Some schools will be in the process of becoming academies. Where this is the case arrangements determined through this consultation will transfer to the academy and if it then chooses to amend admissions arrangements in the future it will be through its own consultation on changes for future admissions years.

Appendix D

Proposed Oversubscription Criteria for Community and Voluntary Controlled Secondary Schools (*except Tunbridge Wells Grammar School for Boys and The North School*)

Following the Schools Adjudicator's decision in 2007 that Dover Grammar School for Boys will continue to use a dual testing arrangement to determine eligibility for admission (the "Dover test" as well as Kent's PESE), provision was made for the same arrangements to apply to the Dover Grammar School for Girls at the time – consequently in 2016 Dover Grammar School for Girls will continue to include in its oversubscription criteria that: "Entry is through the Kent age 11 assessment procedure or the Dover test."

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

Oversubscription criteria for Community and Voluntary Controlled secondary schools will be applied in the following order:

Children in Local Authority Care or Previously in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.

Current Family Association - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

Health and Special Access Reasons - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Nearness of children's homes to school – The distance between the child's permanent home address and the school is measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last

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available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education. Parents are required to complete an application form at the normal transition time for the year group in which they are taught, moving from primary to secondary phase.

Admissions Authorities are expected to take into account the year group the child has been taught in leading up to transition. In the unlikely event that the request is declined, school may offer a year 8 place as an alternative or simply refuse admission if the child is younger than the normal entry age. Deferred applications must be made via paper SCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at www.kent.gov.uk/schooladmissions

Proposed Oversubscription criteria for Tunbridge Wells Grammar School for Boys will be applied in the following priority order:

Entry to the school is through the Kent Assessment Procedure

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school and who are eligible for admission to this academically selective school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order. In the event of any of the criteria being oversubscribed, priority will be given initially to children in receipt of pupil premium who have completed and returned the attached Supplementary Information Form and then on the basis of distance with those closest being given higher priority, as described below.

Children in Local Authority Care or Previously in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.

Current Family Association - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

Health and Special Access Reasons - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Children who live within a 3 mile radius of the school - Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar school for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey.

Children who live in the named parishes below – Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar School for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address

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point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey.

Bidborough	Hildenborough	Sevenoaks
Brasted	Ightham	Sevenoaks Weald
Capel	Knockholt	Shipbourne
Chevening	Kemsing	Shoreham
Chiddingstone	Leigh	Southborough
Cowden	Otford	Speldhurst
Dunton Green	Plaxtol	Sundridge
Edenbridge	Pembury	Tonbridge
Hadlow	Penshurst	Tunbridge Wells
Halstead	Riverhead	Westerham
Hever	Seal	

Nearness of all other children's homes to school – The distance between the child's permanent home address and the school is measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this priority must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

0In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

1If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not

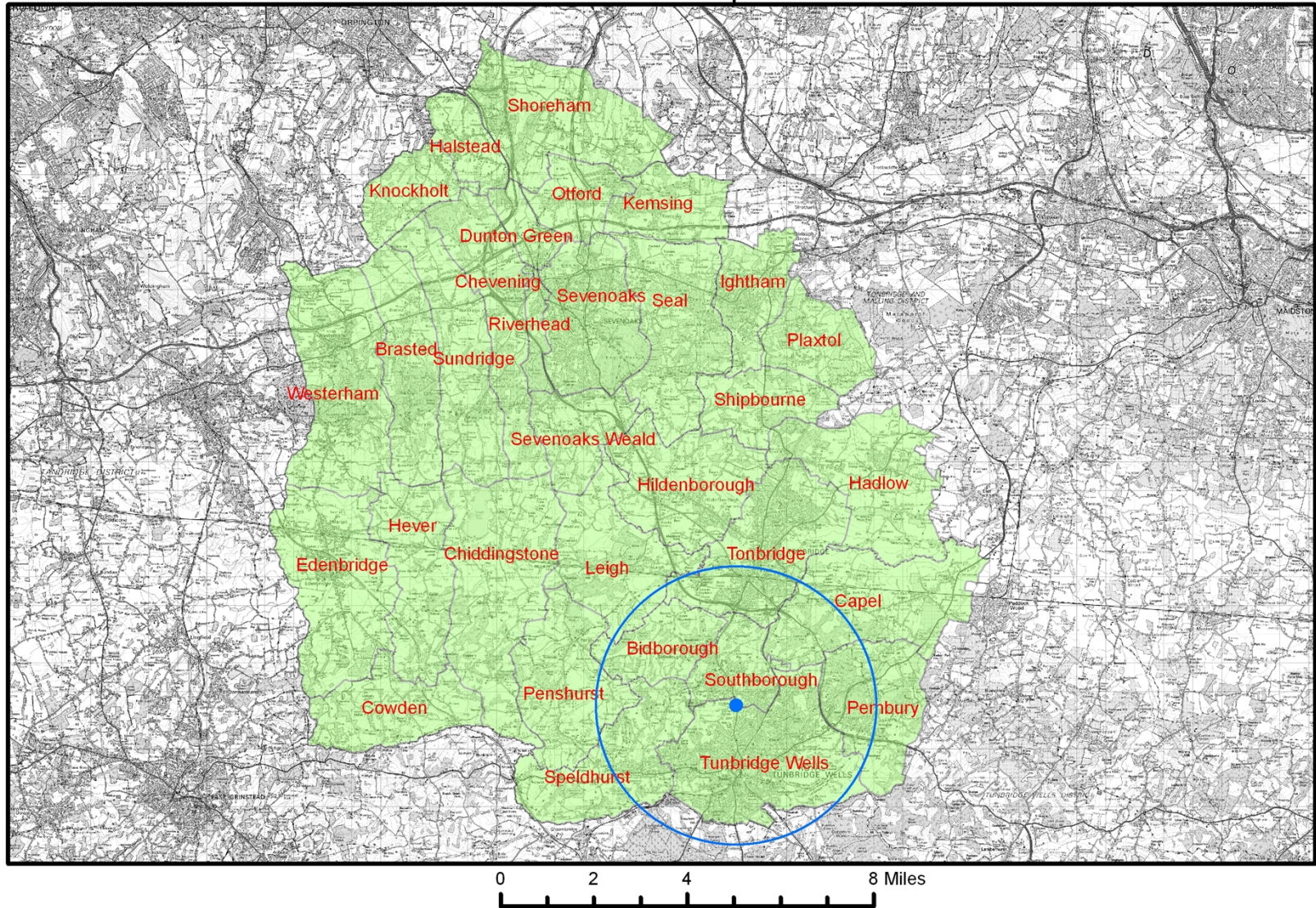
Appendix D

expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education. Parents are required to complete an application form at the normal transition time for the year group in which they are taught, moving from primary to secondary phase.

Admissions Authorities are expected to take into account the year group the child has been taught in leading up to transition. In the unlikely event that the request is declined, school may offer a year 8 place as an alternative or simply refuse admission if the child is younger than the normal entry age. Deferred applications must be made via paper SCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at www.kent.gov.uk/schooladmissions

A map displaying the priority catchment area is provided overleaf:

Tunbridge Wells Grammar for Boys School and selected parishes



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TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS
SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION

- To qualify for Pupil Premium you have to be eligible under one of the following criteria...

3.1 Ever 6 FSM

The pupil premium for 2015 to 2016 will include pupils recorded in the January 2015 school census who are known to have been eligible for free school meals (FSM) in any of the previous 6 years (ie since summer 2009), as well as those first known to be eligible at January 2015.

3.2 Children adopted from care or who have left care

The pupil premium for 2015 to 2016 will include pupils recorded in the January 2015 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form either online via www.kent.gov.uk/ota or by paper SCAF and return to Kent County Council

CHILD'S DETAILS

FORENAME	SURNAME	DATE OF BIRTH
----------	---------	---------------

ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable.)

Postcode

CURRENT SCHOOL	LA	DFE	SCHOOL NAME
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PARENT / CARER DETAILS

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
-------	----------	---------	-----------------------

TELEPHONE NUMBERS	1	2
-------------------	---	---

EMAIL ADDRESS

PRINT NAME	SIGNATURE
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Please return to—TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS, ST JOHN'S ROAD, TUNBRIDGE WELLS, TN4 9XB BY 31st OCTOBER

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Proposed Oversubscription criteria for The North School will be applied in the following priority order:

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

Children in Local Authority Care or Previously in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.

Current Family Association - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

Health and Special Access Reasons - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Children who live nearer to The North School than any other maintained non selective secondary school or academy – Children will be ranked according to the distance from their home to the North School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey.

Children who live nearer to any other maintained non selective secondary school or academy than The North School – Children for whom the North School is not their nearest non selective secondary school or academy will be ranked according to the distance from their home to the North School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

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If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education. Parents are required to complete an application form at the normal transition time for the year group in which they are taught, moving from primary to secondary phase.

Admissions Authorities are expected to take into account the year group the child has been taught in leading up to transition. In the unlikely event that the request is declined, school may offer a year 8 place as an alternative or simply refuse admission if the child is younger than the normal entry age. Deferred applications must be made via paper SCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at www.kent.gov.uk/schooladmissions

Appendix D (2)

Proposed Published Admission Numbers for Community and Voluntary Controlled Secondary Schools in Kent:

DfE no.	School name	District	Sub Type	Status	2017 Published Admission Number
4091	Community College Whitstable, The	Canterbury	High	Community	210
4026	Dartford Science and Technology College	Dartford	High	Community	145
4109	Dover Grammar School for Girls	Dover	Grammar	Community	140 (130)
4246	North School	Ashford	High	Community	215
4534	Simon Langton Girls' Grammar School	Canterbury	Grammar	Voluntary Controlled	165
4059	Swadelands School	Maidstone	High	Community	150
4045	Tunbridge Wells Grammar School for Boys	Tunbridge Wells	Grammar	Community	180

Appendix D (3)

Proposed Statutory Consultation Area for Kent Secondary schools

The LA is required to define “relevant areas” within which the admissions authorities of all maintained schools must conduct their statutory consultation. Admission authorities for all maintained secondary schools within the relevant area must consult the admission authorities for all maintained primary, middle and secondary schools in the area. An academy must consult in the way that other admission authorities do, but cannot alter its admission arrangements without the approval of the Secretary of State. Consultations must take place at least every seven years and in any year that changes are proposed.

The relevant statutory consultation areas continue to be the designated districts and adjoining parishes detailed overleaf:

Thanet	Thanet District plus Herne Bay, Chislet, Preston, Ash, Sandwich and Worth parishes.
Dover	Dover District plus Folkestone, Hawkinge, Swingfield, Elham, Barham, Adisham Wickhambreaux, Chislet, Monkton, Minster, Ramsgate.
Canterbury	Canterbury City plus St Nicholas at Wade, Preston, Ash, Wingham, Goodnestone, Aylesham, Nonington, Shepherdswell with Coldred, Lydden, Elham, Stelling Minnis, Stowting, Elmsted, Chilham, Dunkirk, Boughton under Blean, Selling, Sheldwich, Hernhill, Graveney with Goodnestone, Faversham, Ospringe, Luddenham.
Swale	Swale Borough plus St Cosmas and St Damian in the Blean, Whitstable.
Shepway	Shepway District plus Capel-le-Ferne, Lydden, Barham, Bradbourne, Smeeth, Aldington, Orlestone.
Ashford	Ashford Borough plus Brenzett, Lympne, Sellindge, Stowting, Elmsted, Petham, Chartham, Dunkirk, Selling, Sheldwich, Lenham, Headcorn, Frittenden, Cranbrook, Benenden, Sandhurst.
Maidstone	Maidstone Borough plus Hartlip, Newington, Borden, Bredgar, Doddington, Milsted, Kingsdown, Eastling, Charing, Egerton, Smarden, Biddenden, Frittenden, Cranbrook, Goudhurst, Horsmonden, Capel, Wateringbury, Paddock Wood, East Peckham, East Malling, Larkfield, Ditton, Aylesford, Burham, Wouldham, Snodland, Leybourne, Ryarsh, Kings Hill, West Malling, Trottiscliffe, Offham, Mereworth, Platt, Plaxtol, Borough Green, Ightham, Wrotham, Stansted & Fairseat.
Gravesham	Gravesham Borough plus Dartford Borough, Snodland, Ryarsh, Trottiscliffe, Stansted & Fairseat, Ash-cum-Ridley, Hartley, Fawkham, West Kingsdown, Horton Kirby, Farningham, Eynsford, Swanley, Crockenhill.
Dartford	Dartford Borough plus Ash-cum-Ridley, Hartley, West Kingsdown, Fawkham, Eynsford Swanley, Crockenhill.
Sevenoaks	Sevenoaks District plus Dartford Borough, Stansted & Fairseat, Wrotham, Ightham, Southborough, Borough Green, Tunbridge Wells, Plaxtol, Pembury, Shipbourne, Speldhurst.
Tonbridge	Tonbridge and Malling Borough plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tunbridge Wells Borough, Yalding.
Malling	Tonbridge and Malling Borough plus, Boxley, Maidstone, Barming, Meopham, Ash-cum-Ridley, West Kingsdown, Kemsing.

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Tunbridge Wells	Tunbridge Wells plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tonbridge, Hildenborough, Hadlow, East Peckham, Shipbourne, Ightham, Plaxtol, Borough Green, Mereworth, Wateringbury, Yalding.
Cranbrook	Tunbridge Wells plus Marden, Staplehurst, Headcorn, Biddenden, Tenterden, Rolvenden.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:
Cabinet

DECISION NO:
16/00010

For publication

Subject:
Proposed Co-Ordinated Schemes For Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2017 /18

Decision:
Cabinet DETERMINED the recommendations set out below:

- a) The Coordinated Primary Admissions Scheme 2017/18 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2017/18 incorporating the In Year admissions process as detailed in Appendix B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2017/18 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2017/18 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2017/18 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2017/18 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2017/18 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2017/18 as set out in Appendix D (3)

Reason(s) for decision:
In reaching this decision I have taken into account:

- the views expressed by those put in writing in response to the consultation;
- the views of the District, Borough and Parish Councils, the local County Councillor; the local MP Governing Bodies of the schools, Staff and Pupils; schools from the surrounding area
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education and Young People’s Cabinet Committee

Cabinet Committee recommendations and other consultation:
Education and Young People’s Services Cabinet Committee 21 January 2016
The proposal was discussed and outcomes reported to Cabinet

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

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:
None

.....
Signed

.....
Date

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

Roger Gough, Cabinet Member for Education and Health Reform

Peter Oakford, Cabinet Member for Specialist Children’s Services

Mike Hill, Cabinet Member for Community Services

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

Andy Wood, Corporate Director for Finance and Procurement

To: Education and Young People’s Services Cabinet Committee – 21 January 2016

Subject: **Budget 2016-17 and Medium Term Financial Plan 2016-19**

Classification: Unrestricted

Previous Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division(s): All

Summary:

This report sets out the proposed draft Budget 2016-17 and Medium Term Financial Plan (MTFP) 2016-19 as it affects Education and Young People’s Services. The report includes extracts from the proposed final draft budget book and MTFP relating to the remit of this committee although these are exempt until the Budget and MTFP is published on 11 January. This report also includes information from the KCC budget consultation, Autumn Budget Statement and provisional Local Government Finance Settlement as they affect KCC as a whole as well as any specific issues of relevance to this committee.

Recommendation(s):

The Education and Young People’s Services Cabinet Committee is asked to note the draft Budget and MTFP (including responses to consultation and Government announcements) and make recommendations to the Cabinet Member for Finance and Procurement and Cabinet Members for Education and Young People’s Services (EYPS) on any other issues which should be reflected in the budget and MTFP prior to Cabinet on 25 January 2016 and County Council on 11 February 2016

1. Introduction

- 1.1 Setting the Council's revenue and capital budgets, and MTFP, continues to be exceptionally challenging due to the combination of increasing spending demands and reducing funding. 2016-17 is proving to be the most difficult yet due to a number of factors. These include:
- Lack of information about government spending plans until very late in the process following the Spending Review announcement on 25 November
 - Late changes to grant allocations following the Local Government Finance settlement announcement on 17 December
 - Uncertainty over the impact over some significant spending pressures (principally the impact of the National Living Wage)
 - New ability to levy additional Council Tax precept

This combination means that despite the proposed increase in Council Tax, the council still has to make significant year on year savings in order to balance the budget.

- 1.2 The challenge of additional spending demands, greater reliance on local taxation and reduced grant funding is likely to continue each year until 2019-20 at the earliest, with 2016-17 and 2017-18 looking like the most difficult years. The medium term projection in the Spending Review 2015 for local government is "flat cash". This flat cash projection includes additional funding for social care through the extra Council Tax precept and Better Care Fund, the Office for Budget Responsibility (OBR) assumptions on other Council Tax and Business Rate growth, as well as the phasing out of Revenue Support Grant (RSG). RSG has been a significant source of funding for core services for a number of years and its phasing out represents a substantial loss. The flat cash assumption does not include changes in grants from other government departments (either ring-fenced or general grants).
- 1.3 The provisional local Government Finance Settlement was published on 17 December. This provides individual grant allocations from Department for Communities and Local Government (DCLG), principally RSG and business rate baseline, and Spending Power calculation. The provisional amounts for 2016-17 are subject to consultation and include a significant and unexpected change in methodology used to allocate RSG. Indicative figures for 2017-18 to 2019-20 were also included in the announcement. The announcement included the offer of a 4 year guaranteed funding settlement.
- 1.4 The Spending Power calculation shows a £20.4m (2.3%) increase in funding between adjusted figure for 2015-16 and indicative figure for 2019-20 (albeit with a dip in 2016-17 and 2017-18). The Spending Power includes the main DCLG grants (RSG and business rate baseline merged as the Settlement Funding Assessment) and Council Tax. The Spending Power no longer includes specific grants but continues to ignore additional spending demands and thus only reflects the change in cash available to local authorities and not real spending power. This means it is not directly comparable to the council's published budget. The published Spending Power calculation for KCC is reproduced in table 1 below.

Table 1

Core Spending Power of Local Government;					
	2015-16 (adjusted)	2016-17	2017-18	2018-19	2019-20
	£ millions	£ millions	£ millions	£ millions	£ millions
Settlement Funding Assessment	340.0	283.4	241.8	218.2	195.8
Council Tax of which;	549.0	577.2	609.7	644.6	682.2
<i>Council Tax Requirement excluding parish precepts (including base growth and levels increasing by CPI)</i>	549.0	566.0	586.3	608.0	631.1
<i>additional revenue from 2% referendum principle for social care</i>	-	11.2	23.3	36.6	51.1
<i>additional revenue from £5 referendum principle for lower quartile districts Band D Council Tax level</i>	-	-	-	-	-
Improved Better Care Fund	-	-	0.3	17.5	33.7
New Homes Bonus and returned funding	7.9	9.3	9.4	5.9	5.7
Rural Services Delivery Grant	-	-	-	-	-
Core Spending Power	896.9	869.9	861.1	886.2	917.3
Change over the Spending Review period (£ millions)					20.4
Change over the Spending Review period (% change)					2.3%

1.5 The KCC latest medium term forecast up to 2019-20 shows a slightly lower estimate for Council Tax than the Spending Power in later years (albeit with higher yield in 2016-17 due to improved tax base and proposed 1.99% increase up to the referendum threshold). This means a slightly lower reduction in 2016-17 and 2017-18 than the Spending Power as shown in Table 2 below. Table 2 also includes the other funding included in KCC budget but not shown in the Spending Power. The overall impact shows a KCC forecast reduction of £4.9m (-0.5%) between 2015-16 and 2019-20 compared to the CLG forecast of +2.3% in table 1.

Table 2	2015/16 £000s	2016/17 £000s	2017/18 £000s	2018/19 £000s	2019/20 £000s	Change from 2015/16 to 2019/20 £000s %	
CLG Spending Power							
Settlement	340,015	283,386	241,819	218,156	195,773		
Council Tax	549,034	565,981	586,331	608,010	631,109		
Social Care Precept		11,174	23,323	36,593	51,103		
Better Care Fund		0	301	17,525	33,683		
New Homes Bonus	7,886	9,325	9,375	5,890	5,651		
	896,935	869,866	861,149	886,174	917,318	20,383	2.3%
KCC proposed MTFP							
Settlement	340,015	283,386	241,819	218,156	195,773		
Council Tax	549,034	571,544	588,989	604,192	620,051		
Social Care Precept	0	11,197	23,085	35,504	48,519		
Better Care Fund	0	0	301	17,525	33,683		
New Homes Bonus	7,886	9,325	9,375	5,890	5,651		
Total KCC equivalent Spending Power	896,935	875,451	863,569	881,267	903,676	6,740	0.8%
Other Funding							
Collection Funds	7,529	5,000	0	0	0		
Local Share of Business Rates	1,626	4,115	4,115	4,115	4,115		
Other Grants	18,858	17,306	15,755	14,203	12,651		
KCC Proposed Net Budget Requirement	924,949	901,873	883,439	899,585	920,442	-4,507	-0.5%

- 1.6 In real terms the additional funding available (after the initial dip in 2016-17 and 2017-18), particularly that raised through Council Tax precept/growth, is forecast to be insufficient to cover additional spending pressures (particularly in social care). Therefore, significant savings will continue to be needed each year to compensate for this shortfall and the forecast reduction in RSG and other grants. This will be a difficult message to convey that despite proposed annual increases in Council Tax, the authority will still need to make substantial year on year savings which are likely impact on local services.
- 1.7 The announcement that the Government intends to allow local authorities to retain 100% of business rates by the end of this Parliament is unlikely to provide much relief to this financial challenge. Business rates are already used to fund local authority services through the localised share and RSG. As identified in paragraph 1.2, RSG is due to be phased out and substantially reduced. However, the Government has already made it clear that 100% business rate retention will also include the devolution of additional responsibilities commensurate with the additional income i.e. the additional income will come with additional spending commitments rather than compensate for loss of RSG.
- 1.8 The Government has also made it clear that the principle of redistribution of business rates from high wealth/low needs to low wealth/high needs areas will need to continue under any new arrangements. This effectively means the new system will be 100% retention of business rate growth rather than 100% of the existing business rate base. Whilst we think the new arrangements will be a welcome improvement, we need to wait until we see

the detailed consultation during the forthcoming year and recognise this change is highly unlikely to have any impact on the 2016-19 MTFP.

- 1.9 Section 2 of the published MTFP will provide a much fuller analysis of the national financial and economic context, including the November Spending Review/Autumn Budget Statement and provisional Local Government Finance Settlement. Section 3 sets out KCC's revenue budget strategy to meet the financial challenge (including a possible alternative approach to the allocation of additional funding from Council Tax/Business Rate growth to cover spending pressures and savings to cover the phasing out of RSG). Section 4 covers the councils' capital budget strategy.

2. Financial Implications

- 2.1 The initial draft revenue budget was published for consultation on 13 October 2015. This set out the latest forecasts and updates to the published MTFP for 2015-18. These forecasts were based on the original estimates of funding for 2016-17 and 2017-18 (albeit with an updated assumption for Council Tax base growth) and revised estimated spending pressures based on the current year's performance and future predictions of additional spending demands. The consultation also included updated estimates for the savings under consideration to close the gap between estimated funding and spending.

2.2 The financial equation presented in the consultation is set out in table 3 below. The consultation identified possible savings options of £73.9m leaving a gap of £7m still to be found before the budget is finalised.

Table 3	Budget Pressures £m	Budget Solutions £m
Spending Demands	58.3	
Grant Reductions	32.9	
Council Tax		10.4
Savings/Income		80.8
Total	91.2	91.2

2.3 As outlined in paragraph 1.1 the provisional Local Government Finance Settlement for 2016-17 was announced on 17 December. This included the following provisional amounts for 2016-17:

- Revenue support grant for 2016-17 of £1111.4m, a reduction of £49.6m (30.8%) on 2015-16 actual grant (£58.1m or 34.2% on adjusted 2015-16 RSG)
- Business rate baseline and top-up for 2016-17 of £172.0m, an increase of £1.4m (0.8%)
- Confirmation of 2% social care precept requirements
- Confirmation that the Council Tax referendum level for 2016-17 is 2%
- New Homes Bonus grant of £9.3m

2.4 As well as the provisional Local Government Finance Settlement the Department for Education (DfE) also made provisional grant announcements on 17 December. This included the Dedicated School Grant (DSG), pupil premium, and Education Services Grant (ESG). ESG is un-ring-fenced grant. The provisional ESG shows an 11.5% reduction in the general funding for local authority maintained schools and academies (although transitional arrangements exist to protect academies from unmanageable reductions). As in previous years ESG is recalculated during the year to reflect pupil number changes and academy transfers. ESG is the most significant element of other grants included in KCC's budget (table 2 above) but is not reflected in the Spending Power calculations.

2.5 The latest overall financial equation is set out in table 4. This includes the impact of the Spending Review and the provisional Local Government Finance Settlement and other provisional grant announcements to date. This will be the position presented in the final draft Budget Book and MTFP published on 11 January pending any last minute changes.

Table 4	Budget Pressures £m	Budget Solutions £m	
Spending Demands	79.7		
Un-ring-fenced grant changes (provisional LG settlement)	48.2		14.5%
Other grant changes	0.1		
Council Tax increase (referendum)		11.2	1.998%
Council Tax increase (social care)		11.2	2.0%
Council Tax and business rate tax bases & collection funds		11.3	2.0%
Savings/ Income		94.3	
Total	128.0	128.0	

- 2.6 There are still a number of ring-fenced grants allocated by government departments. These ring-fenced grants are announced either at the same time or after the main Local Government Finance Settlement according to individual ministerial decisions. The County Council's financial strategy is that any changes in ring-fenced grants are matched by spending changes and therefore there is no overall impact on the net spending requirement. This means the County Council will not generally top-up ring-fenced grants from Council Tax or general grants.
- 2.7 We have received provisional notification of the Council Tax base from district councils. This is higher than estimated in the budget consultation and is reflected in the final draft budget published on 11 January and in tables 2 & 4 above. We will receive final notification of the tax base by the end of January together with any balances on this year's collection funds. The final draft budget will confirm the intention to increase the KCC precept for all Council Tax bands by 1.99%, increasing the County Council Band D rate from £1,089.99 to £1,111.77. The final draft budget will also confirm the intention to apply the additional social care precept up to the full 2% increasing the County Council Band D rate further to £1,133.55.
- 2.8 We have not received notification of our 9% share of the business rates from district councils, although we have included an estimate in final draft budget published on 11 January and in tables 2 and 4 above. We should receive notification of our share of business rates by the end of January and any variation from the estimate will be reported to County Council on 11 February.
- 2.9 Appendix 1 sets out the high level picture of the revised funding, spending and savings assumptions which are proposed for 2016-17 included in the draft MTFP published on 11 January (pending any last minute changes between the publication of this report and the final version being agreed). This appendix is exempt from publication until the final Budget and MTFP is published. There may be further changes to the final draft budget for 2016-17 following final notification of all Government grants and local tax bases (including collection fund balances). As in previous years any changes from the amounts published will be reported to County Council in February. The MTFP includes forecasts for 2017-18 and 2018-19 although at this stage we

cannot allocate the majority of these to individual directorates and there are significant unidentified savings required which will need to be resolved in the coming months.

- 2.10 Appendix 2 sets out a more detailed extract from the MTFP setting out the main changes between 2015-16 and 2016-17 relating to the Education and Young People's Services directorate. This information is included in the draft MTFP published on 11 January, pending any last minute changes. This appendix is exempt from publication until the final Budget and MTFP is published. The council's budget and MTFP is structured according to directorate responsibilities. This means presenting information that is relevant to individual Cabinet Committees is not straight forward. We do not have the time or resources to re-present this information to exclude elements outside the remit for individual committees.
- 2.11 Appendix 3 sets out an extract from the draft Budget Book setting out the relevant budgets for 2015-16 and 2016-17 for the A to Z entries relating to the Education and Young People's Services directorate. This information is as published on 11 January, pending any final last minute changes. This appendix is exempt from publication until the final Budget and MTFP is published. The information in appendix 3 is consistent with the information included appendix 2 and thus includes elements outside the remit of individual committees.
- 2.12 Appendix 4 sets out the draft capital programme for the Education and Young People's Services directorate. This information will be published on 11 January, pending any final last minute changes. This appendix is exempt from publication until the final Budget and MTFP is published.

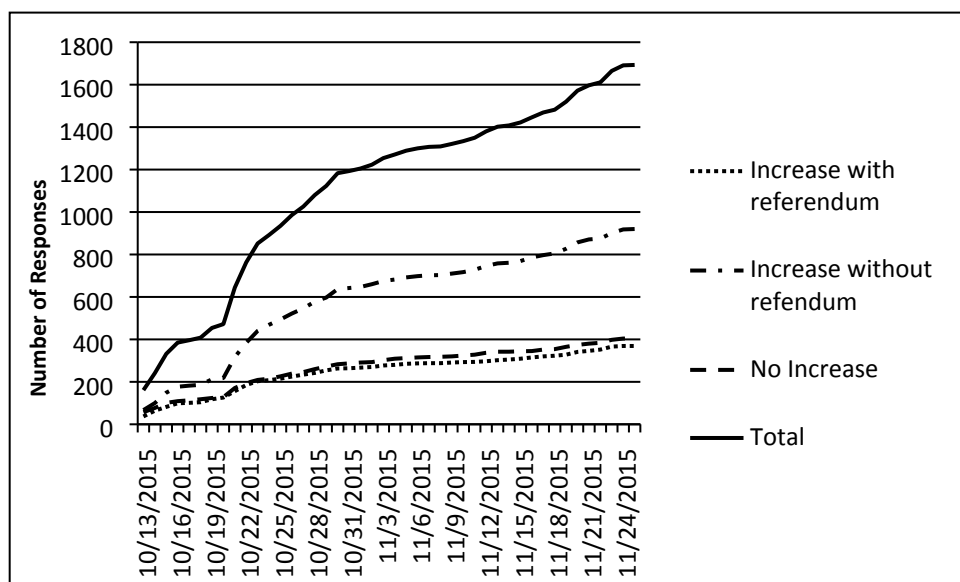
3. Budget Consultation

- 3.1 The consultation and engagement strategy for 2015 included the following aspects of KCC activity:
- Press launch on 13 October
 - A question seeking views on Council Tax open from 13 October to 24 November (principally accessed on-line)
 - An on-line budget modelling tool to evaluate 20 areas of front line spending open from 13 October to 24 November
 - A free text area for any other comments
 - A simple summary of updated 2015-18 MTFP published on KCC website
 - Web-chat on 16 November with Deputy Cabinet Member for Finance & Procurement, Corporate Director for Finance & Procurement and other finance staff
 - Workshops with business and voluntary & community sectors on 18 November
 - Workshop session with managers and staff
 - Presentation and discussion with Kent Youth County Council on 15 November

A full analysis of the responses to the consultation will be reported to Cabinet on 28 January. A draft of this analysis is available as background materials for Cabinet Committees in January. The final analysis reported to Cabinet will also be available as background material for the County Council meeting in February.

- 3.2 The consultation did not include any questions about the 2% precept for social care as we were unaware of this possibility at the time. The results from the Council Tax question and on-line budget modelling tool are set out in appendices 5 & 6 to assist committee members in scrutinising the budget proposals set out in the exempt appendices. These appendices with the consultation results are not exempt.
- 3.3 In addition to the activity outlined above the council has also commissioned independent consultants to carry market research to validate the responses with a representative sample of residents via more in depth research and analysis. This included face to face interviews with a structured sample of 750 residents using the same information as the on-line materials on the Kent.gov.uk website and half-day deliberative workshops with a smaller sample. The full consultant's report is unlikely to be available in time for cabinet committees but will be available as background material for the full County Council budget meeting in February.
- 3.4 We have received 1,693 responses to the Council Tax question. This is less than the 1,962 responses received last year. This can be partly attributed to the shorter time available for consultation (6 weeks compared 7 weeks the previous year), however, we need to do further research as we received the majority of responses in the first 3 weeks as demonstrated in the chart 1 below. Overall 54.3% of respondents (920) supported a 1.99% council tax increase (the maximum allowed without requiring a referendum), 23.9% (404) preferred no increase, and 21.8% (369) supported a higher increase with a referendum. The overall number supporting an increase compared to those preferring a freeze is consistent with previous years' consultation although within this the number supporting a higher referendum backed increase is lower than last year.

Chart 1



3.5 We have received 1,153 submissions via the budget modelling tool. This is more than the 853 submissions received via this mechanism last year. This is encouraging as we believe this tool is an effective way to gather information about which services are most highly valued and thus inform budget priorities. We are aware of some criticisms about the time it takes to complete the survey and it can pose some challenging service combinations. A further 479 submissions were abandoned part way through and we need to undertake more research whether a 30% drop-out rate is exceptional or acceptable. An analysis of the responses via this tool is shown in appendix 6 together with the responses from the face to face interviews with 750 sample residents conducted by the independent market research (there is no discernible difference between the responses on-line and face to face interviews).

4. Specific Issues for Education and Young People’s Services Cabinet Committee

4.1 Appendices 2, 3 and 4 set out the main budget proposals relevant to Education and Young People’s Services directorate. These proposals need to be considered in light of the general financial outlook for the County Council for 2016-17 (overall reduced funding) and the medium term (flat cash assuming annual Council Tax increases). Committees will also want to have regard to consultation responses in considering budget proposals.

4.2 The announcements on the 17 December included details of the Dedicated Schools Grant (DSG) for 2016-17. The guaranteed funding rates per pupil for the schools and early years blocks remain unchanged from the current year, which means that 2016-17 will be the sixth consecutive year of flat cash meaning no increases for inflationary pressures. Whilst this position is favourable compared to some parts of the public sector, schools and early years providers are finding it increasingly difficult to find year on year efficiency savings to offset inflationary pay and price increases.

4.3 Balancing the budget is even more difficult if you are a school with low pupil numbers in relation to your planned admission number (PAN). The Local

Authority has particular concerns over a number of secondary schools and academies that appear financially vulnerable over the current and next two financial years from the effects of low pupil numbers. Some of these schools are also showing a declining trend in performance.

- 4.4 The Local Authority has recently completed its annual revision of its Education Commissioning Plan which provides us with a detailed view on future school place requirements within each planning District, taking into consideration not only the shift of current Primary school pupils into the Secondary sector but also the inward migration of families with children into Kent. What is clear from the Plan is that the Secondary school aged population in Kent is going to grow very significantly over the next few years and we will need to increase capacity significantly. The Local Authority needs additional school places and cannot afford for Secondary schools or academies to close due to short term financial difficulty and potential serious deficit as a result of low numbers at present.
- 4.5 It is the LA's view that this financial vulnerability has been compounded by the simplification of the funding formula following the School Funding Reform changes introduced in April 2013 by the previous government. These reforms have placed additional restrictions on the LA which prevent us from offering a local and flexible solution to assist with this problem. Over 90% of the schools' budget is now distributed on pupil led factors, with the result that a reduction in pupil numbers, as some of our Secondary schools have experienced, has had a significant and immediate impact upon a school's annual funding.
- 4.6 One of the biggest challenges for the Local Authority in relation to DSG is managing the rising population of High Needs pupils at a time of minimal growth funding from the DfE. Although we are set to receive an additional £2.6m growth funding to the High Needs block in 2016-17, our unavoidable High Needs pressures stand at £6.2m. We have discussed this position with the Schools' Funding Forum and agreed to utilise available headroom from within the Schools block to meet this pressure.
- 4.7 The Capital Basic Need funding is allocated on a formulaic basis assessed from information provided by local authorities about forecast numbers of pupils and school capacity. Such funding will only provide for predicted growth in numbers arising from changes in the birth rate and from inward net migration. KCC has received £167m in basic need and targeted basic need capital for the period 2014-15 to 2017-18. We are unlikely to see information on the 2018-19 allocation from the DfE until January/February 2016 and at this stage an estimate of £20m has been included for this year in Appendix 4.
- 4.8 Our current estimate of the likely level of available funding (excluding Basic Need funding from the DfE) when compared to our initial estimate of the costs of the provision that is needed to meet the pupil forecasts means that we face a potential funding gap in our capital programme of in excess of £100m across the period 2016-19. It is through the Basic Need funding allocation from the DfE and difficult decisions as to the phasing and scope of individual projects that this gap will be closed. The evidence in this plan will provide the

basis of the case for additional funding that we will present to the DfE. Further borrowing by the Council would not be prudent and the level of funding for maintenance and modernisation of the existing estate is already at a low level so we cannot look to divert existing schools capital funding to support the development of new provision.

Additional Spending Pressures for 2016-17 (Revenue budget)

- 4.9 The most significant additional spending pressures in 2016-17 for EYPS are within the SEN home to school transport budget where there are two budget pressures of over £1m each. The first of £1.500m relates to right sizing the budget for the current year's growth in SEND pupils who require support with their home to school transport arrangements. The second of £1.018m for demography relates in the main to the estimated continued growth in SEND pupils requiring support with their home to school transport arrangements during 2016-17. This is in line with the rising pupil population and aligns with the Commissioning Plan. A small element of this relates specifically to those SEND pupils who attend college who, from the 1 September 2016, will be entitled to attend college over 5 days per week rather than 3 at the moment.

Savings and income proposals for 2016-17 (Revenue budget)

- 4.10 Overall the directorate is proposing to make nearly £7.5m of savings in 2016-17 including the generation of some additional income. This equates to nearly 11% of the directorate's revised base budget for 2015-16. The most significant (over £1m) savings and income proposals for 2016-17 are as follows:
- a) £1.170m Route optimisation and procurement practices from capitalising on new technologies and different approaches to procurement to drive additional savings from travel to our special schools.
 - b) £1.891m Review of commissioned services across Early Help and Preventative Services following the production of its commissioning framework. The review aims to eradicate duplication, ensure cost effective procurement of services through commissioned arrangements and have a clear focus on whole family approaches, local innovation and good outcomes for children and young people. It should be noted that the Early Help and Preventative Services division have delivered £7.6m worth of savings in 2015-16.
 - c) £1.092m Reduced demand for mainstream home to school transport – although the directorate is predicting a growth in pupil numbers, as set out in our Commissioning Plan, this saving is largely deliverable from historically lower levels of demand for transport to our secondary schools.
- 4.11 Savings from any new policy initiatives are shown in the exempt appendices and any significant issues will be raised during the Cabinet Committee meeting following publication of the final draft budget on 11 January. Due to the exempt nature of the appendices these proposals cannot be covered in detail in the report.

5. Conclusions

- 5.1 The financial outlook for the next 4 years continues to look challenging. Although the medium term outlook is around flat cash i.e. we should have a similar budget in 2019-20 to 2015-16, there is a dip in 2016-17 and 2017-18. Furthermore, within the flat cash equation is the additional funding raised through Council Tax, the 2% precept for social care and the Better Care Fund (at this stage we have no indication whether this will come with additional spending requirements) and reductions in RSG. On top of the flat cash we continue to have a number of additional spending demands. This means the Council will still need to find substantial savings in order to cover any shortfall between the additional income raised (from Council Tax, etc.) against spending demands and to compensate for the reductions in RSG (and any other changes in specific grants including those referred to in this report).
- 5.2 We will be responding to the provisional settlement (deadline 15 January) and in particular the impact of late and unforeseen changes in the grant distribution methodology. These late changes have a significant impact on the budgets for 2016-17 and 2017-18. This is exacerbated by the proposed one-off proposals to deal with the late reductions which have a further consequence in 2017-18.
- 5.3 At this stage the forecasts for 2017-18 to 2019-20 are our best estimates. At this stage we are undecided if we will take-up the offer of a guaranteed 4 year settlement. Based on these forecasts substantial further savings will be needed each and every year to balance the budget.
- 5.4 Appendices 2 and 3 include the latest estimates for unavoidable and other spending demands for 2016-17 and future years. These estimates are based on the latest budget monitoring and activity levels as reported to Cabinet in November (quarter 2). Committees no longer receive individual in-year monitoring reports and therefore members may wish to review the relevant appendices of the Cabinet report before the meeting.

6. Recommendation(s)

Recommendation(s):

The Education and Young People's Services Cabinet Committee is asked to note the draft Budget and MTFP (including responses to consultation and Government announcements) and make recommendations to the Cabinet Member for Finance and Procurement and Cabinet Members for EYPS on any other issues which should be reflected in the budget and MTFP prior to Cabinet on 25 January 2016 and County Council on 11 February 2016

7. Background Documents

- 7.1 Consultation materials published on KCC website
<http://www.kent.gov.uk/about-the-council/have-your-say/budget-consultation>

7.2 The Chancellor of the Exchequer's Spending Review and Autumn Statement on 25th November 2015 and OBR report on the financial and economic climate

<https://www.gov.uk/government/topical-events/autumn-statement-and-spending-review-2015>

7.3 The provisional Local Government Finance Settlement 2016-17 announced on 17 December 2015

<https://www.gov.uk/government/speeches/local-government-finance-settlement>

7.4 Any individual departmental announcements affecting individual committees

8. Appendices

Appendix 1 – High Level 2016-19 Budget Summary

Appendix 2 – EYP Directorate MTFP

Appendix 3 – Directorate Specific A to Z Service Analysis

Appendix 4 – Capital Investment Plans

Appendix 5 – Summary of Responses to Consultation on Council Tax

Appendix 6 – Summary of Responses to Max Diff Budget Modelling Tool

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Appendix 1 - High Level 2016-19 Budget Summary

2015-16			2016-17		2017-18		2018-19	
£000s	£000s		£000s	£000s	£000s	£000s	£000s	£000s
	940,313	Revised 2015-16 Base Budget		916,479		901,873		883,439
		Additional Spending Pressures						
9,210		Budget realignments from previous year	15,039		239		110	
12,557		Replacement of one-off use of reserves to fund base budget	12,379		19,563		1,700	
11,363		Pay & Prices	25,767		26,409		26,631	
9,600		Demand & Demographic	10,333		15,563		19,837	
20,672		Government & Legislative	5,233		0		0	
8,275		Service Strategies and Improvements	10,921		4,281		994	
	71,677	Total Pressures		79,672		66,054		49,271
		Savings & Income						
		<u>Transformation Savings</u>						
-14,725		Adults Transformation Programmes	-10,228		-3,740		-1,615	
-5,583		Children's Transformation Programmes	-3,220		-991		-395	
-6,990		Other Transformation Programmes	-3,176		-2,379		-1,272	
-16,634		Income Generation	-7,049		-3,069		-1,275	
		<u>Efficiency Savings</u>						
-9,512		Staffing	-5,097		-2,257		0	
-2,522		Premises	-1,444		-1,056		0	
-16,316		Contracts & Procurement	-11,539		-3,360		0	
-1,004		Other	-9,062		-3,606		-60	
-17,440		Financing Savings	-31,375		-1,700		0	
-4,785		Policy Savings	-8,088		-5,840		-3,005	
	-95,511	Total Savings & Income		-90,278		-27,998		-7,622
		Public Health & Other Grants						
11,894		Government & Legislative pressures	13,857		0		0	
0		Reduction in grants used for specific purposes (estimate)	5,633		0		0	
-11,894		Increases in Grants and Contributions	-13,857		0		0	
0		Policy Savings	-5,633		0		0	
	0			0		0		0
	0	Unidentified		-4,000		-56,490		-25,504
	916,479	Net Budget Requirement		901,873		883,439		899,585
		<u>Funded by</u>						
		<u>Un-ringfenced Grants</u>						
161,005		Revenue Support Grant	111,425		66,476		37,640	
122,939		Business Rate Top-Up Grant	123,964		126,402		130,131	
26,744		Other un-ringfenced grants (estimate)	26,631		25,431		37,618	
49,227		Local Share of Retained Business Rates (estimate)	52,112		53,056		54,500	
451		Business Rate Collection Fund						
549,034		Council Tax Yield (including increase in Council Tax up to referendum level)	571,544		588,989		604,192	
N/A		Social Care Precept	11,197		23,085		35,504	
7,079		Council Tax Collection Fund (estimate)	5,000		0		0	
	916,479	Total Funding		901,873		883,439		899,585

(Figures subject to rounding)

Appendix 2 - EYP Directorate MTFP

Heading	Description	Preventative Services	Education Planning & Access	Quality & Standards	School Resources	Corporate Director E&YP	Total Education & Young Persons
		£000s	£000s	£000s	£000s	£000s	£000s
2015-16 Base	Approved budget by County Council on 12 February 2015	29,010.5	34,289.0	4,779.7	-1,738.1	6,305.6	72,646.7
Base Adjustments (internal)	Approved changes to budgets which have nil overall affect on net budget requirement	-3,600.5	63.7	-200.0	0.0	-121.8	-3,858.6
Revised 2015-16 Base		25,410.0	34,352.7	4,579.7	-1,738.1	6,183.8	68,788.1
Additional Spending Pressures							
Budget Realignment	<i>Necessary adjustments to reflect current and forecast activity levels from in-year monitoring reports</i>						
SEN Transport	Higher than budgeted number of SEND pupils travelling from home to school and higher overall costs as a result of other factors such as distance and type of travel	0.0	1,500.0	0.0	0.0	0.0	1,500.0
Pay and Prices							
<i>Inflation</i>							
Home to school transport	Provision for inflation on contracted services and season tickets for mainstream & SEN home to school transport and the 16+ travel card	0.0	491.6	0.0	0.0	0.0	491.6
Demography							
<i>Additional spending associated with increasing population and demographic make-up of the population</i>							
SEN Transport	Estimated impact of rising pupil population on SEN home to school and college transport	0.0	1,017.5	0.0	0.0	0.0	1,017.5
Service Strategies & Improvements							
SEN Transport	Integrated transport planning software necessary to deliver more efficient travel routes	0.0	200.0	0.0	0.0	0.0	200.0
Early Help & Prevention	Annual running costs of the new Early Help management information system	250.0	0.0	0.0	0.0	0.0	250.0
Total Additional Spending Demands		250.0	3,209.1	0.0	0.0	0.0	3,459.1
Savings and Income							
Transformation Savings							
SEN Transport independent travel initiatives	Savings from initiatives aimed at increasing independent travel to school by SEND pupils including developing independent travel training and direct payments to parents	0.0	-423.6	0.0	0.0	0.0	-423.6

Appendix 2 - EYP Directorate MTFP

Heading	Description	Preventative Services £000s	Education Planning & Access £000s	Quality & Standards £000s	School Resources £000s	Corporate Director E&YP £000s	Total Education & Young Persons £000s
Income							
Trading	Increased income from traded services with schools, academies, other local authorities and public bodies	0.0	-180.0	-405.6	0.0	0.0	-585.6
Efficiency Savings							
Staffing							
Staff restructures	Service re-design, integration of services and more efficient ways of working resulting in a reduction of staff costs that equates to the equivalent of approx. 150 fte. The delivery of these savings will be with appropriate stakeholder engagement and detailed consultations	-595.0	0.0	-108.8	0.0	0.0	-703.8
Contracts & Procurement							
Early Help & Prevention	Review of commissioned services across Early Help and Preventative Services	-1,891.0	0.0	0.0	0.0	0.0	-1,891.0
SEN Transport route optimisation	Savings through improved route optimisation and procurement practices	0.0	-1,170.0	0.0	0.0	0.0	-1,170.0
Other							
Home to school Transport	Reduced demand for home to school transport	0.0	-1,092.0	0.0	0.0	0.0	-1,092.0
Early Help & Prevention	Review of Troubled Families provision with a view to greater integration with Early Help and Preventative Services	-500.0	0.0	0.0	0.0	0.0	-500.0
Early Years & Childcare	Reduction in support for projects in Early Years & Childcare Unit	0.0	0.0	-100.0	0.0	0.0	-100.0
Education Pension costs	Reduction in education staff pension cost commitments	0.0	0.0	0.0	0.0	-500.0	-500.0
Other	Other minor efficiency savings	-50.0	0.0	-96.4	-50.0	0.0	-196.4
Policy Savings							
Full year effect of previous savings	Impact of previous decision to remove discretions on home to school transport policy	0.0	-300.0	0.0	0.0	0.0	-300.0
Total savings and Income		-3,036.0	-3,165.6	-710.8	-50.0	-500.0	-7,462.4
Proposed Budget		22,624.0	34,396.2	3,868.9	-1,788.1	5,683.8	64,784.8

Appendix 3 - Directorate Specific A to Z Service Analysis

Education & Young People

Row Ref	2015-16 Revised Base	Service	2016-17 Proposed Budget								
	Net Cost		Staffing	Non staffing	Gross Expenditure	Internal Income	External Income	Grants	Net Cost	Affordable Activity	
	£000s		£000s	£000s	£000s	£000s	£000s	£000s	£000s		
		Children's Services									
		<i>Early Help</i>									
1	6,262.8	Children's Centres	6,068.1	2,221.2	8,289.3	-2,048.4	-28.1	0.0	6,212.8	Children's centres offer help and support to an average of 11,000 children per month. Approximately 65,500 children aged 0-4 are registered with a Children's Centre.	
2	14,686.1	Early Intervention and Prevention	12,406.5	4,736.1	17,142.6	-318.8	0.0	-5,032.7	11,791.1	This service intervenes as soon as possible to tackle emerging problems, ensuring that every child and young person, from pre-birth to age 19 and their family, who needs early help services, will receive them so that they are safeguarded, their educational, health, social and emotional needs are met and outcomes are good. This is done by working together with multi-disciplinary and multi-agency services to target individuals, groups at high risk or those showing early signs of a particular problem to try to stop it occurring or escalating, and to redress the situation.	
		<i>Education and Personal</i>									
3	1,069.9	14 to 24 year olds	1,170.1	775.8	1,945.9	0.0	-70.0	-906.0	969.9	A range of services for young people including preparation for employment, vocational training, apprenticeships, helping young people to set up in business via support from Kent Foundation, Skills Force and raising the age of statutory education to 18.	
4	138.6	Attendance & Behaviour	2,118.7	427.3	2,546.0	-10.0	-275.0	-2,122.4	138.6	The service provides advice and direct early help intervention to reduce exclusion from school, to improve pupil attendance and to facilitate good quality Pupil Referral Units/alternative provisions for those who would otherwise not be able to attend schools due to exclusion or health needs.	
5	1,425.9	Early Years and Childcare	4,240.9	1,972.7	6,213.6	-510.6	-766.9	-3,655.2	1,280.9	Provision of advice, support, challenge and training to secure sufficient high quality early education and childcare, incorporating over 800 group providers in the private, voluntary and independent sectors and approximately 1,300 childminders.	

Appendix 3 - Directorate Specific A to Z Service Analysis

Education & Young People

Row Ref	2015-16 Revised Base	Service	2016-17 Proposed Budget							Affordable Activity
	Net Cost		Staffing	Non staffing	Gross Expenditure	Internal Income	External Income	Grants	Net Cost	
	£000s		£000s	£000s	£000s	£000s	£000s	£000s	£000s	
6	0.0	Early Years Education	0.0	56,176.2	56,176.2	0.0	0.0	-56,176.2	0.0	Payments made to over 900 PVI providers and childminders for up to 15 hours a week of free early years education for 3 & 4 year olds (equates to over 11 million hours of provision) plus up to 1.8 million hours of free early years education for disadvantaged 2 year olds. This also includes an estimate of the Early Years pupil premium allocation.
7	2,290.0	Education Psychology Service	2,839.2	125.8	2,965.0	-619.5	-205.5	0.0	2,140.0	Statutory assessment of children with special educational needs and the delivery of core and traded psychological services.
8	479.7	Individual Learner Support (incl. Minority Communities Achievement and Parent Partnership Service)	1,719.7	5,581.4	7,301.1	-215.1	-260.1	-6,346.2	479.7	A range of specialist services to support children and young people who may be at risk of not aspiring and achieving to their full potential.
9	0.0	Statemented Pupils	0.0	5,897.0	5,897.0	0.0	-387.2	-5,509.8	0.0	Support for pupils with Statements of Special Educational Needs (SEN) which has not been delegated to individual schools or SEN units.
10	1,236.0	Youth Service	1,118.7	1,843.5	2,962.2	-676.4	-804.8	-245.0	1,236.0	Direct delivery and commissioning of open access youth work provision in youth centres, in schools, and street-based. In addition, opportunities for outdoor educational and adventurous activities, delivery of the Duke of Edinburgh's Award and ensuring the voice of young people is heard through the work of Kent Youth County Council. As a key element of early help, youth workers also provide targeted work with more vulnerable young people.
11	583.5	Youth Offending Service	1,492.9	865.1	2,358.0	-323.6	-311.1	-1,230.8	492.5	Targeted partnership work in relation to children and young people who are subject to criminal youth court orders, with the primary aim of reducing re-offending, safeguarding the individual and managing the risk within the community. In a year, the service works with 1,000 children and young people who are subject of youth court orders.

Appendix 3 - Directorate Specific A to Z Service Analysis

Education & Young People

Row Ref	2015-16 Revised Base	Service	2016-17 Proposed Budget							Affordable Activity
	Net Cost		Staffing	Non staffing	Gross Expenditure	Internal Income	External Income	Grants	Net Cost	
	£000s		£000s	£000s	£000s	£000s	£000s	£000s	£000s	
		Other Children's Services								
12	361.4	Safeguarding	491.3	98.2	589.5	-105.0	-123.1	0.0	361.4	Performance management of services for vulnerable children in Kent. Statutory education safeguarding functions with services commissioned by schools and other settings providing additional support and challenge.
		Community Services								
13	-1,340.2	Community Learning & Skills (CLS)	8,938.7	4,005.1	12,943.8	0.0	-3,524.6	-10,759.4	-1,340.2	Approximately 21,000 adults attending Adult Education courses in the community for personal development, skills, pleasure and wellbeing. In the region of 3,500 families participating in family learning which helps parents and children from disadvantaged communities. CLS supports 600+ young people through apprenticeships with Kent employers and approximately 1,200 learning aims delivered to 16-18 year olds not in education or employment. Skills Plus centres deliver over 2,500 learning aims to 1,500 people to improve their employability skills and support Kent businesses and over 2,300 learning aims delivered to 1,000 adults for whom English is not their first language to gain qualifications.
14	451.1	Supporting Employment	669.6	116.5	786.1	-305.0	-30.0	0.0	451.1	Provides support and advice to vulnerable adults, with disabilities, learning difficulties or mental health issues, in order to secure paid employment, further education/training/apprenticeships or voluntary work. KSE works with approximately 300 adults and supports another 100 young people and young adults through the Troubled Families Programme.
15	0.0	Troubled Families Programme	420.2	1,305.9	1,726.1	-100.0	-489.0	-1,137.1	0.0	The Kent Troubled Families Programme works closely with Partner Agency and District Councils to provide a joined up approach to improve the life chances and independence of disadvantaged families in Kent and a cohort of in excess of 8,900 families will be engaged over the coming years.

Appendix 3 - Directorate Specific A to Z Service Analysis

Education & Young People

Row Ref	2015-16 Revised Base	Service	2016-17 Proposed Budget							Affordable Activity
	Net Cost		Staffing	Non staffing	Gross Expenditure	Internal Income	External Income	Grants	Net Cost	
	£000s		£000s	£000s	£000s	£000s	£000s	£000s	£000s	
		Schools & High Needs Education Budgets								
16	0.0	Exclusion Services	0.0	2,495.4	2,495.4	0.0	0.0	-2,495.4	0.0	Payments to schools for the provision of education services to excluded pupils where there are no Pupil Referral Units.
17	0.0	High Needs Pupils in Further Education Colleges - Post 16 year olds	0.0	3,050.0	3,050.0	0.0	0.0	-3,050.0	0.0	Top up payments for high needs pupils in further education college placements.
18	0.0	High Needs Pupils in Independent Sector Providers - Post 16 year olds	0.0	4,121.0	4,121.0	0.0	0.0	-4,121.0	0.0	Top up payments for post 16 high needs pupils in independent sector provision.
19	0.0	High Needs Pupils in Independent Special School placements	0.0	22,275.4	22,275.4	-274.6	-422.8	-21,578.0	0.0	Placements for approximately 560 children with severe special educational needs whose needs cannot be met within maintained schools.
20	0.0	High Needs Pupils - Recoupment	0.0	1,801.0	1,801.0	0.0	-3,057.0	1,256.0	0.0	Top up payments to other local authorities for Kent pupils with high needs, educated in other local authority schools, together with income from other local authorities for their pupils educated in Kent schools.
21	0.0	PFI Schools Scheme	0.0	27,063.4	27,063.4	-10,642.1	-1,623.3	-14,798.0	0.0	Service charges for 11 PFI schools.
22	0.0	Schools and Pupil Referral Units Delegated budgets	486,802.9	185,149.0	671,951.9	0.0	-49,998.3	-621,953.6	0.0	Budgets managed directly by approximately 400 local authority maintained schools and Pupil Referral Units.
		Schools' Services								
23	5,532.3	Education Staff Pension costs	0.0	7,716.3	7,716.3	0.0	-684.0	-2,000.0	5,032.3	Cost of education staff early retirements including historic commitments.
24	-3.2	Other Schools' Services	498.3	8,492.2	8,990.5	-5,308.9	-594.8	-3,120.0	-33.2	Crossing Patrols, collective licences, provision of temporary mobile classrooms, coordination of cleaning and refuse contracts, planned maintenance agreements, legionella work, asbestos and condition surveys. Reimbursement of schools' costs for maternity leave, public duties, trade union representatives, suspended staff and tribunals. Some of these services now operate on a fully traded basis.
25	0.0	Redundancy costs	0.0	1,188.7	1,188.7	0.0	0.0	-1,188.7	0.0	Redundancy costs for schools related staff.

Appendix 3 - Directorate Specific A to Z Service Analysis

Education & Young People

Row Ref	2015-16 Revised Base	Service	2016-17 Proposed Budget							Affordable Activity
	Net Cost		Staffing	Non staffing	Gross Expenditure	Internal Income	External Income	Grants	Net Cost	
	£000s		£000s	£000s	£000s	£000s	£000s	£000s	£000s	
26	2,797.6	School Improvement	4,899.5	2,423.4	7,322.9	-4,210.9	-682.1	-98.1	2,331.8	Providing advice, guidance, training and challenge to primary, secondary and special schools and Pupil Referral Units to raise standards of pupil achievement, and to implement national and local strategies. Support and training for over 4,700 school governors.
		Transport Services								
27	21,704.1	Home to School/College Transport (Special Educational Needs)	166.3	23,590.9	23,757.2	0.0	-783.0	0.0	22,974.2	Specialist transport arrangements for 3,800 children with special educational needs aged 0-19.
28	8,333.7	Home to School Transport (Mainstream)	0.0	7,191.6	7,191.6	0.0	-30.0	0.0	7,161.6	Transport to and from school for approximately 7,500 eligible children.
29	284.1	Kent 16+ Travel Card	0.0	3,290.5	3,290.5	-678.0	-2,202.9	0.0	409.6	Over 7,400 16+ travel cards issued to young people aged over 16 for unlimited bus travel in Kent and funding of eligible learners unable to access the 16+ travel card.
30	66,293.4	Total Direct Services to the Public	536,061.6	385,996.6	922,058.2	-26,346.9	-67,353.6	-766,267.6	62,090.1	
		Assessment Services								
31	1,166.2	Assessment and Support of Children with Special Education Needs	3,743.4	5,058.8	8,802.2	0.0	-253.0	-7,383.0	1,166.2	Statutory assessment and review of children with Special Educational Needs.
32	1,166.2	Total Assessment Services	3,743.4	5,058.8	8,802.2	0.0	-253.0	-7,383.0	1,166.2	
		Management, Support Services and Overheads								
		Directorate Management and Support for:								These budgets include the directorate centrally held costs, which include the budgets for, amongst other things, the strategic directors and heads of service.
33	1,328.5	Education & Young People (E&YP)	5,902.2	4,768.9	10,671.1	-105.9	-2,435.0	-6,601.7	1,528.5	
34	1,328.5	Total Management, Support Services and Overheads	5,902.2	4,768.9	10,671.1	-105.9	-2,435.0	-6,601.7	1,528.5	
35	68,788.1	TOTAL	545,707.2	395,824.3	941,531.5	-26,452.8	-70,041.6	-780,252.3	64,784.8	

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Row Ref	EDUCATION & YOUNG PEOPLE'S SERVICES						
	SECTION 3 - CAPITAL INVESTMENT PLANS 2016-17 TO 2018-19 BY YEAR						
			Three Year Budget £'000	Cash Limits			
				2016-17 £'000	2017-18 £'000	2018-19 £'000	
	Rolling Programmes	Description of Project					
1	<i>Annual Planned Enhancement Programme*</i>	Planned and reactive capital projects to keep schools open and operational	26,878	10,878	8,000	8,000	
2	Devolved Formula Capital Grants for Schools	Enhancement of schools	8,400	2,800	2,800	2,800	
3	Schools Revenue Contribution to Capital	Schools spend on capital projects	24,000	8,000	8,000	8,000	
4	Pupil Referral Units	Improving the provision of Pupil Referral Units	1,113	1,113			
5	Youth - Modernisation of Assets	To purchase vehicles and equipment for youth services	78	28		50	
6	<i>Modernisation Programme*</i>	Improving and upgrading school buildings including removal of temporary classrooms	8,143	3,548	2,362	2,233	
7	Total Rolling Programmes		68,612	26,367	21,162	21,083	

Row Ref	EDUCATION & YOUNG PEOPLE'S SERVICES
SECTION 3 - CAPITAL INVESTMENT PLANS 2016-17 TO 2018-19 BY YEAR	

	Individual Projects	Description of Project	Total Cost of Scheme £'000	Previous Spend £'000	Cash Limits			
					2016-17 £'000	2017-18 £'000	2018-19 £'000	Later Years £'000
					8	<i>Basic Need Programme**</i>	Increasing the capacity of Kent's schools	275,282
9	Building Schools for the Future (BSF) wave 3	Outstanding issues with BSF schemes.	138,520	138,297	223			
10	Special Schools Review Phase 2	Major programme of building works to ensure facilities are fit for purpose	75,048	37,511	32,471	5,066		
11	Expansion of Grammar School places in West Kent	An annex of Weald of Kent Grammar to be provided in Sevenoaks	19,100	3,323	15,777			
12	Trinity Free School, Sevenoaks	Provision of a free school in Sevenoaks	20,139	14,669	5,470			
13	EYPS Single System	Improve efficiency by reducing the number of recording and monitoring systems	1,800	343	1,457			
14	Early Help Module (EHM)	System enhancement to allow secure and timely data sharing	1,114	881	233			
15	Nursery Provision for 2 year olds	One off grant for the provision of early year education for two year olds from lower income families	2,468	2,102	366			
16	Priority School Build Programme (PSBP) 1 & 2	Additional works under the PSBP programme not funded by the EFA	9,643	263	1,380	8,000		
17	Total Individual Projects		543,114	317,336	124,585	81,193	20,000	0
18	Directorate Total		611,726	317,336	150,952	102,355	41,083	0

Italic font: these are projects that are relying on significant elements of unsecured funding and will only go ahead if the funding is achieved.

* Estimated allocations have been included for 2016-17, 2017-18, and 2018-19.

** Estimated allocations have been included for 2018-19.

Row Ref	EDUCATION & YOUNG PEOPLE'S SERVICES					
	SECTION 3 - CAPITAL INVESTMENT PLANS 2016-17 TO 2018-19 BY YEAR					
	Total Cost of Scheme	Previous Spend	Cash Limits			
	£'000	£'000	2016-17 £'000	2017-18 £'000	2018-19 £'000	Later Years £'000
Funded by:						
Borrowing	43,470	26,526	15,719	1,225		
PEF2	15,602	15,602				
Grants	421,039	259,346	74,570	54,090	33,033	
Developer Contributions	52,205	12,006	10,000	30,199		
Other External Funding	450	450				
Revenue and Renewals	24,082	82	8,000	8,000	8,000	
Capital Receipts	54,878	3,324	42,663	8,841	50	
Total:	611,726	317,336	150,952	102,355	41,083	0

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Row Ref	EDUCATION & YOUNG PEOPLE'S SERVICES										
SECTION 3 - CAPITAL INVESTMENT PLANS 2016-17 TO 2018-19 BY FUNDING											
		2016-19 Funded By:									
		Three Year Budget	Borrowing	Grants	Dev Contrs	Other External Funding	Revenue & Renewals	Capital Receipts	Recycling of Loan Repayments	PFI	Total 2016-19
		£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
ROLLING PROGRAMMES											
1	<i>Annual Planned Enhancement Programme*</i>	26,878	1,000	25,878							26,878
2	Devolved Formula Capital Grants for Schools	8,400		8,400							8,400
3	Schools Revenue Contribution to Capital	24,000					24,000				24,000
4	Pupil Referral Units	1,113	201					912			1,113
5	Youth - Modernisation of Assets	78	28					50			78
6	<i>Modernisation Programme*</i>	8,143		8,143							8,143
7	Total Rolling Programmes	68,612	1,229	42,421	0	0	24,000	962	0	0	68,612

Row Ref	EDUCATION & YOUNG PEOPLE'S SERVICES												
SECTION 3 - CAPITAL INVESTMENT PLANS 2016-17 TO 2018-19 BY FUNDING													
		2016-19 Funded By:											
		Total Cost of Scheme	Previous Spend	Borrowing	Grants	Dev Contrs	Other External Funding	Revenue & Renewals	Capital Receipts	Recycling of Loan Repayments	PFI	Total 2016-19	Later Years
		£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
INDIVIDUAL PROJECTS													
8	<i>Basic Need Programme**</i>	275,282	119,947	2,834	102,403	40,199			9,899			155,335	
9	Building Schools for the Future (BSF) wave 3	138,520	138,297						223			223	
10	Special Schools Review Phase 2	75,048	37,511	10,419	7,890				19,228			37,537	
11	Expansion of Grammar School places in West Kent	19,100	3,323						15,777			15,777	
12	Trinity Free School, Sevenoaks	20,139	14,669		5,470							5,470	
13	EYPS Single System	1,800	343						1,457			1,457	
14	Early Help Module (EHM)	1,114	881						233			233	
15	Nursery Provision for 2 year olds	2,468	2,102		366							366	
16	Priority School Build Programme (PSBP) 1 & 2	9,643	263	2,462	3,143				3,775			9,380	
17	Total Individual Projects	543,114	317,336	15,715	119,272	40,199	0	0	50,592	0	0	225,778	0
18	TOTAL CASH LIMIT	611,726	317,336	16,944	161,693	40,199	0	24,000	51,554	0	0	294,390	0
<p><i>Italic font:</i> these are projects that are relying on significant elements of unsecured funding and will only go ahead if the funding is achieved.</p> <p>* Estimated allocations have been included for 2016-17, 2017-18, and 2018-19.</p> <p>** Estimated allocations have been included for 2018-19.</p>													

Summary of Responses to Consultation on Council Tax



Response to proposal to increase Council Tax: Summary

KCC has a mandate to increase Council Tax by 1.99% with the majority of respondents and participants in favour of an increase.

- However, the degree to which this was supported varied between responses to the online survey on the KCC website and the face to face random and demographically representative survey.
- Respondents in the online survey on the KCC website were **more supportive** of an increase in Council Tax with over three quarters (76%) in favour, compared to a more even split between the respondents surveyed face to face who were almost evenly split between those favouring some level of increase in Council Tax (51%) and those favouring no increase (49%).
- Participants at the beginning of the deliberative events more closely resembled the on-street respondents with 57% in support of an increase and 42% in favour of no increase or a reduction in Council Tax.
- However, this proportion did change as a result of their deliberations so that by the end of the events 68% were in support of an increase and 32% were in favour of no increase or a reduction.
- Although the base size for the deliberative events is small, this movement demonstrates that the better informed residents are of the budget challenges facing KCC and the scope of services it provides, the more supportive they are of an increase in Council Tax.
- It also shows that deliberative event participants by virtue of being more informed moved closer to the position held by those respondents motivated to complete the question on the KCC website, who by definition were respondents who were more aware and interested in this issue than the average Kent resident.



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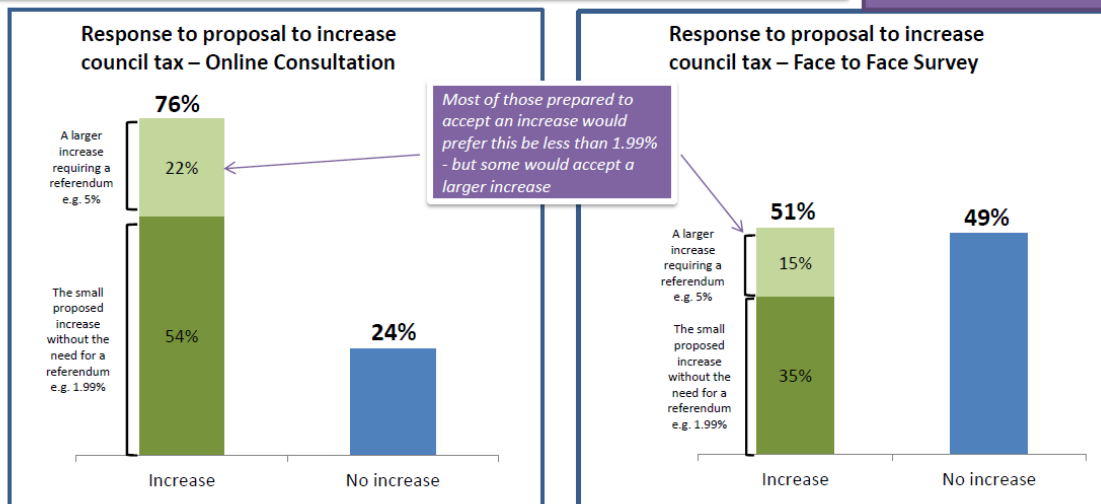


Council Tax: Quantitative data

Significant Findings:

- Those working full time were significantly more likely to accept an increase in Council Tax.
- Those who were retired were also significantly more likely to accept an increase.
- Men were significantly more likely than women to accept a higher increase over 2%.
- See Annex 3 for further detail.

- Strong support for an increase in Council Tax in the online consultation.
- Views of face to face respondents are more mixed – but just over half would accept an increase.
- Differences likely to reflect differing interest in/ knowledge of budget issues/ challenges.



Bases: Face to face survey = 757 respondents, Online consultation = 1693 respondents.

Question: KCC is proposing a small increase in Council Tax to contribute towards the additional spending demands being placed on council services and to provide some protection for local services from the savings that would otherwise need to be found...How much Council Tax would you be willing to pay towards the financial challenge the authority faces next year?. Illustrations of the equivalent monetary increase per week and per year were given. The "No increase" option was framed as "No increase and make equivalent cuts to and make equivalent cuts to services (of around £11m per year) on top of the estimated £80m already needed to balance the budget"



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Summary of Responses to Max Diff Budget Modelling Tool



“Max Diff” exercise: Summary

- Highest priority placed on services to protect the most vulnerable
- Essential infrastructure activity (with universal impact) next most important
- Discretionary “Quality of life” services least important

	Which services?	Who does it impact?
ABSOLUTE PRIORITY Care of society’s most vulnerable	<ul style="list-style-type: none"> • Care at home • Foster care • Refuge 	<ul style="list-style-type: none"> • Elderly • Children • Women
Important Essential infrastructure needs	<ul style="list-style-type: none"> • Potholes • Gritting 	<ul style="list-style-type: none"> • All residents
Less important Support care services	<ul style="list-style-type: none"> • Respite • Assessment • Accommodation 	<ul style="list-style-type: none"> • Families with vulnerable dependents • Children leaving care • Those with learning disabilities
Lower priority infrastructure needs	<ul style="list-style-type: none"> • Waste disposal • Recycling • Street light faults • Subsidised bus routes 	<ul style="list-style-type: none"> • All residents
Discretionary “quality of life” services	<ul style="list-style-type: none"> • Libraries • Youth centres • Taxi transport • Bus passes 	<ul style="list-style-type: none"> • Young people • Children with special educational needs

Note the ranking is *relative* – residents do value discretionary/ quality of life services and would prefer them to be protected if a choice did not have to be made.

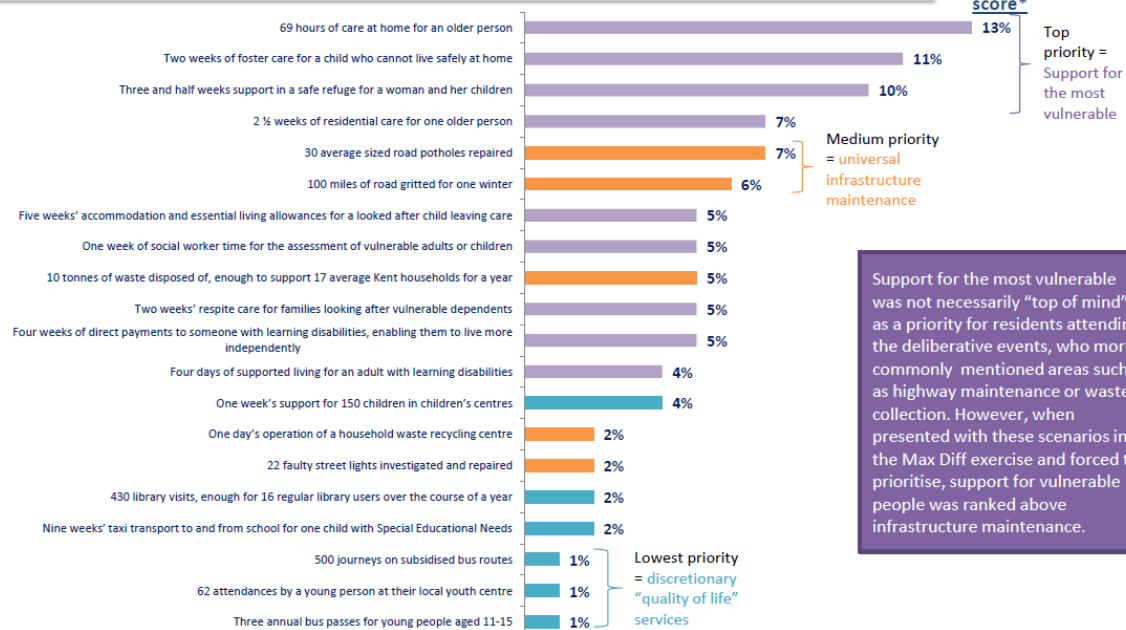
FACTS international

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“Max Diff” exercise: Detail

The top ranked service area tested is “69 hours of care at home for an older person”, followed by “2 weeks of foster care for a child who cannot live safely at home” and “3.5 weeks support in a safe refuge for a woman and her children”.



Combined results from face to face and online surveys - Base = 1,955 respondents. (Little difference between on-street and online results. For comparison see Annex 6).
From Q3: You will now see a series of screens that list key services and what £1,000 of council spending buys. Please think about your household’s circumstances and tell us which of these services are most and least important to you. *Preference score = a statistical index figure showing the overall level of preference given to each item across all respondents completing the survey.





“Max Diff” exercise: Sub-group comparisons

There was little difference in the ranking of the items tested amongst respondent sub-groups. Some small points of divergence included:

- **Online respondents** placed potholes and gritting above residential care and gave slightly higher preference scores for these items than those completing the on-street survey (8% potholes, 7% gritting compared with 5% each among on-street respondents).
- **Younger residents aged 18-34** prioritised foster care and safe refuge above care at home.
- **Older residents aged 55+** placed a higher than average distance between their top ranked item (care at home for an older person) and their second ranked item (foster care).
 - Those aged 55+ completing the online consultation placed pot hole repair in 3rd priority position.
 - The oldest 75+ age group rated residential care for an older person highly, but placed this well behind care at home.
- A full breakdown of results by survey methodology (face to face vs online) and age group is set out in Annex 6.

Top 3 service items by respondent age group

18-34*	Rank and Preference score	
	On-Street survey	Online survey
Foster care (2 weeks)	1: 12%	1: 14%
Safe refuge for a woman and her children (3.5 weeks)	2: 12%	2: 12%
Care at home for an older person (69 hrs)	3: 11%	3: 10%

35-54	Preference score	
	On-Street survey	Online survey
Care at home for an older person (69 hrs)	1: 12%	1: 13%
Foster care (2 weeks)	2: 11%	2: 12%
Safe refuge for a woman and her children (3.5 weeks)	3: 9%	3: 10%

55+	Preference score	
	On-Street survey	Online survey
Care at home for an older person (69 hrs)	1: 14%	1: 17%
Foster care (2 weeks)	2: 9%	2: 11%
Safe refuge for a woman and her children (3.5 weeks)	3: 8%	4: 8%
Potholes repaired (30)	= 5: 6%	3: 9%

From Q3: You will now see a series of screens that list key services and what £1,000 of council spending buys. Please think about your household's circumstances and tell us which of these services are most and least important to you. Bases: 18-34 – face to face = 214, online = 163 (note the online survey was open to residents aged 16+), 35-54 – face to face = 256, online = 521, 55+ – face to face = 282, online = 403.

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“Max Diff” exercise: Comparison with 2014

- Comparisons should be treated with caution due to differences in the items tested and their wording, but results of this year's Max Diff exercise are very similar to those gathered in 2014. This is particularly true for the 2014 online exercise, where the top ranked services covered care for the elderly, either residential or at home, and foster care (women's/ children's refuge was not included in the list in 2014).

Top 5 service items – 2014 and 2015

- In the 2014 representative survey, the highest priority item was road gritting, with a slightly higher preference score than residential care for the elderly. Road gritting was ranked joint 6th in this year's on-street survey, which may reflect mild weather conditions during the fieldwork period.
- In 2015, care at home for an elderly person was consistently rated above residential care by some margin, while in 2014 there was little difference, with residential care coming out slightly ahead. This may reflect changes in the item wording. Previously, additional information was given, describing the needs of someone receiving residential care as “substantial or critical” while care at home would be for someone whose needs were “moderate or substantial”. This may have suggested to respondents that those receiving residential care would be in greater need of support.

Rank	2014		2015	
	Representative survey	Open online consultation	Representative survey	Open online consultation
1.	Road gritting (100 miles)	Residential care for an older person (2.5 weeks)	Care at home for an older person (69 hours)	Care at home for an older person (69 hours)
2.	Residential care for an older person (2.5 weeks)	Care at home for an older person (69 hours)	Foster care (2 weeks)	Foster care (2 weeks)
3.	Care at home for an older person (69 hours)	Standard foster care (2 weeks)	Safe refuge for a woman and her children (3.5 weeks)	Safe refuge for a woman and her children (3.5 weeks)
4.	Standard foster care (2 weeks)	Road gritting (100 miles)	Residential care for an older person (2.5 weeks)	Potholes repaired (30)
5.	More complex foster care (1 week)	More complex foster care (1 week)	Potholes repaired (30)	Residential care for an older person (2.5 weeks)

Bases: 2014 Representative survey = 514, 2014 open online consultation = 853, 2015 representative survey = 757, 2015 open online consultation = 1158. For the full list of items tested in 2014 and corresponding preference scores, see Annex 5.



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From: Roger Gough – Cabinet Member for Education and Health Reform
Peter Oakford – Cabinet Member for Specialist Children’s Services
Mike Hill – Cabinet Member for Community Services
Patrick Leeson – Corporate Director for Education and Young People's Services

To: Education and Young People’s Cabinet Committee – 21 January 2016

Subject: Education and Young People's Services Strategic Vision and Priorities for Improvement 2016-2019

Classification: Unrestricted

Electoral Division: All

Summary: The purpose of this report is twofold:

- (i) Provide an updated Education and Young People's Services (EYPS) Strategic Vision and Priorities for Improvement (formerly Education Bold Steps) 2016-2019 document, which details the headline priorities and targets for the EYPS Directorate for 2015-2016 onwards;
- (ii) Provide Members with an assessment of progress and achievements against key targets in 2014-2015, supported by key service developments and improvements.

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

- (i) Note the refreshed EYPS Strategic Vision and Priorities for Improvement 2016-2019 document attached as an Appendix to this report;
- (ii) Note the progress made in delivering EYPS priorities for 2014-2015 and endorse the proposed priorities and targets for 2015-2016 and beyond, as the right focus and challenge to secure further improvements in outcomes.

1. Background

1.1 The EYPS Vision and Priorities for Improvement 2016-2019 (formerly Education Bold Steps) is the key strategic document for the Directorate. Significant progress has been made since the document was originally published in 2012. It is refreshed annually and sets out the priorities and targets for the Directorate services for the forthcoming year, informed by new developments. The document evaluates the previous year's performance against targets and sets new priorities and challenging targets to ensure further improvements, informed

by progress against current performance and new local and national developments.

1.2 The refreshed set of priorities and targets in the Appendix are underpinned by a clear ambition to see all children and young people do well in education, find employment, lead and happy and fulfilled lives, ensuring that Kent becomes one of the best places in the country to live and grow up and be educated.

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

- The Early Years and Childcare Strategy
- The School Improvement Strategy
- The SEND Strategy
- The Vulnerable Learners Strategy
- The Education Commissioning Plan
- The 14-24 Learning, Skills and Employment Strategy
- The NEETs Strategy
- The Early Help Strategy and Three Year Plan
- Youth Justice Plan

2. Financial Implications

2.1 As the financial climate becomes ever more challenging, Education and Young People's Services, in line with other service Directorates, has consistently had to meet ambitious savings targets and deliver ever greater efficiencies and improved outcomes.

2.2 The key priorities and actions that each Service within the Directorate undertakes in order to deliver improvements in performance against identified targets will be achieved within the agreed levels of resource detailed in the Council's Medium Term Financial Plan 2015-2018. These priorities will be reflected in the Service and Directorate Business Plans for 2016-17.

3. Progress in 2014-2015 including key Service Developments and Improvements and review of performance against targets

3.1 During 2014-15 we;

- Introduced a new Early Years and Childcare Strategy in May 2014, which sets out our ambitions for Kent, to achieve improved outcomes for children in early years settings. We have also established 52 formal Early Years Collaborations (involving 408 settings) to work together to narrow the achievement gaps for

vulnerable pupils, share best practice and utilise data to accelerate improvement in children's development and learning.

- Expanded the 'Free for Two' scheme in Kent with more than 4,274 eligible two year olds (68%) having accessed a free early education place, exceeding our October 2015 target of 60%, as part of the Government's policy for Free Early Education places for disadvantaged two year olds. From September 2015, 9,658 places for 2 year olds are available across the county. This achieves our target. Work will continue to ensure the development of more places with existing and new providers and to promote and support take up by eligible children and families.
- Improved the quality of education in Kent schools, reflected in Ofsted Inspection judgements. The percentage of good and outstanding schools in Kent was 55% in 2011. Overall, the latest Ofsted data for Kent shows that 84% of schools are now rated good or outstanding. This includes 18% of schools judged to be outstanding and 66% judged to be good. In Kent, there are now 362 good and 100 outstanding schools, 79 schools requiring improvement (including 60 Primary schools and 16 Secondary schools) and 9 schools in a category, out of a total of 557 schools that have a current inspection result. There are now 41 more good and better schools than at the same time the previous year. We expect this positive trend to continue towards our ambitious target of at least 90% of primary and 94% of secondary schools judged to be good or outstanding by 2018.
- Continued to improve pupil outcomes. Performance in the Early Years Foundation Stage and at Key Stage 1 continues a very good upward trend over recent years, with performance in Kent well above national averages. At Key Stage 2 outcomes continue to improve and are in line with the national average. Outcomes at Key Stage 4 remain above the national average but dipped slightly in 2015. Results at Post 16 continued a three year downward trend in 2015, which is a cause for concern. At the same time there was welcome improvement in the outcomes for post 16 vocational qualifications.
- Achieved welcome progress in narrowing attainment gaps between boys and girls at Key Stages 1 and 2 and in the Early Years Foundation Stage. Outcomes for children in care have improved at Key Stages 2 and 4, which is also very welcome. The gaps in the attainment of pupils who are in receipt of free school meals have not improved noticeably in 2015 which is very disappointing. Over £50m is now allocated to the Pupil Premium in schools and to date there is limited impact. Slow progress continues to be made in raising attainment and narrowing attainment gaps for pupils with SEN at all key stages. Closing the gaps in achievement for all vulnerable learners continues to be a significant priority for improvement in 2015-2016.
- Further developed the work of the Kent Association of Headteachers and its organisation into four new area boards, together with the system of school to school support and collaboration. The majority of Kent schools are now working in a partnership with other schools where there are 70 improvement hubs involving nearly 500 schools with clear partnership agreements sharply focused on improving school performance, leadership, the quality of teaching and standards of attainment. KAH's work aligns with the school improvement work by

KCC, the work of Teaching School Alliances and the support provided through the KAH boards, and is supported by funding from the School Funding Forum.

- Developed a new Leadership Strategy, with KAH, school leaders and support from CfBT (a charitable educational trust) which aims to support leadership development, succession planning and system leadership in Kent, through consultation with a wide range of school leaders.
- Reviewed and re-organised the PRU arrangements for children and young people who have medical needs, including mental health. Following consultation, we developed a new Health Needs Education Service. This Service became operational from September 2015. The new service aims to meet the needs of Kent schools in all areas of the County, and provides a new delivery model and service structure. Its purpose is to provide: an education support service to schools for young people with physical medical conditions; and an education outreach service for young people with mental health needs, located in six resourced bases and a specialist residential unit.
- Developed our strategy and vision for Early Help and Preventative Services (EHPS) and a new way of working in Kent. There has been good progress since introducing the new model of working in each District. The services which came together in April 2014 have been redesigned in order to deliver new integrated ways of working and provide a firm foundation to improve the outcomes for children, young people and families in Kent. We set out our priorities and targets in the new Early Help Strategy and Three Year Plan 2015-2018.
- Developed the Prevent Strategy, in response to the growing threat of radicalisation and violent extremism, following the statutory requirements of the Prevent duty in the Counter Terrorism and Security Act 2015. We have supported schools to be aware of their additional safeguarding responsibilities under the Act and the use of the Channel referral process for assessing and managing risk.
- Achieved the targets for the Kent Troubled Families Programme. In the last year 2000 families were turned around achieving 100% of the target number of families over the life of the programme. This means adults have been helped to access work or training, and offending and anti-social behaviour has reduced and children's attendance at schools has improved, with fewer exclusions. Of the 2,560 families turned around, 2,172 were for improvements in education, crime, and anti-social behaviour and 388 were for at least one family member returning to work.
- Refreshed the 14 to 24 Learning, Employment and Skills Strategy to ensure a clearer focus on employer engagement, linking the curriculum to the world of work, collaborating on the delivery of English and Maths post 16 and more effective partnership work in providing improved curriculum pathways for 14 to 19 year olds. 12 new District data packs have been produced with detailed information on labour market intelligence and student performance to inform curriculum planning. The four key priorities are to: raise attainment and skill levels; improve and extend vocational education, training and apprenticeships; increase participation and employment; and target support for vulnerable groups of young people. The refreshed document outlines the key actions that we are taking to achieve further progress and improvement, including ensuring there is a

more joined up approach between schools, FE colleges, training providers and employers.

- Further developed Kent's apprenticeship and youth employment programme so that youth unemployment has reduced significantly and 930 apprentices are now on the KCC Employment Programme. The percentage of schools offering apprenticeships increased to 53% in 2014-15, exceeding the target of 45%. The KCC Apprenticeship programme successfully met the target for 2014-15 of 140 apprentices taken on by the County Council each year.
- Improved the NEET figure for January 2015 to 4.7% which was in line with the national average of 4.7%. A new NEETs Strategy is now in place and it is expected that the target of 3.5% NEETs for January 2016 will be achieved. The NEET figure should always be used in conjunction with the Not Known figures. The Not Knowns were at 11.2% in January 2015. This was higher than January 2014 (4.6%) but a number of significant changes have been made to the systems to reduce the Not Knowns to 7% by January 2016.
- Delivered the SEND Strategy, launched in January 2014, to improve the outcomes for Kent's children and young people with SEN and those who are disabled. The Strategy was designed to deliver the requirements of the Children and Families Act 2014, including the new arrangements for education, health and care plans, the development of the local offer, increased SEN provision in Kent Special and mainstream schools, with less reliance on out of county placements and better outcomes and progress for pupils. We have also developed a new approach to allocating high needs funding to mainstream schools to support earlier intervention and better targeting of resources to meet the needs of pupils. This funding identifies high needs pupils and provides schools with a top-up for pupils with additional support costing more than £6,000 a year.
- Developed the Local Offer for SEND provision, which is now on the Kent.gov website. This covers provision 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 NHS Clinical Commissioning Groups. The Local Offer was developed through co-production with parents, carers and partner agencies. We have established a multi-agency steering group to monitor the quality and relevance of information for families and the content of the Local Offer is being regularly improved.
- Reduced the reliance on independent and non-maintained Special schools from 526 placements to 395 by April 2015. In support of this reduction we have commissioned places for Primary and Secondary aged pupils with ASD and Speech, Language and Communication Needs (SLCN). Six new Primary schools, from September 2015 now provide for ASD, BESN and SLCN. Nationally the percentage of pupils with SEND statements in maintained mainstream schools has fallen to 52.4%. In Kent it has risen from 48.5% to 51.1% (57.5% of EHCPs). We have achieved a total of 3,576 Special school places which is an increase of 250 additional places since October 2014.
- Established new SEND Specialist Resourced Base Provisions in nine Primary schools in the past year, and more are planned. In addition we have developed additional SEND provision in five Secondary schools. At the same time new

satellite provision has been developed for three of our Special schools. These satellites are based on mainstream school sites. Pupils who attend are on the rolls of the Special schools concerned, but pupils integrate into the mainstream schools' classes, with support, where this is appropriate for the individual pupils. Further satellites are planned.

- Delivered additional places in, and rebuilt and refurbished more Special schools. This programme has so far provided an additional 250 places in Special schools. There are 10 Special School projects in the programme. Seven of these projects have been completed or are underway. The three remaining projects are at planning stage and remain high priorities for bringing to a swift conclusion. Overall we are increasing the number of places in Special schools by 350 places.
- Developed our Fair Access services to achieve better integration of activity to support admissions, in year fair access, elective home education and children missing education. There has been significant improvement to our published materials and website content to help parents take informed school choices and the Admissions team met all its legal timeframes and duties in relation to administering the admissions process.
- Developed a more integrated approach to manage demand for home to school transport and reduce the financial pressure arising from SEN transport and out of county placements. We introduced Personal Transport Budgets (PTB) for families as an alternative to the existing service and over 100 families are participating in the scheme. Compound savings since the inception of PTB are now in excess of £750k.
- Further developed EduKent and expanded our traded services so that it is supported by more effective business planning, marketing and tailor made procurement of services for schools. Income has exceeded £36m and over 40 services are provided to schools. There are now 1500 customers with 23,000 contracts.
- Successfully lobbied the DfE for a positive capital funding allocation for school places. The settlement from Government more accurately reflected the level of need in Kent for creating new additional school places for the rising school age population by expanding existing maintained schools, or academies, and by establishing new schools. The allocation of £92m provides a fair level of funding for 2016-18 and top up funding for 2015-17. This funding will help to deliver the necessary growth in school places detailed in the Education Commissioning Plan
- Revised our policy for Elective Home Education (EHE), to address a significant increase in the numbers of families registered to EHE from 793 recorded in 2008 to 1,340 in 2014-15. The new policy sets out more robust action that KCC will take where we have reason to believe that a child is not receiving a suitable education, including the use of School Attendance Orders.
- Succeeded in commissioning and delivering the planned number of new school places overall for September 2015. The majority of these new school places were within the Primary sector. We expanded 24 Primary schools, including 19 new forms of entry added to schools for Reception year classes and 300 temporary Reception places that will not be needed in the long term. In addition, we opened

seven new Primary schools. A small number of places have also been added to Secondary schools. In total, over the last year, more than 2,500 places had been added to the Primary schools in Kent.

- Secured first preference schools for the highest number of parents to date. We set targets for the percentage of families securing their first preference schools for entry in September 2015. For Primary schools the target was 85% and on Offer Day 85.8% of parents secured their first preference. 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. Last year the national averages for first preferences were 87.7% for Primary and 85% for Secondary schools.
- Reviewed and developed the Community Learning and Skills Service (Adult Education and Community Learning) as a commissioned service. There is now an improved business model and more robust growth strategy to ensure CLS can deliver the skills priorities for young people and adults as set out by KCC in the service specification.
- Delivered the largest apprenticeship programme in Kent, through Community Learning and Skills (CLS), achieving a success rate beyond the national average. CLS also achieved outstanding success rates for its large community and adult learning programmes – 97% and 92% respectively, which is an increase of 4 percentage points from the previous year.
- Developed the Adult Learning, Skills and Employment Strategy with partners, which was approved by Cabinet in April 2015. The Strategy sets out what we aim to achieve, focusing on increasing the skills levels for adults needed for economic growth and employment in Kent and the role that adult skills and learning can play in supporting the lives of vulnerable adults and families. A detailed action plan has been developed with the Kent and Medway Skills Commission. The Strategy has also informed the service specification for CLS commissioned services.

4. Priorities for the Year Ahead (2015-2016)

4.1 In 2015-16 we aim to:

- Improve good outcomes for children in the Early Years Foundation Stage to 77% and the free school meal achievement gap is no more than 10%
- Improve by a further 3% the age related expectations achieved by pupils at Key Stage 1
- Improve Key Stage 2 attainment to 82% of pupils attaining age related expectations in reading, writing and mathematics combined
- Improve KS4 attainment to ensure at least 60% of pupils achieve good GCSE grades in English and maths and achieve the expected standard in Attainment and Progress 8
- Improve the percentage of students achieving 2 or more A' level grades to 93% and 3 or more A' level grades A to E to 77%
- Increase the average point score per student for vocational qualifications to 680
- Reduce the pupil premium gap at Key Stage 2 to 15% and the GCSE gap to 30%
- Increase the percentage of good and better schools to at least 86%
- Reduce the number of schools in an Ofsted category to no more than 6
- Increase the percentage of good and better early years settings to 93%
- Increase the percentage of good and better Children's Centres to 80%, and ensure at least 70% of needy families engage with and benefit from support by Children's Centres.
- Reduce NEETS to 3.5% or below.
- Reduce permanent exclusions to no more than 64.
- Reduce the number of first time entrants to the youth justice system to no more than 540 young people, and the rate of re-offending will be no more than 29%.
- Deliver the Vulnerable Learners Strategy to ensure we achieve a significant improvement in outcomes for vulnerable groups, specifically in narrowing achievement gaps and reducing the numbers of young people who are excluded, who are NEET and who become young offenders.
- Deliver the Early Help Three Year Plan, and embed and integrate Early Help and Preventative Services so that there is at least a 22% reduction in the numbers of children in need and those with a child protection plan, and at least 85% supported through an early help programme achieve a positive outcome.

- Continue to deliver the targets in the 14-24 Learning, Employment and Skills Strategy, including priorities to improve the vocational, technical and training offer so that there is further improvement in the employability skills of young people and in the number taking up and successfully completing apprenticeships (85%), resulting in a further reduction in youth unemployment to no more than 2.5% by summer 2016.
- Deliver 7800 apprenticeships for 16-24 year olds, including 3500 for 16-18 year olds and ensure at least 85% successfully complete their apprenticeships.
- Recruit at least 100 apprentices each year to the KCC Apprenticeship Scheme so that by 2016 the numbers will increase to 600.
- Improve the employability skills of 19 year olds, especially in English and mathematics, so that Level 2 attainment at age 19 is well above the national average. By 2016 we expect this to be 87%.
- Improve the outcomes at Level 3 for 19 year olds to 60% by 2016.
- Deliver the NEETs Strategy to ensure there is a significant reduction in NEET numbers and Not Known figures for Children in Care, children and young people with special educational needs and disabilities, young offenders, pupils attending PRUs and alternative provision and other vulnerable groups such as young carers and those who are home educated.
- Deliver the SEND changes required by the Children and Families Act 2014 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.
- Reduce out of county SEND placements to no more than 495 and ensure 90% of new Education, Health and Care Plans are completed within 20 weeks.
- Following feedback from Headteachers, improve the new system of high needs funding for pupils with special educational needs in mainstream schools, which proves to be more effective at earlier intervention to improve pupil outcomes.
- Ensure earlier interventions through the LIFT process, outreach support from Special schools and the use of high needs funding has a bigger impact on improving attainment and progress for SEND pupils and on narrowing the achievement gaps between them and other learners.
- 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 the new Health Needs Education Service and improve outcomes for pupils with mental health needs, with good re-integration rates (90%) for pupils back into mainstream schools.

- Deliver phase two of the Troubled families programme and ensure it is integrated into the models of family support provided through Early Help, to ensure that high numbers of families are 'turned around', up to 1075 by summer 2016.
- Champion school leadership which is 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.
- Continue to 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. By summer 2016 we expect no more than 6 schools to be inadequate.
- Continue to support and develop more effective school to school support through the Kent Association of Headteachers, and plan the next steps of the Leadership Strategy, so that there are fewer schools requiring improvement and more good leaders are appointed to headships and executive headships.
- Continue to develop and expand Edukent as a successful trading organisation delivering good value support services to schools at competitive cost.
- 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 sponsorship, 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, 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.
- Implement the provisions of the Childcare Bill which provide for an additional entitlement of childcare support for working parents up to 30 hours per week, and ensure that parents are aware of this entitlement so that there is good take up.
- Ensure at least 75% of eligible 2 year olds take up a free childcare place.
- Continue to improve District based working so that more decision making and coordination of services for children and young people happens locally through local boards and forums, school collaborations and better integrated working between education, early help, 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 2016, and ensure that improved parental choice and planned improvements for September 2017 are on target.

- Deliver 22 new forms of entry in Primary and Secondary schools, 218 Reception places and 60 Year 2 places in Primary schools, together with 90 Year 7 places in Secondary schools by September 2016.
- Ensure that at least 85% of parents achieve their first preference for their children when they start Primary and Secondary school.
- 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.
- Develop the SEN School Transport Pilot involving three special schools who are making local arrangements to provide transport for their pupils, to expand the model to other Special schools where these arrangements better meet the needs of pupils and are more efficient and cost effective, leading to necessary reduction in the cost of SEN transport.
- Ensure the Community Learning and Skills Service is developed as a fully commissioned service within KCC, delivering the improved outcomes in the Business Plan for adults and young people, especially the more vulnerable.

5. Next Steps

- 5.1 Good progress is being made by the Directorate in reviewing and redesigning services, whilst maintaining and driving improvements in standards and outcomes for children and young people. Similarly, we are strengthening our relationship with all partners who provide support for children and young people within Kent, particularly Schools (including academies and free schools), early years providers, FE and HE, employers, work-based training providers, the Regional Schools Commissioner and other key stakeholders.
- 5.2 We shall continue to build upon the priority actions detailed in the document appended to this report, reflecting upon what we learn through implementing changes and use this learning to inform the future configuration and practice of the Directorate in order to better support Kent's children and young people in the achievement of their ambitions.
- 5.3 The growth of school autonomy is one of the defining features of the recent history of the education system. A range of reforms have been introduced that have dramatically increased the autonomy schools can exercise over aspects of the education system, and have aimed to create a self-improving school to school support system led by networks of schools. These reforms have transformed the role of schools and the local authority, and stimulated debate about the conditions necessary to encourage and sustain a self-improving school system. Kent County Council (KCC) is committed to supporting school collaborations and school to school support. This has developed significantly in the past two years in close partnership with the local authority, involving academies, academy chains and KCC maintained schools.

- 5.4 The direction of Government policy is that all schools should now become academies by 2020. There will shortly be a major consultation on funding arrangements, for schools and local authorities, and possible changes to the statutory responsibilities for education held by local authorities. The Education and Adoption Bill will shortly become law, which gives greater powers to the Secretary of State, delegated to Regional Schools Commissioners, to require under-performing schools to become academies sponsored by other academy schools or trusts.
- 5.5 In this changing environment the local authority will retain a number of important responsibilities but will need to continue to change the way it delivers and funds its services and the way it works with the education sector.
- 5.6 A key strategic aim is to continue to have a coherent and sustainable approach to working in close partnership with schools and to delivering services that are fundamental to supporting schools, children, young people and families. Against a backdrop of future reductions in funding, the development of Local Authorities as commissioning bodies and central government support for arm's length delivery we have been considering the options available to KCC to meet its statutory duties for education whilst furthering its aspirations for the schools, and children and young people of Kent. A report will be brought to this Cabinet Committee later in the year about future options.
- 5.7 Our ambition remains to provide a sustainable model of school support for the future that enables schools to maintain their trajectory of improving school standards in all phases, ensures the maintenance of a strong relationship between KCC and schools and increases the pace of improvements to transform services and improve outcomes for children and young people.

6. Recommendation(s):

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

- (i) Note the refreshed EYPS Strategic Vision and Priorities for Improvement 2016-2019 document attached as an Appendix to this report;
- (ii) Note the progress made in delivering EYPS priorities for 2014-2015 and endorse the proposed priorities and targets for 2015-2016 and beyond, to provide sufficient focus and challenge to secure further improvements in outcomes.

7. Background Document

- 7.1 Education and Young People's Services Vision and Priorities for Improvement 2015-2018.
<https://shareweb.kent.gov.uk/Documents/KELSI/EYPS%20Vision%20and%20Priorities%20for%20Improvement.pdf>

8. Appendices

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Education and Young People's Services

Vision and Priorities for Improvement

Draft

2016 - 2019



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Vision and Priorities for Improvement

Vision:

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

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

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

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

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

Our strategic priorities for Education and Young People's Services are to ensure all children get the best start in the early years by attending good childcare and early education settings and all pupils can go to a good or outstanding school where they will make good progress; to shape education and skills provision around the needs of the Kent economy and ensure all young people move on to positive destinations, training and employment; and to improve services and outcomes for the most vulnerable children, young people and families in Kent.

We aim to target early help services for the most vulnerable children, young people and families who require additional support, with a focus on delivering positive outcomes for them and avoiding the need for intervention by statutory services. Children, young people and families should be able to access the right services at the right time in the right place. We aim to place them at the heart of everything we do, working in a more integrated way and avoiding, where possible, single service actions which may lack coordination or result in wasteful duplication.

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

- The Early Years and Childcare Strategy
- The School Improvement Strategy
- The SEND Strategy
- The Vulnerable Learners Strategy
- The Education Commissioning Plan
- The 14-24 Learning, Skills and Employment Strategy
- The NEETs Strategy
- The Early Help Strategy and Three Year Plan
- Youth Justice Plan

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Our Ambition

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

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

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

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

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

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

under- performance for vulnerable and disadvantaged groups which hold back progress in our economy and our society.

We see learning as a lifelong process in which learners should always be able to progress successfully to the next stage of their lives, with the necessary foundations for success, to develop their skills, training and qualifications both in and out of work and in informal and formal learning situations. We give particular priority to improving the skills and employability of 14 - 24 year olds, so that they make a good start to adult life, in employment so that their potential is not lost to the Kent economy. This includes a focus on raising the status of apprenticeships so that schools encourage students to take them as a valid alternative career choice, increasing the number of apprenticeships for 16-18 year olds, improving the quality of apprenticeships by matching apprenticeships to skills shortage areas in the local economy and promoting greater employer engagement with apprenticeships through the Kent and Medway Skills and Employability Commission.

We aim to use our Community Learning and Adult Education services to support young people and adults to improve their skills and qualifications for employment, including access to, and success in, apprenticeship programmes and the attainment of basic skills in English, mathematics and information technology.

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

The Challenges for the Future

The UK must 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 and too many young people with low level or no qualifications is immense. Gaps in our educational provision, and provision that is less than good, can damage the life chances of children and young people. In this mix the role of the Local Authority is to be ambitious, focused and strategic in bringing about educational transformation for Kent by being a strong and influential partner and commissioner with schools and other stakeholders and providers.

It is our job to ensure the right educational provision of high quality is there for all children and young people, including appropriate pathways to ensure all young people can gain good qualifications and succeed to age 18 and beyond. It is our role to build and support effective partnerships and networks that are more effective in delivering better services and improved outcomes. We also see our role as championing more innovative and creative practice and ways of working.

In particular our priorities are to:

- Raise attainment at all key stages, narrow achievement gaps, particularly for vulnerable learners, increase the percentage of good and outstanding early years settings and schools, and ensure all young people are engaged in learning or training until age 18, with a good outcome that leads to employment.
- Further embed our new partnership relationships with all early years and childcare settings, schools and other providers, based on collaboration and shared effort, particularly through the Kent Association of Headteachers, to build a more effective system of school to school support.
- Ensure all children get the best start in the early years by ensuring improved Ofsted and Early Years Foundation Stage (EYFS) outcomes, increasing the take-up of free early education for 2, 3 and 4 year olds and ensuring there are sufficient high quality early education places.
- Continue to raise educational performance in line with agreed targets, and support and challenge lower performing early years and childcare settings, schools and other providers to improve to good quality provision quickly.
- Continue to support greater choice for parents and families in every area by commissioning a sufficient and diverse supply of places in strong schools and quality early years settings. In partnership with the Regional Schools Commissioner (RSC) we shall ensure new Academies and Free Schools are established in areas of greatest need, led by strong sponsors.
- Deliver improved multi-agency support for children and families who have additional needs through our Early Help and Preventative Services and work in a more integrated way with Specialist Children's Services to redesign the way we support children and families to achieve better outcomes.

- Increase our focus on and support for vulnerable pupils, so that achievement gaps close for pupils on free school meals, children in care, young offenders and pupils with special educational needs and disabilities.
- Work with schools and all admissions authorities to ensure every child has fair access to all schools and other provision, and are included and helped to participate in education which is appropriate for their needs.
- Continue to develop our Pupil Referral Units and other services that support pupils at risk of exclusion, or who need short periods out of school, so that the need for permanent exclusion is reduced further, in year fair access protocols work effectively to place pupils that are hard to place, and we achieve a reduction in the numbers of children missing education or who opt for home education because better alternatives are not offered and supported.
- Promote and support smooth and successful transitions for every child and young person from any one educational stage and provision to another, so that continue to make good progress.
- Continue to develop and improve the opportunities and progression pathways for all 14-19 year olds to participate and succeed, so that they can access higher Levels of learning or employment with training, including apprenticeships and vocational options to age 24.
- Significantly reduce the number of NEETs by ensuring these young people move on to positive destinations, training and employment, particularly by increasing provision for targeted support for vulnerable learners.
- Champion 21st century learning so that schools and other settings innovate more and achieve more by delivering a broad curriculum that provides good qualification pathways for all learners and develops pupils' skills and knowledge for their future employment and higher learning. One example is to support the development of the IB Careers Related Programme in more Secondary schools in Kent.
- Ensure all our Children's Centres are rated as good by Ofsted, make good provision for children and families and effectively target, reach, and support the most needy families to ensure a greater number of vulnerable families achieve good outcomes.
- Use the Troubled Families programme to develop a more sustainable model of family support, as an integral part of the Early Help offer, that succeeds in turning around the lives of more families experiencing challenging circumstances.
- Continue to improve the youth offer and programmes of support for vulnerable adolescents so as to increase their participation in positive activities and reduce offending, anti-social behaviour, teenage pregnancy, drug and alcohol misuse and youth unemployment.
- Through Community Learning and Skills (CLS) commissioned services, ensure young people and adults improve their skill levels and reach their full potential by

meeting the skills needs of the local economy and improving the training infrastructure for young people and adult learners.

- Ensure prompt solutions are found for schools that are under-performing and support is provided for schools that want to develop multi academy trusts, by working in close partnership with the Regional Schools Commissioner (RSC).
- Ensure that the Special Educational Needs and Disabilities (SEND) reforms are effectively embedded to ensure: higher achievement for all; SEN Statements are promptly converted to the new Education, Health and Care Plans (EHCP); pupils and parents are involved in determining the most appropriate support for their identified learning difficulties; funding is effectively targeted to address high needs; and the need for new provision is addressed through the implementation of the Special Schools Capital Programme and gaps in provision are met through commissioning of new provision in-county.
- Continue to reduce demand and costs by implementing changes in SEN transport, including rolling out Independent Travel Training for pupils, offering Personal Transport Budgets and piloting the commissioning of SEN transport for individual Special schools, in order to increase the independence and resilience of pupils and reduce the rising cost of SEN transport.
- Ensure that children and young people are safeguarded and diverted from individuals, institutions and ideologies that promote violent extremism, terrorism and child sexual exploitation, by working with schools and other settings to educate children and young people about potential dangers that undermine British values.
- Continue to commercialise our traded services and maximise income from EduKent, by developing new products to support schools and early years settings.

New ways of working are critical for success in a more diverse educational landscape, with many different providers across the early years, schools and post 16 skills and employment sectors, together with partners in the health service and the police. This landscape requires us to drive change through strategic influence, highly effective partnership arrangements and collaborative networks in which pooled effort and shared priorities can achieve better outcomes, increase capacity in the system and create more innovative solutions at a time of reducing levels of resource. More successful delivery in Kent depends on the emergence of more integrated approaches, new vehicles for joint working and partnership.

It continues to be a priority, therefore, to ensure success by supporting:

- School leaders to lead the system through stronger school partnerships, the Kent Association of Headteachers, working at a local level through District forums and the Area Boards that have strong and purposeful working relationships in order to deliver the best opportunities and outcomes for their children and young people.
- Schools to procure support services well, have real choice and be able to procure high quality services through EduKent.
- Increased collaborative working in the early years and childcare sectors.

- Locality based working and commissioning to pool and target resources to local needs in Districts.
- The new Kent and Medway Skills Commission which is prioritising the development of a new model to inform 14-24 vocational pathways and to provide better, employer-driven information about career and training options.
- More effective partnership with FE Colleges.
- Local 14-19 strategic partnerships to maximise effort and increase capacity to develop new provision, address gaps in provision and transform post 16 learning pathways and training opportunities so that they are truly excellent.
- The district based Local Inclusion Forum Teams (LIFT) and outreach work from Special schools to have more effective support for all schools in meeting the needs of pupils with special educational needs and disabilities.
- District based integrated teams and multi-agency working in Early Help and Prevention.
- Local Children's Partnership Groups that will drive improvements in outcomes for children and young people by providing a vehicle for identifying and addressing local needs and gaps in provision and facilitating and pooling resources across agencies to meet the needs of local children and families.

Key Strategic Developments in 2014-15

In quickening the pace of improvement we have focused attention on transforming the way we work and the delivery of services.

During 2014-15 we have:

- Introduced a new Early Years and Childcare Strategy in May 2014, which sets out our ambitions for Kent, to achieve improved outcomes for children in early years settings. We have also improved the 'Kent Progress Tracker' which enables settings to monitor all children's progress; developed the 'Enhancing Family Involvement in Children's Learning (EFICL) Toolkit for Early Years and Childcare providers to raise parental and family involvement in children's learning; and established 52 formal Early Years Collaborations (involving 408 settings) to work together to narrow the achievement gaps for vulnerable pupils, share best practice and utilise data to accelerate improvement in children's development and learning.
- Expanded the 'Free for Two' scheme in Kent with more than 4,274 eligible two year olds (68%) having accessed a free early education place, exceeding our October 2015 target of 60%, as part of the Government's policy for Free Early Education places for disadvantaged two year olds. From September 2015, 9,658 places for 2 year olds are available across the county. This achieves our target. Work will continue to ensure the development of more places with existing and new providers and to promote and support take up by eligible children and families.
- Improved the quality of education in Kent schools year on year since 2011, reflected in Ofsted Inspection judgements. The percentage of good and outstanding schools in Kent was 55% in 2011. Overall, the latest Ofsted data for Kent shows that 84% of schools are rated good or outstanding. This includes 18% of schools judged to be outstanding and 66% judged to be good. In Kent, there are now 362 good and 100 outstanding schools, 79 schools requiring improvement (including 60 Primary schools and 16 Secondary schools) and 9 schools in a category, out of a total of 557 schools that have a current inspection result. There are now 41 more good and better schools than at the same time the previous year. We expect this positive trend to continue towards our ambitious target of at least 90% of primary and 94% of secondary schools judged to be good or outstanding by 2018.
- Continued to improve pupil outcomes. Performance in the Early Years Foundation Stage and at Key Stage 1 continues a very good upward trend over recent years, with performance in Kent well above national averages. At Key Stage 2 outcomes continue to improve and are in line with the national average. Outcomes at Key Stage 4 remain above the national average but dipped slightly in 2015. Results at Post 16 continued a three year downward trend in 2015, which is a cause for concern. At the same time there was welcome improvement in the outcomes for post 16 vocational qualifications.
- Achieved welcome progress in narrowing attainment gaps between boys and girls at Key Stages 1 and 2 and in the Early Years Foundation Stage. Outcomes for children in care have improved at Key Stages 2 and 4, which is also very welcome. The gaps in the attainment of pupils who are in receipt of free school meals has not improved noticeably in 2015 which is very disappointing. Over £50m is now allocated to the Pupil Premium in schools and to date there is limited impact. Slow progress continues to be

made in raising attainment and narrowing attainment gaps for pupils with SEN at all key stages. Closing the gaps in achievement for all vulnerable learners continues to be a significant priority for improvement in 2015-2016.

- Further developed the work of the Kent Association of Headteachers and its organisation into four new area boards, together with the system of school to school support and collaboration. The majority of Kent schools are now working in a partnership with other schools where there are 70 improvement hubs involving nearly 500 schools with clear partnership agreements sharply focused on improving school performance, leadership, the quality of teaching and standards of attainment. KAH's work aligns with the school improvement work by KCC, the work of Teaching School Alliances and the support provided through the KAH boards, and is supported by funding from the School Funding Forum.
- Developed a new Leadership Strategy, with KAH, school leaders and support from CfBT which aims to support leadership development, succession planning and system leadership in Kent, through consultation with a wide range of school leaders.
- Reviewed and re-organised the PRU arrangements for children and young people who have medical needs, including mental health. Following consultation, we developed a new Health Needs Education Service. This Service became operational from September 2015. The new service aims to meet the needs of Kent schools in all areas of the County, and provides a new delivery model and service structure. Its purpose is to provide: an education support service to schools for young people with physical medical conditions; and an education outreach service for young people with mental health needs, located in six resourced bases and a specialist residential unit.
- Developed support to manage challenging behaviour in Primary schools that leads to high rates of exclusion. Last year, following the review of the Pupil Referral Units (PRU) in 2014 and the roll out of new arrangements across the eight PRU hubs, we allocated just over £1 million to support projects for Primary Schools in meeting the needs of pupils with challenging behaviour. We have seen a range of innovative approaches in local areas that have achieved a number of positive outcomes for pupils in Primary schools. This work has been supported by a further £750,000 for this financial year. Funding was allocated on the basis of bids from the eight hubs.
- Developed our strategy and vision for Early Help and Preventative Services (EHPS) and a new way of working in Kent. There has been good progress since introducing the new model of working in each District. The services which came together in April 2014 have been redesigned in order to deliver new integrated ways of working and provide a firm foundation to improve the outcomes for children, young people and families in Kent. We set out our priorities and targets in the new Early Help Strategy and Three Year Plan 2015-2018.
- Delivered the new Kent Family Support Framework for Early Help, and its associated referral and assessment processes, supported by Early Help Units in each District and an integrated structure with Specialist Children's Services. The new structure and ways of working have resulted in better use of resources coupled with joint planning and delivery, more timely responses to needs and achieved significant efficiency savings.

- Established Triage, a single front door for Early Help referrals related to families requiring early help support. Triage was co-located with the Central Duty Team in June 2015 to improve joint working with Specialist Children's Services, to ensure a 'no wrong door' approach and to contribute to our goal of ensuring the consistent application of safeguarding thresholds and service allocation across the county. Early Help notifications are received and assessed by Triage.
- Agreed new procedures to ensure increasing numbers of cases closed to Specialist Children's Services are stepped down to Early Help (currently 27%). Weekly step down panels are established throughout the county and there is sustained commitment across SCS and EHPS to these panels to discuss complex cases and monitor the outcomes for step down cases.
- Established a new Information and Intelligence Unit with the function of gathering data and supporting services to achieve improved outcomes and to drive advances in efficiency and effectiveness. An Early Help casework tracker tool has been developed which allows the service to have greater visibility of workloads and progress towards achieving outcomes in casework. Key performance measures are now reviewed regularly at District, area and divisional level meetings and used to inform service developments.
- Conducted practice reviews of Children's Centres. These reviews have helped shape our planning to continue the improvement journey for Children's centres in Kent and ensure greater consistency across Districts.
- Reviewed Early Help's range of contracts with externally commissioned providers that deliver support for children, young people and their families to help them overcome their difficulties and address any barriers to learning. This commissioning budget has been refocused in 2015 with the intent of delivering more effective support, improved outcomes and increased value for money in the future. Emotional Health and Wellbeing, Family Support and Parenting and Young Carers Service and Youth work have been identified as the key areas of work for commissioned services over the next three years.
- Developed the Prevent Strategy, in response to the growing threat of radicalisation and violent extremism, following the statutory requirements of the Prevent duty in the Counter Terrorism and Security Act 2015. We have supported schools to be aware of their additional safeguarding responsibilities under the Act and the use of the Channel referral process for assessing and managing risk.
- Achieved the targets for the Kent Troubled Families Programme. In the last year 2000 families were turned around achieving 100% of the target number of families over the life of the programme. This means adults have been helped to access work or training, and offending and anti-social behaviour has reduced and children's attendance at schools has improved, with fewer exclusions. Of the 2,560 families turned around, 2,172 were for improvements in education, crime, and anti-social behaviour and 388 were for at least one family member returning to work.
- Refreshed the 14 to 24 Learning, Employment and Skills Strategy to ensure a clearer focus on employer engagement, linking the curriculum to the world of work, collaborating on the delivery of English and Maths post 16 and more effective partnership work in

providing improved curriculum pathways for 14 to 19 year olds. 12 new District data packs have been produced with detailed information on labour market intelligence and student performance to inform curriculum planning. The four key priorities are to: raise attainment and skill levels; improve and extend vocational education, training and apprenticeships; increase participation and employment; and target support for vulnerable groups of young people. The refreshed document outlines the key actions that we are taking to achieve further progress and improvement, including ensuring there is a more joined up approach between schools, FE colleges, training providers and employers.

- Further developed Kent's apprenticeship and youth employment programme so that youth unemployment has reduced significantly and 930 apprentices are now on the KCC Employment Programme. The percentage of schools offering apprenticeships increased to 53% in 2014-15, exceeding the target of 45%. The KCC Apprenticeship programme successfully met the target for 2014-15 of 140 apprentices taken on by the County Council each year.
- Improved employment or progression for vulnerable learners, through a range of projects managed by the Skills and Employability Service. These included: the appointment of six Behavioural, Emotional and Social Difficulties (BESD) Co-ordinators, jointly funded by schools and the service to mentor and support pupils transiting from Special schools to College; sponsored support for 32 young people to undertake Assisted Apprenticeships, in preparation for full Apprenticeships; establishment of a Special School Careers, Education, Information, Advice and Guidance (CEIAG) Network; and placed 50 SEND young people on the Supported Internship Programme.
- Improved the NEET figure for January 2015 to 4.7% which was in line with the national average of 4.7%. A new NEETs Strategy is now in place and it is expected that the target of 3.5% NEETs for January 2016 will be achieved. The NEET figure should always be used in conjunction with the Not Known figures. The Not Knowns were at 11.2% in January 2015. This was higher than January 2014 (4.6%) but a number of significant changes have been made to the systems to reduce the Not Knowns to 7% by January 2016.
- Delivered the SEND Strategy, launched in January 2014, to improve the outcomes for Kent's children and young people with SEN and those who are disabled. The Strategy was designed to deliver the requirements of the Children and Families Act 2014, including the new arrangements for education, health and care plans, the development of the local offer, increased SEN provision in Kent Special and mainstream schools, with less reliance on out of county placements and better outcomes and progress for pupils. We have also developed a new approach to allocating high needs funding to mainstream schools to support earlier intervention and better targeting of resources to meet the needs of pupils. This funding identifies high needs pupils and provides schools with a top-up for pupils with additional support costing more than £6,000 a year.
- Improved the outreach work from Special schools in supporting pupils with SEN and disabilities in mainstream schools, which is a key focus of the SEND Strategy. Through the work of the devolved Specialist Teaching and Learning Service and the LIFT process we are increasing the level of expertise in mainstream schools. Recent data shows 97% of interventions had some level of impact; with 86% good or better.

Feedback from schools showed that 87% of schools rated the overall impact of STLS intervention on the progress of the child as good, very good or excellent.

- Reviewed the effectiveness of the devolved model for the Specialist Teaching and Learning Service (STLS) working out of 12 lead Special Schools in each District to improve support to mainstream schools for special educational needs through the Local Inclusion Forum Team (LIFTs). This work is focused on increasing capacity to support learners with SEN and achieving better progress and outcomes for them. The STLS Review recognised the good work being done by the service and recommended a more coordinated service within each district, also using the outreach resources provided by Special schools.
- Developed the Local Offer for SEND provision, which is now on the Kent.gov website. This covers provision 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 NHS Clinical Commissioning Groups. The Local Offer was developed through co-production with parents, carers and partner agencies. We have established a multi-agency steering group to monitor the quality and relevance of information for families and the content of the Local Offer is being regularly improved.
- Reduced the reliance on independent and non-maintained Special schools from 526 placements to 395 by April 2015. In support of this reduction we have commissioned places for Primary and Secondary aged pupils with ASD and Speech, Language and Communication Needs (SLCN). Six new Primary schools, from September 2015 now provide for ASD, BESN and SLCN. Nationally the percentage of pupils with SEND statements in maintained mainstream schools has fallen to 52.4%. In Kent it has risen from 48.5% to 51.1% (57.5% of EHCPs). We have achieved a total of 3,576 Special school places which is an increase of 250 additional places since October 2014.
- Established new SEND Specialist Resourced Base Provisions in nine Primary schools in the past year, and more are planned. In addition we have developed additional SEND provision in five Secondary schools. At the same time new satellite provision has been developed for three of our Special schools. These satellites are based on mainstream school sites. Pupils who attend are on the rolls of the Special schools concerned, but pupils integrate into the mainstream schools' classes, with support, where this is appropriate for the individual pupils. Further satellites are planned.
- Delivered additional places in, and rebuilt and refurbished more Special schools. This programme has so far provided an additional 250 places in Special schools. There are 10 Special School projects in the programme. Seven of these projects have been completed or are underway. The three remaining projects are at planning stage and remain high priorities for bringing to a swift conclusion. Overall we are increasing the number of places in Special schools by 350 places.
- Delivered all the targets for the Kent Educational Psychology Service (KEPS). The service supports school staff to deliver better outcomes for children with special educational needs. The Service also plays a key role in embedding the work of the Local Inclusion Forum teams, supporting the shift towards school to school support, and enabling local decision making for children and young people with special educational needs. It has implemented the changes required by the Children and Families Act 2014,

increased its trading to 50% of Kent schools, supported the implementation of the new LIFT and SEN decision making process, responded in a timely and effective way to critical incidents across the county and continued to seek new innovative ways of developing and applying evidence supported practice in both its traded and statutory work.

- Developed our Fair Access services to achieve better integration of activity to support admissions, in year fair access, elective home education and children missing education. There has been significant improvement to our published materials and website content to help parents take informed school choices and the Admissions team met all its legal timeframes and duties in relation to administering the admissions process.
- Developed a more integrated approach to manage demand for home to school transport and reduce the financial pressure arising from SEN transport and out of county placements. We introduced Personal Transport Budgets (PTB) for families as an alternative to the existing service and over 100 families are participating in the scheme. Compound savings since the inception of PTB are now in excess of £750k.
- Further developed our approach to District based working, restructuring our services and allocating resources and staff more clearly to district teams, so that service delivery can be more coordinated and Early Help and Prevention for vulnerable children and young people can be more accessible for schools and families. This work is on-going to ensure we have the right structures and district leadership for integrated working and more efficient service delivery.
- Further developed EduKent and expanded our traded services so that it is supported by more effective business planning, marketing and tailor made procurement of services for schools. Income has exceeded £36m and over 40 services are provided to schools. There are now 1500 customers with 23,000 contracts.
- Reviewed the strategic direction for the future provision of Secondary education in Kent in the context of a period of significant pupil growth, at the same time as school funding is reducing in real terms. We aim to provide effective support to 'vulnerable' Secondary schools that in the short term, are experiencing falling numbers on roll and consequent budgetary difficulties. The review seeks solutions to maintain and improve educational standards and ensure that Secondary schools are maintained to meet future growth in pupil numbers. The review has enabled us to work with partners to determine our priorities and plan for commissioning and managing future Secondary school provision in Kent.
- Successfully lobbied the DfE for a positive capital funding allocation for school places. The settlement from Government more accurately reflected the level of need in Kent for creating new additional school places for the rising school age population by expanding existing maintained schools, or academies, and by establishing new schools. The allocation of £92m provides a fair level of funding for 2016-18 and top up funding for 2015-17. This funding will help to deliver the necessary growth in school places detailed in the Education Commissioning Plan
- Revised our policy for Elective Home Education (EHE), to address a significant increase in the numbers of families registered to EHE from 793 recorded in 2008 to 1,340 in

2014-15. The new policy sets out more robust action that KCC will take where we have reason to believe that a child is not receiving a suitable education, including the use of School Attendance Orders.

- Succeeded in commissioning and delivering the planned number of new school places overall for September 2015. The majority of these new school places were within the Primary sector. We expanded 24 Primary schools, including 19 new forms of entry added to schools for Reception year classes and 300 temporary Reception places that will not be needed in the long term. In addition, we opened seven new Primary schools. A small number of places have also been added to Secondary schools. In total, over the last year, more than 2,500 places had been added to the Primary schools in Kent.
- Secured first preference schools for the highest number of parents to date. We set targets for the percentage of families securing their first preference schools for entry in September 2015. For Primary schools the target was 85% and on Offer Day 85.8% of parents secured their first preference. 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. Last year the national averages for first preferences were 87.7% for Primary and 85% for Secondary schools.
- Reviewed and developed the Community Learning and Skills Service (Adult Education and Community Learning) as a commissioned service. There is now an improved business model and more robust growth strategy to ensure CLS can deliver the skills priorities for young people and adults as set out by KCC in the service specification.
- Delivered the largest apprenticeship programme in Kent, through Community Learning and Skills (CLS), achieving a success rate beyond the national average. CLS also achieved outstanding success rates for its large community and adult learning programmes – 97% and 92% respectively, which is an increase of 4 percentage points from the previous year.
- Developed the Adult Learning, Skills and Employment Strategy with partners, which was approved by Cabinet in April 2015. The Strategy sets out what we aim to achieve, focusing on increasing the skills levels for adults needed for economic growth and employment in Kent and the role that adult skills and learning can play in supporting the lives of vulnerable adults and families. A detailed action plan has been developed with the Kent and Medway Skills Commission. The Strategy has also informed the service specification for CLS commissioned services.

Progress in 2014-15 and Where Are We Now?

We set very challenging and ambitious improvement targets and in 2014 -15 there were positive indications that we are achieving good progress.

- In the **Early Years Foundation Stage**, 73% of children achieved a Good Level of Development (GLD). This is a 4% increase compared to 2014 and is well ahead of the 66% national average.
- At **Key Stage 1** standards at Level 2B and Level 3 improved by an average of 2.5% compared with 2014 and are in line with or above the national averages for Reading, Writing and Mathematics. The FSM gaps continue to narrow in all areas at Key Stage 1.
- At **Key Stage 2** we continue to see improvement for pupils' attainment at Level 4 and above in Reading, Writing and Mathematics combined. Kent achieved 80%, which is a 1% improvement compared to 2014, and in line with the national average. 207 Primary schools improved their results, compared to 283 in 2014. The free school meal achievement gap narrowed very slightly for the third successive year to 17.6% from 17.8% in 2014.
- **At Key Stage 4**, the GCSE result at 56.6% is a slight drop of 1.4% from the First result in 2014. The national figure has also dropped by 0.6% for the same period. Kent remains above the national average by 3.8%. Comparison with Kent's statistical neighbours shows a declining picture with Kent's ranking in terms of the percentage of pupils achieving 5 or more A*- C grades including English and Mathematics slipping from third to sixth.
- Provisional expected rates of progress at Key Stage 4 (three levels of progress between Key Stages 2 and 4) declined this year in English to 71.9% from 74.3% in 2014. Kent however remains above the national average of 70%. Progress in Mathematics declined slightly from 66.8% of pupils achieving the expected rate of progress in 2014 to 66.2% in 2015. The national figure improved from 65.5% in 2014 to 66.6% in 2015, which means that Kent remains broadly in line with the national average for this measure.
- The provisional result for average GCSE A*-C grades in English is 69.7% and for Mathematics it is 66.3%. Both of these figures are above the national averages, which are 64.7% for English and 65.1% for Mathematics. Again for English, both Kent and the national figures have dropped in 2015. However, for Mathematics the national figure increased and the Kent outcome declined.
- The provisional **performance at post 16** shows a mixed and overall declining trend over three years. The data used in this report includes both state funded schools and colleges.
- The percentage of students achieving three or more A Level passes in Kent LA schools and colleges declined from 76.5% in 2013, 73.3% in 2014 to 72.4% in 2015. The national average is 76.5%. The percentage of students achieving AAB grades (in at least 2 facilitating subjects) also declined from 13.9% in 2014 to 12.5% in 2015. There

has also been a decline in the percentage of students achieving two or more passes at grades A* - E, which is now 87.8% compared with 88.4% in 2014 and 89.6% in 2013.

- The 2015 results (Kent LA schools and colleges) show a reduction in the academic Average Point Score per entry (APE) to 212.3, compared to 212.8 in 2014 and 216.1 in 2013. The trend over 3 years is one of slight decline.
- The academic Average Point Score per student (APS) in 2015 for Kent LA schools and colleges declined to 811.3 from 827.9 in 2014 and 844.8 in 2013. However Kent remains in the top national quartile for this measure, well above the national average of 761.6.
- Average Point Scores per student for vocational qualifications in Kent LA schools and colleges improved in 2015. Kent's provisional figures show a county wide increase of 13.6 points to 568.0 from 554.4 in 2014, with an average grade of Distinction.
- We continue to make progress in increasing **the number of good and outstanding schools** in Kent, following inspection by Ofsted. At the end of the last school year, July 2015, 82% of schools were good and outstanding compared to 75% at the same time in 2014 and 70% in the previous year. In 2011-2012 only 59% of schools were judged good or better. The national average was then 82%.
- The latest figure for Kent (December 2015) is 84% good and outstanding schools. The national average is now 84%. This includes 83% of Secondary schools, 84% of Primary schools, 91% of Special schools and 86% of PRUs in Kent, judged to be good or outstanding. Also, 88% of Early Years settings are good or outstanding.
- Currently, 83% of pupils attend a good or outstanding school. This includes 83% of Primary pupils, 83% of Secondary pupils, 95% of pupils attending Special schools and 97% of pupils attending a PRU. This equates to 15,420 more children and young people receiving a better education compared with last year. In 2013, 70% of pupils in Kent attended a good or outstanding school and this increased to 75% in 2014.
- There has been an increase in **the number of permanent exclusions**, up to 106 in 2014-15 from 88 the previous year. This is disappointing and reflects an increase in Primary exclusions, which has not been mirrored in Secondary schools.
- **School absence** rates have increased slightly from last year. Overall the percentage of total absences in Kent is 4.8% compared to 4.5% nationally. For Secondary schools the figures are 5.6% compared to 5.2% nationally, and for Primary the percentage is 4.2% compared to 4.0% nationally. In every case there is a higher level of authorised, unauthorised, persistent and total absence in Kent, compared to the national averages.
- The percentage of pupils who have missed 38 or more sessions (persistent absence) is 4.5% in Kent compared to 3.9% nationally. For Secondary schools this figure is 6.5% compared to 5.5% nationally and for Primary schools it is 3.1% compared to 2.7% nationally. The previous persistent absence figure for Secondary schools was 6.1%, and for Primary schools it was 2.8%. These figures have increased in the past year, and they continue to be worse than the national figures, which is a concern.

- Kent continues to perform well in increasing **apprenticeships**. The number of 16-18 year old apprenticeships has increased by 7% since 2014. Performance is better than our statistical neighbours.
- The Kent County Council Employment Programme exceeded the target of 800 apprenticeships for 16 – 24 year olds who have been unemployed for more than 3 months. The final out-turn was 930.
- The percentage of schools offering apprenticeships was 53% with a target of 45% in 2014-15. Currently, 271 schools are employing apprentices with 376 starts to date. This work continues to engage more schools with a target to increase the number of higher and advanced apprenticeships.
- The **NEET figure** for January 2015 was 4.7% which was an improvement on the January 2014 figure (5.9%) but below our target for 2015 of 4%. A new NEET Strategy is now in place which will help bring the NEET figure down in 2016 to 3.5% and 1% by January 2017.
- Since last year **youth unemployment** for 18 to 24 year olds has continued to fall. In August 2015 unemployment for this age group was 2.5%, compared to 3.35% in 2014. There has also been significant decrease in the five youth unemployment zones, with Dover at 3.7%, Gravesham at 3.7%, Shepway at 3.4%, Swale at 3.8% and Thanet at 5.6%. The comparable figures for 2014 were Dover (4.8%), Gravesham (4.3%), Shepway (5.1%), Swale (5.2%) and Thanet at (7.8%). These figures are all below the national average of 6.1%.
- The number of **assisted employment opportunities** for learners with learning difficulties and disabilities exceeded its target of 120 to 295.
- KCC made good progress in improving **performance in completing SEN statutory assessments** in 26 weeks, reaching 92% in Kent compared to 82% nationally in 2013-14. However from September 2014, the new assessment process has required 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 the statutory changes in the Children and families Act has reduced performance nationally. Current performance in Kent is 78%.
- The completion of psychological statutory advice within the required time frames reduced to 98% in 2014-15 from 99% in 2013-14.
- In 2014-15, KCC delivered all of the **additional new school places** needed for September 2015. The majority of these new school places were within the Primary sector. We expanded 24 Primary schools, including 19 new forms of entry added to schools for Reception year classes and 300 temporary Reception places that will not be needed in the long term. In addition, we opened seven new Primary schools. A small number of places have also been added to Secondary schools. In total, over the last year, more than 2,500 places had been added to Primary schools in Kent.
- We commissioned 350 additional places in maintained Special schools during the course of the year and 125 places have been commissioned in Specialist Resource Base Provisions in mainstream schools.

- In **Early Help**, support is being provided in a more timely way to 5500 children and young people, and their families, including 1076 cases with an Early Help plan. Just over 80% of cases are now closed with a positive outcome for children and the family. 22% of the cases closed by Specialist Children's Services are stepped down to Early Help for on-going support and around 8% of cases closed to Early Help are stepped up to Social Care because children's needs and the risks to them have increased.

DRAFT

The Early Years Foundation Stage

The key indicator for children at the end of the Early Years Foundation Stage (EYFS) is the percentage of children achieving a Good Level of Development (GLD). There continues to be strong performance in the percentage of children achieving a GLD in Kent. The 2015 figure of 73% reflects a 10% improvement since 2013, which is in line with our target and above the national average of 66% and statistical neighbour average of 67.9%. Kent is ranked second amongst its statistical neighbours.

	% Good Level of Development			
	2013	2014	2015	Diff from 2014
Kent	63	69	73	+4
National	52	60	66	+6

The Department for Education (DfE) has introduced a new Baseline Assessment measure with effect from September 2015. This will replace the measure of GLD at the end of the EYFS and September 2016 will be the last point at which there will be a statutory requirement for schools to complete the EYFS Profile.

Key Stage 1

In 2015, Kent performed at or above the national average at Key Stage 1 for attainment at Level 2B and Level 3. These improvements reflect a good three year upward trend and provide a strong basis for improved pupil progress and outcomes in Key Stage 2.

	% Achieving L2B+ Reading				% Achieving L2B+ Writing			
	2013	2014	2015	Diff from 2014	2013	2014	2015	Diff from 2014
Kent	79	82	84	2	67	70	74	+4
National	79	81	82	1	67	70	72	+2

	% Achieving L2B+ Maths			
	2013	2014	2015	Diff from 2014
Kent	79	82	84	+2
National	78	80	82	+2

Standards in **Reading** at Key Stage 1 improved in 2015 for the third successive year and were above the 2015 national average. Standards in reading at Level 2B and above improved to 84%, from 82% in 2014, which is 2% above the national average and 1.3% above the statistical neighbour average. At Level 3 and above, outcomes in reading improved to 35%, from 32% in 2014, which places Kent 3% above the national average and 2.9% above the statistical neighbour average. Kent is ranked second amongst its statistical neighbours at Level 2B and above and first at Level 3 and above.

Standards in **Writing** at Key Stage 1 improved in 2015, continuing a three year upward trend. Standards in writing at Level 2B and above improved to 74%, from 70% in 2014,

which was 2% above the national average and 1.1% above the statistical neighbour average. At Level 3 and above, standards in writing improved to 18%, from 16% in 2014. Kent remains in line with both the national and the statistical neighbour averages in 2015 and is ranked second amongst its statistical neighbours at Level 2B and above and sixth at Level 3. While 84% of seven year olds achieved Level 2B and above for reading, only 74% achieved this benchmark in writing, which is a concern. This is a priority for improvement in 2015-16.

Standards in **Mathematics** at Key Stage 1 also improved for the third successive year across all indicators. Standards in mathematics at Level 2B and above improved to 84%, from 82% in 2014, which was 2% above the national average and 1.6% above the statistical neighbour average. At Level 3 and above standards in mathematics improved to 28%, from 25% in 2014, which means Kent is 2% above the national average and 2.2% above the statistical neighbour average. Kent is ranked first amongst its statistical neighbours at both Level 2B and Level 3.

Key Stage 2

At Key Stage 2 there has been continued improvement at Level 4 and above in Reading, Writing and Mathematics combined, in line with the national average. Kent also maintained standards above the national average for attainment at Level 5. There has been particularly welcome improvement in standards and progress in writing.

	% Achieving L4+ Reading, Writing & Maths				% Achieving L4+ Reading			
	2013	2014	2015	Diff from 2014	2013	2014	2015	Diff from 2014
Kent	74	79	80	+1	85	89	89	0
National	75	79	80	+1	86	89	89	0

	% Achieving L4+ Writing				% Achieving L4+ Maths			
	2013	2014	2015	Diff from 2014	2013	2014	2015	Diff from 2014
Kent	83	86	87	+1	83	86	86	0
National	83	85	87	+2	85	86	87	+1

	% Achieving L4+ Spelling, Punctuation & Grammar			
	2013	2014	2015	Diff from 2014
Kent	71	74	78	+4
National	74	76	80	+4

At Key Stage 2, 80% of pupils achieved Level 4 and above in **Reading, Writing and Mathematics combined** in 2015, compared to 79% in 2014. Attainment at Level 5 and above in Reading, Writing and Mathematics combined remained at 25% in 2015. Kent remains in line with the national average and slightly above the statistical neighbour average at Level 4 and above. At Level 5 and above, Kent is above the national average by 1% and above the statistical neighbour average by 1.9%. Compared to its statistical neighbours, Kent remains ranked fourth for Level 4 and above performance and second for Level 5 performance.

In 2015, 257 schools performed at or above the national average of 80% in Level 4 and above in Reading, Writing and Mathematics combined, compared to 243 schools in 2014. In 2015, 207 schools improved their results compared to the previous year.

In 2015, 89% of Key Stage 2 pupils attained Level 4 or above in **Reading**. This means that Kent was in line with both national and statistical neighbour averages, but outcomes have remained static from 2014. There was a small decline in Reading attainment at Level 5 and above from 51% in 2014 to 49%. However, Kent remains 1% above the national average and 0.5% above the statistical neighbour average in 2015.

The percentage of pupils achieving the expected two levels of progress in **Reading** also remained the same between 2014 and 2015 at 91%. This is in line with the national figure and slightly above the statistical neighbour average of 90.5% but below the Kent target of 93% for 2015. Kent is ranked second amongst its statistical neighbours for this measure. The percentage of pupils achieving three levels of progress in Reading is 33.3%, a small decline of 0.8% since 2014. This is broadly in line with the national figure but below the Kent 2015 target of 36%.

Level 4 attainment in **Writing** improved for the third successive year in 2015 to 87%, from 86% in 2014, which was in line with the national average and 0.3% above the statistical neighbour average. At Level 5, outcomes also improved by 2% to 38% in 2015. Kent was above the national average by 2% and above the statistical neighbour average by 2.4% at Level 5. Kent is ranked second amongst its statistical neighbours at Level 4 and first at Level 5.

In Writing, 95% of pupils achieved two levels of progress in 2015 which is a 2% improvement on 2014 and continues a three year upward trend. This is in line with the Kent target of 95% and above both the national average of 94% and statistical neighbour average of 93.8%. Kent is ranked 3rd amongst its statistical neighbours for this measure. The percentage of pupils achieving three levels of progress in Writing is 38.5%, which is an improvement of 3% since 2014. This is above both the Kent target of 38% for 2015 and the national figure of 36%.

Level 4 attainment in **Mathematics** remained the same as 2014 at 86% in 2015. At Level 5 and above there was a decline of 2% to 41%. At Level 4 and above Kent was slightly below the national average of 87% and statistical neighbour average of 86.2%. At Level 5 and above Kent was below the national figure of 42% but above the statistical neighbour average of 40.1%. Kent is ranked sixth amongst its statistical neighbours at Level 4 and fifth at Level 5.

The percentage of pupils achieving two levels of progress in Mathematics improved for the third successive year and now stands at 90%, from 89% in 2014. This was in line with the

2015 national progress rates and above the statistical neighbour average of 88.5% but below the Kent target of 91%. Kent is ranked second amongst its statistical neighbours for this measure. The percentage of pupils achieving three levels of progress in Mathematics is 33.8%, a decline of 1.9% from 2014, and below the Kent target of 38% and in line with the national figure of 34%.

Good progress has been made in attainment in **Grammar, Punctuation and Spelling** which has improved for the third successive year in 2015 to 78% at Level 4 and above, from 74% in 2014, and 52% at Level 5 and above, from 49% in 2014. However this continues to be a focus for improvement given that on both measures, Kent remains below the national average of 80% and statistical neighbour average of 78.9% at Level 4, and the national figure of 56% and statistical neighbour average of 53.4% at Level 5. Kent is ranked seventh amongst its statistical neighbours at both Level 4 and Level 5.

The Floor Standard at Key Stage 2

In the 2014-15 academic year schools were seen as below the floor standard and therefore underperforming if:

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

In 2015 the number of Primary schools performing below the floor standard remained static at 21, compared to 44 schools in 2013.

Key Stage 4

In 2015 the indicator that will appear in performance tables is the GCSE First Result which reflects the grade from the first time a student takes an examination in a subject. For example, pupils may have taken English or Mathematics or both in Year 10 and may have retaken their exams in Year 11. The first result counts in the first result indicator.

	% 5+ A*-C E&M (First result)			
	2013	2014	2015 Provisional	Diff from 2014
Kent	Figures not included as they are based upon best result	58.0	56.6	-1.4
National		53.4	52.8	-0.6

Kent's provisional First Entry result for performance at 5 or more GCSE grades A*- C including English and mathematics is: 56.6%. The national First Result is: 52.8% which is broadly in line with 2014 outcomes.

The GCSE result at 56.6% is a slight drop of 1.4% from the First result in 2014. The national figure also dropped by 0.6% for the same period. Kent remains above the national average by 3.8%. Comparison with Kent's statistical neighbours shows a declining picture with Kent's ranking in terms of the percentage of pupils achieving 5 or more A*-C grades including English and Mathematics slipping from third to sixth place.

Provisional expected rates of progress at Key Stage 4 (three levels of progress between Key Stages 2 and 4) declined this year in English to 71.9% from 74.3%. Kent remains above the national average of 70% which has dropped from 71.6% in 2014. Progress in Mathematics declined slightly from 66.8% of pupils achieving the expected rate of progress in 2014 to 66.2% in 2015. The national figure improved from 65.5% in 2014 to 66.6% in 2015 which means that Kent remains broadly in line with the national average for this measure.

The provisional result for average GCSE figures of A*-C in English is 69.7% and for Mathematics it is 66.3%. Both of these figures are above the national averages, which are 64.7% for English and 65.1% for Mathematics. Again for English, both Kent and the national figures have dropped in 2015. However, for Mathematics the national figure has increased and the Kent outcome has declined.

26 schools performed below the floor standard of 40% of pupils achieving five good GCSE grades including English and Mathematics. The validated results will be available in January 2016. It is worthy of note that in nine out of the eleven GCSE indicators Kent remains above national averages used by government to measure performance at Key Stage 4.

A Level and Post 16 Results

Performance at post 16 shows a mixed and overall declining trend over three years. The data refers to state funded schools and colleges. The table below sets out the trend data between 2013 and 2015, for all academic qualifications post 16, then more specifically vocational and 'A' level courses.

		Academic		Vocational		A Level		
		APS per entry	APS per Student	APS per entry	APS per Student	% 2+ A*-E	% 3+ A*-E	% AAB (in two facilitating subjects)
2013	Kent LA Schools	216.5	851.8	224.9	639.3	89.6	77.2	14.9
	Kent LA Schools & Colleges	216.1	844.8	214.8	563.8	89.6	76.5	14.6
	National	215.7	802.4	213.7	562.0	92.9	80.5	15.3
2014	Kent LA Schools	213.3	834.9	228.2	676.4	88.9	74.4	14.3
	Kent LA Schools & Colleges	212.8	827.9	216.7	554.4	88.4	73.3	13.9
	National	215.7	794.0	216.6	560.1	92.4	79.5	15.0
2015	Kent LA Schools	212.7	816.0	229.0	671.9	88.0	73.0	12.8
	Kent LA Schools & Colleges	212.3	811.3	219.0	568.0	87.8	72.4	12.5
	National	211.4	761.6	219.3	548.9	91.4	76.5	11.5

The percentage of students achieving three or more A Level passes in Kent LA schools and colleges declined from 76.5% in 2013, 73.3% in 2014 to 72.4% in 2015. The national average is 76.5%. The percentage achieving AAB grades (in at least 2 facilitating subjects) also declined from 13.9% in 2014 to 12.5% in 2015. There has also been a decline in the percentage of students achieving two or more passes at grades A* - E, which is now 87.8% compared with 88.4% in 2014 and 89.6% in 2013.

The 2015 results show a reduction in the academic Average Point Score per entry (APE) to 212.3, compared to 212.8 in 2014 and 216.1 in 2013. The trend over 3 years is one of slight decline.

The academic Average Point Score per student (APS) in 2015 for Kent LA schools and colleges has declined to 811.3 from 827.9 in 2014 and 844.8 in 2013. However Kent remains in the top quartile nationally for this measure, well above the national average of 761.6.

Average Point Scores per student for vocational qualifications in Kent LA schools and colleges improved in 2015, to 568.0 from 554.4 in 2014, with an average grade of Distinction.

Gender Differences

Early Years Foundation Stage

In the Early Years Foundation Stage, girls continue to out-perform boys with 80.5% of girls compared to 65.5% of boys achieving a Good Level of Development in 2015. This represents a marginally improved position from 2014, although there is still work to be done to narrow the gender gap. The gap in Kent remains unchanged since 2014 at 15% and is in line with the national figure, although it is 1% narrower than the statistical neighbour average of 16%.

Key Stage 1

At Key Stage 1, the attainment of both boys and girls continued to improve at Level 2B and Level 3 and above across all subjects in 2015. However, the gender gaps in attainment are narrowing marginally or in the case of Mathematics widening slightly.

Girls continued to attain higher standards than boys in **Reading**, with 88% of girls achieving Level 2B and above in 2015, compared to 86% in 2014. Level 2B and above attainment for boys also improved, from 78% in 2014 to 80% in 2015. It is a similar picture at Level 3 and above, with 40% of girls achieving this measure in 2015 compared to 37% in 2014. The attainment of boys at Level 3 has also improved from 28% in 2014 to 30% in 2015. However, the gap between the attainment of boys and girls has not narrowed at Level 2B and above and remains at 8% but is 0.6% narrower than the statistical neighbour average. The attainment gap at Level 3 has widened from 9% in 2014 to 10% in 2015 which is 0.3% wider than the statistical neighbour average. At both levels the gap in Kent remains in line with the national picture.

The attainment gap between boys and girls remains widest in **Writing**. At Level 2B and above the attainment of girls increased from 78% in 2014 to 82% in 2015. There was also an increase in the attainment of boys at Level 2B and above from 62% in 2014 to 67% in 2015. At Level 3, 24% girls achieved this measure in 2015, compared to 21% in 2014. Boys showed a similar increase in attainment, from 11.2% in 2014 to 13.2% in 2015. The gap between the attainment of boys and girls in writing has narrowed by 1% at Level 2B and above to 15% in 2015 which is 0.2% wider than the statistical neighbour average but in line with the national figure. The attainment gap at Level 3 has widened slightly from 10% in 2014 to 11% in 2015 which is 1% wider than the national average and 0.2% wider than the statistical neighbour average.

At Level 2B and above in **Mathematics**, 86% of girls compared to 82% of boys achieved Level 2B and above in 2015, which is an improvement from 83% of girls and 80% of boys achieving the same measure in 2014. At Level 3, however, boys continue to attain higher standards than girls, with 30% achieving this measure in 2015, an increase of 3% since 2014. Girls also improved their performance by 3% since 2014, with 26.1% achieving this measure in 2015. The gender gap in attainment in mathematics at Level 2B and above has widened by 1% in 2015 to 4% which means that the gap in Kent is now 1% wider than the national figure and 0.6% wider than the statistical neighbour average. The attainment gap at Level 3 and above has remained unchanged since 2014, at 4%, which is in line with the national picture and 0.3% narrower than the statistical neighbour average.

Key Stage 2

The attainment of girls at **Level 4 and above in Reading, Writing and Mathematics** combined continues to out-perform that of boys, with 83% of girls achieving the expected level in 2015 compared to 78% of boys. In 2015 the gender attainment gap for this measure narrowed by 2% since 2014. It is 1% narrower than the national gender attainment gap and 1.3% narrower than the statistical neighbour average.

The percentage of girls attaining **Level 5 and above in Reading, Writing and Mathematics** combined remained the same at 28% in 2015 compared to 2014. The attainment of boys improved slightly in 2015 to 23% from 22% in 2014. This reduces the gender attainment gap in maths from 7% in 2014 to 5% in 2015 which is broadly in line with the national and statistical neighbour averages.

There has been improvement in the attainment of boys in **Reading** at Level 4 and above since 2014, by 1% to 88%. However, there has been a decline of 2% to 45% in the attainment of boys at Level 5. The attainment of girls remained the same in 2015 compared to 2014, with 91% achieving Level 4 and above and 54% achieving Level 5. The gender attainment gap at Level 4 and above has reduced by 1% since 2014 to 3%. This means that the gap in Kent is 1% narrower than the national figure and 1.4% narrower than the statistical neighbour average. At Level 5 Kent is in line with national with a gap of 9%, a 2% reduction since 2014. The gap in Kent at Level 5 is 0.4% wider than the statistical neighbour average.

Girls continue to outperform boys in **Writing** at both Levels 4 and 5 although there has been improvement in the attainment of both girls and boys for the third successive year. 91% of girls (90% in 2014) and 84% of boys (81% in 2014) achieved Level 4 and above in 2015, and 45% girls (44% in 2014) and 31% boys (28% in 2014) achieved Level 5. The gap in attainment between boys and girls has narrowed for both measures since 2014, by 3% to 7% at Level 4 and above, which continues a three year trend of improvement, and by 2% to 14% at Level 5. At Level 4 and above, the gap in Kent is 1% less than the national figure and narrower than the statistical neighbour average by 1.7%. It is a similar picture at Level 5 with the gap in Kent being 1% less than the national figure and 1.8% narrower than the statistical neighbour average.

At Level 4 and above in **Mathematics**, the attainment of girls remained static at 86% while the performance of boys improved for the third successive year resulting in no gender attainment gap. At the higher levels, boys achieve better than girls and in 2015 the attainment gap widened by 4% to 8% owing to a decline in the performance of girls (from 41% in 2014 to 37% in 2015). This is in line with the picture both nationally and amongst statistical neighbours. The attainment of boys, at Level 5 in 2015, remains static at 45%.

Key Stage 4

At Key Stage 4, the gender gap in attainment of 5 or more A*- C grades including English and Mathematics remains around 9% as in the previous two years. Around 52% of boys and 61% of girls attained this level of achievement in 2015 compared to 48% of boys and 58% of girls nationally. Of the total of 68 mixed gender Secondary mainstream schools, 38 schools narrowed the gender attainment gap compared to 2014.

Outcomes for Vulnerable Groups

All attainment gaps at any age are of great significance to the life chances of children as they move through their schooling. Children that fall behind in the earlier years of learning do not catch up sufficiently with their peers. We are determined to narrow these gaps in the next three years, and reverse the trend whereby achievement gaps get wider as children get older.

As we continue to raise attainment overall, we need to work even harder to narrow achievement gaps for vulnerable groups, especially pupils supported by the Pupil Premium. We have seen a welcome improvement in 2015 in narrowing the gaps for Children in Care (CIC), but a widening of gaps in attainment outcomes for pupils with Special Educational Needs (SEN) and minimal progress in narrowing the gaps for pupils on free school meals. These gaps continue to be mostly wider in Kent compared to national gaps and they are not narrowing, or they are narrowing far too slowly.

Early Years Foundation Stage

In 2015, the percentage of FSM pupils in the Early Years Foundation Stage achieving a Good Level of Development improved to 60.1% compared to 57.6% in 2014. However, at the same time the achievement gap widened to 15%, compared to 2014 when the gap had narrowed to 12%.

The percentage of SEN children in the Early Years Foundation Stage achieving a Good Level of Development declined from 27.1% in 2014 to 24.9% in 2015. The SEN achievement gap widened for the third successive year and by 5.3% since 2014 to 53.3%, which is a concern.

Key Stage 1

In 2015, the attainment of FSM pupils improved at Level 2B and above and at Level 3 across all subjects. These improvements reflect a three year upward trend. Disappointingly, gaps in attainment for SEN pupils did not narrow in 2015.

The attainment of FSM pupils in **Reading** improved at Key Stage 1 from 67.5% in 2014 to 72.4% at Level 2B and above and from 17.1% in 2014 to 19.8% at Level 3. The reading attainment gaps for FSM pupils narrowed in 2015 at both levels, by 3.1% to 15.2% at Level 2b and above and by 0.2% to 19.5% at Level 3.

The attainment of FSM pupils in **Writing** improved from 52.5% in 2014 to 58.7% at Level 2B and above and from 6.3% in 2014 to 7.9% at Level 3. Although the attainment gap for FSM pupils in writing narrowed at Level 2b and above in 2015, by 2.2% to 19.8%, there was a small widening of the gap at Level 3 by 0.8% to 13.4%.

The attainment of FSM pupils in **Mathematics** improved from 68.4% in 2014 to 73.6% at Level 2B and above and from 12.7% in 2014 to 15.1% at Level 3. The attainment gap of FSM pupils in mathematics at Level 2B and above narrowed in 2015, by 3.5% to 13.4%. There was a small widening of the gap at Level 3, by 1.1% to 16.9% in 2015.

The attainment gaps for SEN pupils widened in 2015 across all subjects, at both Level 2B and above and Level 3.

There was a decline in the attainment of SEN pupils in **Reading** from 42.5% in 2014 to 40% at Level 2B and above and from 6.7% in 2014 to 5.7% at Level 3. The SEN reading attainment gaps widened in 2015, by 2.7% to 50.8% at Level 2B and above and by 2.1% to 33.7% at Level 3.

Although there was a small decline in the attainment of SEN pupils in **Writing** at Level 2B and above from 25.2% in 2014 to 24.3% in 2015, there was a slight improvement at Level 3 from 1.4% in 2014 to 1.6% this year. The attainment gaps for SEN pupils in writing widened in 2015, by 2.7% to 57.2% at Level 2B and above and by 1.3% to 19.2% at Level 3.

There was also a decline in the attainment of SEN pupils in **Mathematics** at Key Stage 1 from 45.1% in 2014 to 41.8% at Level 2B and above and from 5.9% in 2014 to 5.4% at Level 3. At Key Stage 1, the SEN mathematics attainment gaps widened in 2015, by 3.8% to 48.5% at Level 2B and above and by 2.8% to 26.3% at Level 3.

Key Stage 2

In 2015, there were very small improvements in the gaps in attainment for children in receipt of Free School Meals, but not for children with special educational needs.

The attainment of FSM pupils in **Reading, Writing and Mathematics combined** improved at Key Stage 2 from 65.5% in 2014 to 67.3% at Level 4 and above. However, at Level 5 it declined slightly from 11.6% in 2014 to 11.4% in 2015. At Level 4 and above in Reading, Writing and Mathematics combined, the gap between the attainment of pupils in receipt of Free School Meals (FSM Ever 6) and non FSM pupils reduced very slightly for the third successive year from 17.8% in 2014 to 17.6% in 2015. The FSM attainment gap at Level 5 in Reading, Writing and Mathematics combined widened slightly in 2015 to 18.9%, an increase of 0.5% since 2014.

The attainment of FSM pupils in **Reading** improved very slightly at Level 4 and above from 80.6% in 2014 to 80.8% but declined at Level 5 from 35.3% in 2014 to 32.8%. The FSM Reading attainment gaps widened in 2015, by 1% to 12% at Level 4 and above and by 2.4% to 22.8% at Level 5.

The attainment of FSM pupils in **Writing** improved at both Level 4 and above (from 74.9% in 2014 to 77.7% in 2015) and at Level 5 (from 19.4% in 2014 to 20.6%). The FSM Writing attainment gap at Level 4 and above narrowed for the third successive year to 13.4%, from 14.3% in 2014. At Level 5, the FSM attainment gap in Writing widened in 2015 by 1.7% to 23.7%.

The attainment of FSM pupils in **Mathematics** improved marginally at Level 4 and above from 76.6% in 2014 to 77.1%. At Level 5, there was a decline in attainment from 26.5% in 2014 to 24.8%. In Mathematics, the attainment gap for FSM pupils remained broadly the same from 2014 to 2015, at 12.7% at Level 4 and 22.3% at Level 5.

There was a disappointing decline in the attainment of SEN pupils in **Reading, Writing and Mathematics combined** from 42.3% in 2014 to 37.6% at Level 4 and above and from 4.0% in 2014 to 3.3% at Level 5. There was also a widening of the SEN attainment gap at Level 4 and above in Reading, Writing and Mathematics combined in 2015, to 51.7% from 46% in

2014. At Level 5, in Reading, Writing and Mathematics combined, the gap narrowed slightly in 2015 to 26.7% from 27.6% in 2014.

In **Reading**, there was a decline in the attainment of SEN pupils from 65.8% in 2014 to 61.0% at Level 4 and above and from 21.2% in 2014 to 17.0% at Level 5. The attainment gap for SEN pupils in Reading at both Levels 4 and 5 widened in 2015, to 34.6% at Level 4 and above (from 31% in 2014) and to 39.4% at Level 5 (from 37.9% in 2014). The progress gap for SEN pupils achieving two levels of progress in Reading was 18.1%, an increase of 1.5% since 2014.

In **Writing**, the attainment of SEN pupils also declined from 54.5% in 2014 to 50.6% at Level 4 and above and from 7.2% in 2014 to 5.9% at Level 5. The attainment gap in Writing for SEN pupils at both Levels 4 and 5 also widened in 2015, to 44.7% at Level 4 and above (from 41% in 2014) and to 39% at Level 5 (from 37.1% in 2014). The progress gap for SEN pupils achieving two levels of progress in writing slightly widened to 13.6%, an increase of 0.2% since 2014.

In **Mathematics**, there was also a decline in the attainment of SEN pupils from 59.7% in 2014 to 54.2% at Level 4 and above and from 14.2% in 2014 to 11.1% at Level 5. The attainment gap in Mathematics for SEN pupils at Level 4 and above widened in 2015, to 39.1% (from 34% in 2014). It is a more positive picture at Level 5 with a narrowing of the Mathematics gap for the third successive year, from 37.4% in 2014 to 36.5% in 2015. The gap for SEN pupils achieving two levels of progress in Mathematics widened slightly in 2015 to 20.5% (from 19.8% in 2014).

The outcomes for SEN pupils at Key Stage 2 are a concern and their worsening attainment in relation to other pupils requires more focused attention in the year ahead.

Key Stage 4

At Key Stage 4 in 2015, the attainment gap between FSM pupils and their peers for 5 or more A*- C grades at GCSE including English and Mathematics was 32.9%, compared to 33.3% in 2014. The national gap in 2014 was 27%. While the gap narrowed slightly more FSM pupils achieved this GCSE benchmark, 30.6% compared to 26.5% in 2014, and compared to 63.5% of non FSM students. At the same time 46 schools reduced the FSM gap compared to 41 schools in 2014.

The 2015 gap between FSM students and non FSM students in achieving three levels of progress by the end of Key Stage 4, in English, is 19.9%. Only 56.2% of FSM students achieved this rate of progress compared to 76.1% of non FSM students. In Mathematics the gap is 27.3%, with 44.7% of FSM students achieving this rate of progress compared to 72% of non FSM students. This progress gap narrowed in both English (by 1.8%) and Mathematics (by 1.3%) compared to 2014.

Pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other similar pupils nationally. For 5 or more A*- C grades including English and Mathematics, in 2015, the gap between pupils with SEN and their peers was 39.4%, which is a very slight improvement compared to 40.7% in 2014.

A Level and Post 16

At post 16, the level 2 attainment gap for FSM students narrowed by 5 points to 20% in 2015 compared to 25% in 2014. While this is welcome improvement it is above the latest available England gap of 17% and places Kent in the bottom fourth quartile for the country.

The level 3 attainment gap remains static at 32% for 2014 and 2015. This is above the latest available England average of 25% and places Kent in the second quartile for the country.

The latest Learning Plus UK data set (November 2015) shows that FSM students attain on average 15 points fewer than non FSM students for each qualification type. Overall retention for FSM students in Kent is 61% compared to a national rate of 67.9%. Non FSM students have an overall retention rate of 68% in Kent, which is in line with the national rate.

Children in Care (CiC)

In 2015 the attainment of Children in Care (for 12 months or more) in the Early Years Foundation Stage significantly improved. At Key Stage 1 there was a welcome narrowing of the attainment gap at Level 2B and above in Reading, Writing and Mathematics. At Key Stage 2 there was good improvement and at Key Stage 4 there was also a welcome improvement in GCSE, for 5 or more A*-C grades with English and mathematics.

Early Years Foundation Stage

The percentage of Children in Care, looked after for more than 12 months, achieving a Good Level of Development improved significantly from 22.9% in 2014 to 46.7% in 2015. The achievement gap for CiC reduced to 26.5%, from 45.8% in 2014, which is very positive.

Key Stage 1

There was a very welcome narrowing of the attainment gap for Children in Care at Level 2B and above in Reading, Writing and Mathematics in 2015. The attainment gap widened at Level 3 across all subjects but remains narrower than outcomes in 2013.

In **Reading**, the attainment of CiC at Key Stage 1 improved at Level 2B and above from 47.4% in 2014 to 56.1%, but declined at Level 3 from 18.4% in 2014 to 12.2%. The attainment gap for CiC narrowed, by 6.3% to 28.1% at Level 2B and above. There was a widening of the gap at Level 3 by 8.8% to 22.8%.

In **Writing**, the attainment of CiC significantly improved at Level 2B and above from 26.3% in 2014 to 43.9%, but declined at Level 3 from 5.3% in 2014 to 4.9%. Although the attainment gap narrowed in 2015, by 13.1% to 30.2% at Level 2B and above there was a widening of the gap at Level 3 by 2.7% to 13.5%.

In **Mathematics**, the attainment of CiC also improved at Level 2B and above from 47.4% in 2014 to 58.5%, but declined at Level 3 from 23.7% in 2014 to 9.8%. The CiC attainment gap narrowed at Level 2B and above in 2015, by 8.7% to 25.5%. At Level 3 and above there was a widening of the gap by 17.2% to 18.5%.

Key Stage 2

The attainment gap for CiC at Level 4 and above in **Reading, Writing and Mathematics combined** reduced in 2015 for the first time in three years to 24.8% (from 37.8% in 2014) exceeding the Kent 2015 target of 30%. The attainment gap for this group of pupils has narrowed by 17.2% since 2013. At Level 5, in Reading, Writing and Mathematics combined, there was also a slight narrowing of the attainment gap, from 18.6% in 2014% to 18.4% in 2015.

In **Reading**, the attainment gap for CiC at both Levels 4 and 5 narrowed in 2015, to 15.5% at Level 4 (from 24% in 2014) and to 22.6% at Level 5 (from 30.1% in 2014).

In **Writing**, the attainment gap for CiC at Level 4 and above narrowed by 13.5% since 2013 to 23.5% in 2015. At Level 5 the gap narrowed by 6.6% between 2014 and 2015 to 22.6%.

In **Mathematics**, the attainment gap for CiC reduced by 12.9% since 2013 to 18.1% in 2015. At Level 5 there was a widening of the attainment gap by 3.4% since 2014 to 24.3% in 2015.

Key Stage 4

At Key Stage 4, 12.5% of Children in Care achieved 5 or more A*- C grades including English and Mathematics compared to 8.2% in 2014, which is a welcome improvement. The Key Stage 4 attainment gap is 44.4% which has reduced from 50.0% in 2014.

Although there was good progress in narrowing gaps for these children and young people in 2015, these are the widest achievement gaps of any pupil group and continue to be an important focus for improvement in 2016.

Summary of Progress

Overall, there has been continued improvement in the Early Years Foundation Stage and at Key Stage 1. This continues a very good upward trend over recent years, with performance in Kent well above national averages. At Key Stage 2 outcomes continue to improve and are in line with the national average. However, the rate of improvement has slowed down in 2015. Outcomes at Key Stage 4 remain above the national average but have dipped slightly. Results at Post 16 declined across the majority of indicators in 2015, producing a three year downward trend which is a cause for concern. At the same time there was welcome improvement in the outcomes for post 16 vocational qualifications.

There has been welcome progress in narrowing attainment gaps between boys and girls at Key Stages 1 and 2 and in the Early Years Foundation Stage. Outcomes for children in care have improved at Key Stages 2 and 4 with a good decrease in the achievement gap for these learners. The attainment gaps for pupils in receipt of Free School Meals have not improved noticeably in 2015 which is very disappointing, although their absolute attainment has improved. Over £50m is now allocated to the Pupil Premium in schools and to date there is limited impact. Slow progress continues to be made in raising attainment and narrowing attainment gaps for SEN pupils at all key stages. Closing the gaps in achievement for all vulnerable learners continues to be a significant priority for improvement in 2015-16.

Educational attainment gaps result in low social mobility. Children's life chances should not be determined so young and with so little chance of catching up for those who are less advantaged. Recent national and international reports have highlighted this key issue for the economy and for individual life chances. The OECD Skills Outlook Report 2015 highlighted the low literacy, numeracy and problem-solving skills of 16-29 year olds in the UK compared to other countries. The latest Social Mobility and Child Poverty Commission Annual Report 2014, focused on what more should be done to improve social mobility through the education system and other government policy areas: *'Raising the attainment of disadvantaged children and closing the gap between them and other children must be a priority for the whole of society'*. This is one of our top priorities in Kent.

Overall, there are mostly positive trends in the right direction on raising standards of attainment and increasing rates of progress. However, we need to continue to be very ambitious because there is still much to do to bring about the necessary improvements. Kent has a mixed economy of provision in the early years, schools and the skills and training sectors, serving diverse communities with many challenges. This ranges from outstanding and good provision to a significant amount of provision (16% of schools currently) that is not yet good, which is letting down children and communities, some of whom are the most disadvantaged in Kent. On many indicators we perform better against national averages and against our statistical neighbours but there is more to do and we need a continued sense of urgency to build on the improved performance in 2015 and more intensive work on those areas where performance is below average and gaps are wide.

The wide variations between schools highlight aspects of good practice that need to be more widely disseminated as part of the developing collaborations between schools. In many schools there is impressive narrowing of the gaps for different groups of pupils and very effective strategies, supported by the pupil premium, to accelerate the progress of these pupils. We will build on this good practice.

Pupil Premium

The Sutton Trust and the Education Endowment Foundation (EEF) hosted a summit meeting on the future of the pupil premium in July 2015. The summit considered how best to improve attainment for disadvantaged pupils, and closing the gap between them and their peers. Following the summit, the Sutton Trust published a new report 'Pupil Premium: Next Steps' which reviewed the impact and methods used by schools to decide how to spend the funding.

Schools have demonstrated the potential of the Pupil Premium, but it is not yet a success in every school. The report noted that relatively few schools choose what it considers some of the "best low cost proven approaches" like improving feedback between teachers and pupils (4%) and peer-to-peer tutoring (1%). This is surprising.

Too few schools have undertaken Pupil Premium Reviews, recommended by the DFE for schools that are not using the funding well. In order to support these reviews, it is important that schools which are effectively using the Pupil Premium, share their best practice.

The Education Endowment Foundation reported in September 2015 to the House of Commons Public Accounts Committee during their Inquiry into the Funding for Disadvantaged Pupils. Research shows family engagement and family motivation is highly correlated with attainment at school. The National Audit Office similarly found that 91% of

school leaders saw parental engagement as a barrier to closing the attainment gap of some disadvantaged pupils. However, only 57% of these leaders had an intervention in place to address this concern.

The funding for the Pupil Premium in Kent now exceeds £50 million in 2015, yet we have seen very little improvement in outcomes for pupils on free school meals at Key Stages 2 and 4. This is a significant resource and needs to make more of a difference to closing achievement gaps for these less advantaged learners. The schools where there is greatest impact in narrowing achievement gaps use the additional funding provided by the pupil premium, and other school resources, to ensure that all groups of pupils are taught to a good standard and the lowest attaining groups of pupils, especially those on free school meals, receive the best teaching, sometimes in small group catch up sessions, to accelerate their progress.

Priority is given to regular monitoring of every pupil's progress and other effective strategies including targeted small group and individual tuition to improve progress in literacy, spoken communication and mathematics, with a strong emphasis on the systematic development of phonics as part of a well-developed approach to teaching reading and writing.

More generally many schools are accelerating progress by investing more time in the range and quality of assessment and feedback to pupils on their performance, provided routinely by teachers, and supporting this by teaching pupils the learning skills they need to monitor, evaluate and assess their progress against improvement goals which they understand and sometimes set for themselves. In addition some schools are investing in more use of peer mentoring and tutoring, enabling pupils to teach their peers in well-coordinated and structured ways using high quality resources, including digital packages which motivate and structure the learning pathway.

In April 2015 an Early Years Pupil Premium was introduced for disadvantaged three and four year olds receiving free pre-school education, worth an additional £300 per year for each eligible child.

The fundamental issue in any school or setting is to ensure all groups of pupils receive consistently good teaching and the progress of every pupil is tracked and used to inform future teaching and learning. Where pupils are taught by teaching assistants the priority is to ensure that provision is also high quality, helps pupils to catch up and is monitored carefully by teachers and senior leaders. There is abundant evidence nationally, and in local schools, to show that significant narrowing of the achievement gaps is possible and we aim to achieve greater impact on this key priority in the near future.

A key expectation is that schools plan and set targets for, and achieve, above expected rates of progress for Pupil Premium pupils during Key Stage 2, and between Key Stages 2 and 4.

Provision and Outcomes for 14-24 Year Olds

The 14 to 24 Strategy for Learning, Employment and Skills is designed to achieve a fundamental shift in the education system in Kent towards a more comprehensive vocational and technical offer for young people aged 14 to 24. The recent publication of the Adult Skills Strategy also builds on the four priorities for the 14 to 24 age range, with a clear

focus on meeting the skills needs of the local economy and support for vulnerable adults. These priorities are to:

- raise attainment and skill levels;
- improve and extending vocational education, training and apprenticeships;
- increase participation and employment;
- target support for vulnerable young people to achieve.

The review of the 14 to 24 Strategy and the development of the new Adult Skills Strategy aim to ensure there is a coordinated approach to helping young people and adults to access employment or higher levels of skills qualifications and learning.

At present there is a welcome increase in the number of apprenticeships, improved vocational outcomes at post 16 and an increase in available technical and vocational pathways for young people. However we are still not doing well enough to meet the needs of all young people and to ensure their full participation and success.

Many school sixth forms are still predominantly an academic A level offer and do not provide enough opportunities for young people who have not achieved 5 good GCSEs to increase their levels of qualifications. There is too little provision for level 1 and 2 qualifications at post 16 and not sufficient opportunity for students to gain maths and English qualifications by age 19. At the same time the vocational and technical pathways are not always in place to ease the progression of all learners from age 14 to 19, and into employment. The high drop-out rate for learners aged 17 in Kent schools and colleges is a particular concern. And while the NEET numbers overall are declining, which is positive, there are still too many young people in vulnerable groups who become NEET.

Consequently there is a need for continued effort to address these issues and achieve more rapid developments whereby the work of schools, colleges, training providers and employers become better integrated and respond to the needs of young people, adults and the economy. Facilitating and supporting these developments is a key focus for the Skills and Employability Service and our 14-19 Local Partnerships.

To support this move towards more collaborative working between schools and colleges, new district data packs have been used to develop post 16 programmes that meet the needs of young people and the local economy. The pace at which schools and colleges realign the local curriculum offer needs to increase to address gaps in provision and the lack of clear learning pathways. Further work on the district data packs is underway to adapt the content to help parents and young people make informed choices about the range of post 16 opportunities and how these pathways link to employment.

Progress has been made in expanding the local learning and skills opportunities available on Kentchoices4u for young people looking to re-engage in learning, who are NEET, and looking for apprenticeships or employment with training.

Apprenticeships and Improving Vocational and Technical Education

A number of schools and colleges have embraced the freedoms and flexibilities with the post 16 programmes of study and new qualification reforms. Case studies have been shared on innovative and collaborative approaches to 14 to 19 curriculum provision and

work continues with individual schools and colleges to develop robust 14 to 19 pathways, which lead to sustainable employment.

Fewer technical and vocational qualifications were taken in 2014-15, although Average Point Score and Average Point Entry outcomes improved and some schools significantly broadened their post 16 vocational offer.

However we are still challenged to achieve the proposed target of 10% increase in the uptake of Level 2 and 3 Vocational qualifications in skills shortage areas. Major curriculum changes and new school performance measures (eg. the English Baccalaureate, Progress and Attainment 8) together with funding challenges are in danger of leading to a reduction in the vocational offer in Key Stages 4 and 5. The limited Key Stage 4 vocational offer leads to a reduction in student demand for technical programmes at post 16, and for many students with low qualification levels who want to follow a vocational pathway the new technical programmes at post 16 are often not accessible. To address this there is renewed effort to plan the curriculum offer in each local area, across schools, colleges and training providers.

In 2016 the Local Authority, with schools and FE Colleges, will carry out an area review to identify the effectiveness of existing provision and pathways that require further development.

During 2014-15 the Skills and Employability Service have been developing the skills plan with employers and supporting the development of employment sector specific Guilds. These provide an informed and coordinated approach to identifying the skills needed and the steps into skilled employment, including Apprenticeships, Traineeships and Work Experience in each Sector. Guilds meet the needs of the industries by working in partnership with the relevant sector experts, including employers, trade bodies, training providers, colleges, and the Local Authority.

Kent continues to perform well in increasing apprenticeships, although numbers are currently down on last year for 16 to 18 year olds. Performance is better than our statistical neighbours. The removal of some apprenticeship frameworks and a clamp down on poorly performing providers by the Skills Funding Agency has contributed to this shortfall in numbers. There has been a significant campaign by all Kent apprenticeship providers to increase the number of 16 to 18 year old apprentices and the latest trend in the data suggests that the final out turn will be above last year's figures.

The KCC Apprenticeship Programme successfully met the 2014-15 target of 140 apprentices taken on; up from 121 in 2014. The target for 2015-16 will be 150. The cumulative target of 520 for 2015 has been met with a total of 564 apprenticeships in the County Council.

Apprenticeship numbers are increasing across Kent in comparison to 2014 figures, except in the 19 to 24 age range. The table below highlights the difference compared to last year:

	12/13	13/14	14/15
Under 19	2600	2560	2778
19 to 24	3800	3540	2580
25 Plus	5190	3580	3320

In 2014-15, the Kent Employment Programme exceeded the target of 800 apprenticeships for 16 – 24 year olds who have been unemployed for more than 3 months. The final out-turn number was 930.

The percentage of schools offering apprenticeships was 53%, which exceeded the target of 45%. Currently, 271 schools are employing apprentices with 376 starts to date. This work continues to engage more schools with a target to increase the number of higher and advanced apprenticeships.

The number of assisted apprenticeship opportunities for learners with difficulties and disabilities was 32, compared to the target of 30 in 2014-15. This programme has been extremely successful in placing some of our most vulnerable learners into employment and the service will seek to draw down further funding for 2015-16.

Work continues to engage all KCC departments to develop apprenticeship opportunities and the programme has been widened to include work experience and traineeships. Fourteen higher (level 4) apprenticeships have been appointed within KCC in Accountancy and Project Management, up from three in 2014.

KCC has also been successful in being named as the South East Macro Employer of the Year by the National Apprenticeship Service, for the development of the KCC Apprenticeship Framework.

The NEET Figures and Youth Unemployment

The new NEETs Strategy sets out our commitment to the most vulnerable young people to ensure that they are able to engage in education and training, to maximise their life chances and to make a successful transition to adulthood. The aim of the Strategy is to ensure full participation by all young people to age 18 and beyond and to significantly reduce the number of young people who are not in education, employment or training.

This Strategy sets out the key issues which contribute to young people not engaging in education, employment or training and identifies what, collectively, is needed to improve outcomes for young people who are vulnerable to becoming NEET and who are already NEET. It sets clear targets to ensure that the number of NEETs in Kent is reduced to 1% by January 2017. To achieve this ambitious target new approaches have been developed to reduce NEETs in schools, colleges and work based training providers.

The NEET figure for January 2015 was 4.7%, which was in line with the national average of 4.7%. The new NEETs Strategy is now in place and it is expected that the target of 3.5% NEETs for January 2016 will be achieved. The NEET figure should always be used in conjunction with the Not Known figures (young people whose learning destination or employment is not known to the tracking system). The Not Knowns were at 11.2% in January 2015. This was higher than January 2014 (4.6%) but a number of significant changes have been made to the systems to reduce the Not Knowns to 7% by January 2016. Currently (December 2015) the NEET figure is 4.89% and the figure for Not Knowns is 9%. These figures are still too high and the NEETS Strategy is designed to significantly reduce them in the coming months.

The Kent Employment Programme works directly with 17 to 24 year olds who have been NEET or unemployed for three months or more. In phase one local employers were helped to recruit 931 young people across Kent. Phase two started in April 2015 with 100 places available, 50 for traineeship vacancies and 50 for an apprenticeship route. The current number of young people placed on phase two of the programme is 58, including 11 in a traineeship and 47 in an apprenticeship.

Since last year unemployment for 18 to 24 year olds has continued to fall. In August 2015 unemployment for this age group was 2.5% compared to 3.35% in 2014. There has also been a significant decrease in the five youth unemployment zones, with Dover at 3.7%, Gravesham at 3.7%, Shepway at 3.4%, Swale at 3.8% and Thanet at 5.6%. The comparable figures for 2014 are Dover (4.8%), Gravesham (4.3%), Shepway (5.1%), Swale (5.2%) and Thanet at (7.8%). These figures are all below the national average of 6.1%.

To reduce youth unemployment further, below 2%, KCC has submitted a Social Impact Bond to the Department for Work and Pensions. If successful the bond would bring in £10 million of targeted funding to support young people aged 18 to 24 into apprenticeships or full time employment.

Targeted Support for Vulnerable Learners

During 2015-16, the Skills and Employability Service have undertaken a range of targeted projects to ensure positive outcomes for vulnerable young people, including those with learning difficulties. This includes Supported Internships, Assisted Apprenticeships, and a contract moving 100 young people from the Troubled Families agenda into an apprenticeship. The Service is currently working with 65 young people aged 16-18 and 81 young people aged 19-24, supporting them into positive destinations in education, training and apprenticeships. The positive progression achieved to date is leading to further work with Special schools across Kent to support learners into suitable, sustainable employment opportunities with training after leaving post 16 education. The service has supported more than 200 young people from BESD Special Schools over the year, leading to positive progression into further education, apprenticeships or paid employment.

New supported employment pathways are being developed by the Kent Supported Employment Team. In 2014-15 this team supported 295 young people and adults into assisted employment opportunities.

Kent Supported Employment programme has been working with 930 young people over the last year with an increasing number of these referrals being in the 16 to 18 age range. This younger age group now exceeds that of the over 25s, which is in line with priorities to support employment pathways at the point of transition from school to work. New targets which reflect this change in age profile will be set for this programme.

Each district now has a District Employability Offer outside of mainstream education providers, which provides clear progression routes into employment or apprenticeships. A bespoke apprenticeship service is being offered to students in Years 11 and 12 to enable those young people who come from disadvantaged backgrounds to compete in the labour market. Schools and FE colleges are identifying their young people at risk of disengaging

before they leave, to enable the Skills and Employability Service to work with them to ensure a positive destination and continuity of progression.

Adult Skills

The Adult Learning, Skills and Employment Strategy was developed with and approved by partners and KCC during the first half of 2015. The Strategy builds on the work of the 14-24 Strategy and focuses on the education, training and employment of adults in the County. The importance of this Strategy has become more apparent with the release of a number of national reports on adults skills and employment which highlight the future direction for adult learners, economic growth and employment.

‘.....there is no more important issue facing our economy than getting the education and skills system right – it is crucial to cementing recent improvements in growth sustainably over the longer term. It’s essential we build the right skills base if we are to support a rebalancing towards those high-value, high-skill activities that will underpin our role in the global marketplace’. Confederation for British Industry 2014

The purpose of this Strategy is to set out our ambitions for the skills and qualifications of the adult population of Kent that all local providers of education and skills can aspire to and achieve by working in partnership. The Strategy is supported by all the relevant stakeholders, as an over-arching strategy for Kent to improve provision and outcomes.

Kent County Council contributes to the Strategy through some of its services as well as providing a strategic overview and by facilitating collaborative activity between education providers, training providers and employers. The overarching ambition for Kent providers is to maximise adult participation in training and learning in order to achieve economic growth, full employment, social inclusion, community cohesion, health and wellbeing.

The Strategy is built around the following priorities:

- Increase adult employment in Kent
- Improve the education and the skill levels of the adult population of Kent
- Provide pathways, such as apprenticeships and re-training opportunities, to enable people to take up employment in priority sectors
- Increase participation in learning and employment amongst priority groups, in isolated communities, and deprived neighbourhoods; and including vulnerable adults such as those with disabilities.

The strategy is designed to address the significant gaps in the skill requirements of the local economy and the skill levels of the adult population in Kent, which cannot be addressed simply by improving the abilities of young people entering the workforce from school. Upskilling and retraining the existing workforce is vital if we are to gain the benefits of growth arising from the economic recovery and the opportunities available in a global market. A considerable amount of resource is invested in adult learning. In order to maximise the effectiveness of this resource we must co-ordinate at a local level to ensure collaboration between providers. This Strategy has as a key priority the importance of engaging employers in adult vocational education and training.

Ofsted Inspection Outcomes

Kent schools made very good progress in the last school year in improving inspection outcomes and in increasing the number of good and outstanding schools. At the end of the 2014-15 school year, 82% of schools were good or outstanding which was in line with the national average. This included 17% of schools judged to be outstanding and 65% judged to be good, compared to 20% outstanding and 62% good schools nationally.

This overall figure included 83% of Secondary schools, 82% of Primary schools, 87% of Special schools and 90% of PRUs in Kent, judged to be good or outstanding. Also, 90% of Early Years settings were good or outstanding.

In July 2015, there were 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 had a current inspection result. This means that there were 38 more good and outstanding schools compared to July 2014.

In July 2014, 75% of Kent schools were good or outstanding, compared to 68% 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 that year and 17 schools were removed from special measures, some to a judgement of good or outstanding.

Of the 115 schools inspected in the 2014-15 school year 72% were judged to be good or outstanding, compared to 65% in 2013-14, which was a better rate of improvement.

The greatest improvement was in Primary Schools, where 75% of the 87 schools inspected between September 2014 and July 2015 were judged good or outstanding, compared to only 54% in 2013-14. In the same period 22 Secondary schools were inspected and only 54% were judged good or outstanding.

In July 2015, 83% of pupils in Kent were attending 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 were receiving a better education since July 2014, including 12,700 Primary School pupils.

This overall figure included 81% of Primary school pupils (91,003), 85% of Secondary school pupils (83,551) and 94% of Special school pupils (3298) who were attending a good or outstanding school.

There has been 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% in July 2015. The quality of PRUs improved so that 90% were judged good or outstanding.

Many 'satisfactory' or 'requires improvement' schools are well led and making good progress, so that we are confident of future good inspection outcomes. As at July 2015 we reached our target of at least 82% of schools to be good or outstanding. Our priority for 2016 onwards is to continue to increase the rate of improvement in education in Kent. We

expect this positive trend to continue towards our ambitious target of at least 90% of Primary and Secondary schools to be judged good or outstanding in the next year or two.

The proportion of schools in Kent judged to be Requiring Improvement (RI) at the end of the academic year 2014-15, decreased to 16.6%. This took Kent to below the national average of 18%. It represents a continued reduction in the number of RI schools from 36% in 2012, to 25% in 2013 and 20% in 2014.

At the end of the academic year 2014-15, 3.1% of schools in Kent were in an Ofsted category of concern. This represents a decrease from the previous year and means Kent was in line with the then national average of 3% of schools judged to be inadequate by Ofsted. This is an improved picture compared to previous years; (4% in 2012 and 2013 and 5% in 2014). The latest figure (December 2015) is nine schools with an inadequate inspection judgement, which is 1.6%, below the national average of 2%.

Currently (December 2015) the latest Ofsted data for Kent shows that 84% of schools are now rated good or outstanding compared to 84% nationally. This includes 18% of schools judged to be outstanding and 66% judged to be good. In Kent, there are now 362 good and 100 outstanding schools, 79 schools requiring improvement (including 60 Primary schools and 16 Secondary schools) and 9 schools in a category of concern, out of a total of 557 schools that have a current inspection result. There are now 41 more good and better schools than this time last year. We expect this positive trend to continue towards our ambitious target of at least 90% of Primary and Secondary schools judged to be good or outstanding by 2017-18.

Key lessons from schools that achieve a good or better inspection outcome include: a strong focus on improving rates of progress for all groups of pupils; procedures for ensuring the consistency and continuous improvement of teaching; effective use of the pupil premium and other funding to ensure under-achieving pupils catch up quickly and gaps narrow; good use of assessment to feed back to pupils and help them to do better; effective use of data to track individual pupils' progress and monitor teaching quality, which informs the school's procedures for targeting improvement activity; accurate evaluation of the school's strengths and weaknesses with clear actions to address under-performance; and clear evidence of improvement since the last inspection. No school achieves consistency of practice and continuous improvement without highly effective leadership and governance.

As always, we encourage schools to learn from each others' inspection experiences and some of the best preparation for inspection is to talk to a school that has been inspected recently.

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

The local authority takes its school improvement responsibilities very seriously and we use all the available powers of intervention and support to accelerate improvement, address decline and prevent school failure. We are determined to do everything we can, within the framework of government policy and through our own local initiative, to bring about dramatic improvement in the quality of schools in Kent to ensure every school requiring improvement

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

Inspection Outcomes for Kent Children's Centres

At August 2015 72% of Children Centres in Kent were judged as good or outstanding compared to a national average of 67%. This includes 11% which are outstanding, 61% good, 24% requiring improvement and 4% inadequate. The target set within the Early Help and Preventative Services One Year Plan is to improve the KCC performance to at least 75% by 2016.

Over the past year we have commissioned a former Senior Inspector from Ofsted to undertake a series of reviews of the Children Centres. These have now taken place in six districts and the work has been valuable in identifying both strengths as well as areas for development. In June 2015 an Ofsted Inspection of Maidstone Children Centres concluded the following; *'Since the last inspection, the local authority has taken concerted action in addressing the identified areas for improvement. Stringent performance monitoring arrangements have been introduced, with enhanced levels of staff development, and this has resulted in significantly improved practice'*. The Centres received a good inspection judgement.

Exclusions

The re-organised PRU arrangements have made a clear contribution to the reduction in Secondary permanent exclusions. This has been achieved through a review of the local offer, an improved curriculum and a commitment on the part of schools to find positive alternatives to exclusion and clearer pathways to post 16 training and learning. This is a very significant achievement for Kent.

In the 2014-15 school year there were 106 permanent exclusions, against a target of 50.

In the Primary phase there were 1,693 fixed term and 48 permanent exclusions. This compares to figures for the end of the previous year of 1,604 and 26, resulting in a slight increase in fixed term exclusions and a significant increase in permanent exclusions. Further work is taking place to understand and address this increase in the Primary phase, which has not been mirrored in Secondary schools.

In the Secondary phase there were 9,030 fixed term and 58 permanent exclusions. This compares to figures for the end of the previous academic year of 8,912 and 61, which shows a slight increase in fixed term exclusions and a welcome slight reduction in permanent exclusions. This reduction has occurred in spite of some districts, such as Maidstone, Dartford and Gravesham, significantly increasing the use of permanent exclusion compared to previous years.

Maidstone was the highest excluding district with 17 permanent exclusions, compared to Ashford, Dover, Canterbury, Swale and Thanet where there were no permanent exclusions in Secondary schools.

In the Primary phase there were 13 permanent exclusions in Thanet compared to one permanent exclusion in Gravesham and none in Tunbridge Wells.

The use of permanent exclusion is concentrated in some districts and in some individual schools. For example 32 exclusions were produced by four Secondary schools and two Primary schools. The total number of permanent exclusions in Primary was produced by 36 schools and the total number of Secondary exclusions was produced by 27 schools.

The highest number of fixed term exclusions occurred in Ashford, Thanet and Swale. Overall 22,672 days were lost to education in 2014-15 due to fixed term exclusions.

The PRU, Inclusion and Attendance service adopts a new approach of intervening early and providing timely support to schools, children and families to address the issues of behaviour, attendance and exclusion. The Area Attendance and Inclusion Lead Officers work in partnership with schools to prevent exclusion where appropriate and to re-integrate excluded pupils with effective support. Working closely with practitioners both in the Early Help Service and external partners, the service, including the new Health Needs Service, will work to empower schools to manage inclusion, absenteeism and exclusion more effectively. We are asking schools to please use an Early Help Notification for any pupil that has accumulated 10 or more days fixed term exclusion.

The Factors that Make a Difference

The factors that make a difference to the rate of permanent exclusions include the effectiveness of school practice and in-school support; the cooperation of schools in the local 'In Year Fair Access' arrangements; the alternative curriculum provision and support for schools by the Pupil Referral Units; the availability of support to Primary schools for challenging behaviour; the early identification of special educational needs and the use of the LIFT process; and the use of Early Help notifications.

We shall continue to work with schools to make these mechanisms and sources of additional support more effective in each local area, in order to reduce the number of permanent exclusions in 2016.

Attendance

Final absence statistics relating to the full 2014-15 school year will be published in March 2016. The latest available attendance data (for Autumn 2014 and Spring 2015), indicates that absence from school in Kent is greater than the national averages.

Overall the percentage of total absences in Kent is 4.8% compared to 4.5% nationally. For Secondary schools the figures are 5.6% compared to 5.2% nationally, and for Primary the percentage is 4.2% compared to 4.0% nationally. In every case there is a higher level of authorised, unauthorised, persistent and total absence in Kent.

The percentage of pupils who have missed 38 or more sessions (persistent absence) is 4.5% in Kent compared to 3.9% nationally. For Secondary schools this figure is 6.5% compared to 5.5% nationally and for Primary schools it is 3.1% compared to 2.7% nationally.

The previous persistent absence figure for Secondary schools was 6.1%, and for Primary schools it was 2.8%. These figures have increased in the past year, and they continue to be worse than the national figures, which is a concern.

The DfE has changed the definition of persistent absence to 10% from the current 15% from September 2015. This will have a significant impact on persistent absence reporting. For example, the combined autumn and spring figures for 2014-15 would increase from 2.8% to 8.5% for Primary schools using the new threshold, and from 6.1% to 14.0% for Secondary schools.

We have re-organised our services to ensure pupils with a history of poor attendance at school get more coordinated family support through the Early Help Service. Schools requiring support from Early Help Service for attendance-only issues should refer direct into the Inclusion and Attendance team. If, during the course of this work, it becomes apparent that there are more complex issues requiring more intensive support, the Inclusion and Attendance team will liaise with colleagues to move this work into the Early Help Units. Conversely, if a school makes a request for intensive support but during assessment it appears to be an attendance-only issue, it will be passed across to the Inclusion and Attendance team.

Commissioning Education Provision

The Education Commissioning Plan sets out our plans for increasing education provision in Kent. We aim to secure good quality school places in every community so that every young person can have the best chance in life. Commissioning and implementing the planned number of new school places overall for September 2015 was successful. Delivery of a small number of projects was adjusted in response to changing contexts during the year including new provision in light of increased inward migration

The growth in pupil numbers continues and will shortly feed into Secondary schools. Before 2023 we need to add a further 33,000 school places to our provision in Kent. At present we face particular pressures in Dartford, Gravesham and Swale as we go forward although growth continues right across the County.

The latest version of the Education Commissioning Plan 2016-20 sets out our analysis of needs for the future and identifies in more detail what we need to do in the next couple of years to expand provision. The Area Education Officers continue to work hard to keep pace with the increasing demand for places through population growth and migration into Kent.

While our planning and forecasting continues to be fairly accurate, we are also experiencing significant migration of families into Kent, throughout the year, who require school places for children of all ages. For example, in addition to the school places we planned for and delivered in September 2015, there were a significant number of new arrivals in Kent this summer of families and children that the local authority was not aware of.

The Plan sets out forecast roll numbers (by planning areas at Primary school level and by District at Secondary school level) across each District in Kent. We aspire to maintain a forecasting accuracy of plus or minus 1%. The forecast number of Year R pupils (as at January 2015) was accurate to within 1.8% across Kent. Although still relatively accurate this is a greater variation than in previous years. Eight of the 12 District forecasts were outside the plus or minus 1% tolerance we seek. This was due to high migration in the previous year which will have influenced the migration factor in the forecast model. The forecast Primary School roll number was 0.8% higher than actual rolls, with four of the 12 districts showing forecasts 1% higher than roll numbers. This demonstrates a high degree of accuracy.

The forecast number of Year 7 pupils across Kent was 0.3% lower than the actual roll, which is a very high degree of accuracy. The most extreme change, in Sevenoaks, is due to the opening of The Trinity Free School which was a change in parental preferences and the provision available. The forecast Secondary roll number (Year 7 to 11) was accurate to within 18 pupils, representing 0.0% variance.

Surplus capacity in the Primary School sector is at 5.4% in Reception Year and 5.2% across all Primary School year groups. Our target is at least 5% surplus. However, 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%.

As we go forward the current Education Commissioning Plan sets out the following projections:

The number of Primary age pupils is expected to continue rising significantly from 114,275 in 2013-14, to 129,338 in 2018-19, which is more than 15,000 extra pupils over the next four years. The number of pupils continues to rise slightly further until the start of the next decade, following which they are expected to decline in all Districts, except Dartford. There will be a need to continue to make new provision available in some Districts on both a permanent and temporary basis.

The number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 78,222 in 2013-14 to over 94,000 in 2023-24. Beyond this point the longer term strategic forecasts indicate a slight fall in pupil numbers, although this estimate is heavily influenced by projections of new housing development beyond 2026.

The Commissioning Plan identifies the need for additional permanent and temporary school places as follows:

By 2016-17	By 2017-18	By 2018-19	By 2019-20
<i>Primary</i> 17.95FE permanent 188 Year R places 60 Year 2 places	<i>Primary</i> 15.9FE permanent 30 Year R places	<i>Primary</i> 14.4FE permanent	<i>Primary</i> 40.3FE permanent
<i>Secondary</i> 6FE permanent 90 Year 7 places	<i>Secondary</i> 19FE permanent	<i>Secondary</i> 21FE permanent	<i>Secondary</i> 39FE permanent 210 Year 7 places

Much of the additional provision will be achieved by expanding existing schools, although new Primary and Secondary schools will be needed. As we move forward with the next stage of the Education Commissioning Plan, we aim to focus on the following:

- The 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.
- The development of a significant number of new Secondary school places which will be needed in the future. The Secondary school population will soon start to increase dramatically, requiring an additional 60 forms of entry by 2018 and beyond. The Commissioning Plan includes proposals to develop 13 new forms of entry by 2016-17, a further 7 FE by 2018-19 and a further 60 FE from 2018 onwards for several years.
- Continue reviewing separate Infant and Junior schools to consider amalgamation where circumstances permit. In the past year four Infant schools and their linked Junior schools became all through Primary schools.
- We also propose to continue to explore ways to support parents of children in Infant Schools to secure a Year 3 place at a school in areas where Junior schools have changed their status to become all through Primary schools.
- We are also keen to identify schools that would be interested in sponsoring a new school.

Progress in 2014-15

In 2014-15, KCC delivered all of the additional new school places needed for September 2015. The majority of these new school places were within the Primary sector. We expanded 24 Primary schools, including 19 new forms of entry added to schools for Reception year classes and 300 temporary Reception places that will not be needed in the long term.

In addition, we opened seven new Primary schools. These are Kings Hill, Holborough Lakes, Leybourne Chase in Tonbridge and Malling, Martello Grove in Shepway, Thistle Hill in Swale, Skinners Kent Primary School in Knights Park, Tunbridge Wells and Finberry Primary School, Cheeseman's Green in Ashford. A small number of places were also added to Secondary schools. In total, over the last year, more than 2,500 places have been added to the Primary schools in Kent.

Commissioning SEN Provision

A key part of our commissioning strategy has been to meet a wider range of special educational needs in mainstream schools, by increasing support and places for children in mainstream with Autism Spectrum Disorder (ASD), Behavioural, Emotional and Social Needs (BESN) and Speech and Language Needs (S&L).

We have established new SEND Specialist Resource Base Provisions in nine Primary schools in the past year to meet these needs, and more is planned. In addition we have developed additional SEND provision in five Secondary schools.

At the same time new satellite provision has been developed for three Special schools. These satellites are based on mainstream school sites. Pupils who attend are on the rolls of the Special schools concerned, but pupils integrate into the mainstream schools' classes, with support, where this is appropriate for the individual pupils. Further satellites are planned.

The Special schools programme, together with the re-designation of pupil numbers, has so far provided an additional 250 places in Special schools. There are 10 Special School projects in the programme. Seven of these projects have been completed or are underway. The three remaining projects are at planning stage and remain high priorities for bringing to a swift conclusion. Overall we are increasing the number of places in Special schools by 350 places.

Conclusion and Future Priorities

We have made good progress this year in delivering the school places required. We have some hot spots in the Primary sector, but these are fewer in number than in previous years, and we have achieved the overarching target of 5% surplus. We have delivered well against the need for additional capacity to support pupils with SEN. Overall our forecasting remains very accurate. Looking forward, the focus will shift to ensuring we have sufficient Secondary School capacity.

Early Help and Prevention

In May 2014 we set out our strategy and vision for Early Help and Preventative Services (EHPS) and a new way of working in Kent. We have had a productive year since introducing the new model of working and good progress has been made. The services which came together in April 2014 have been redesigned to deliver new ways of working and provide a firm foundation to improve the outcomes for children, young people and families in Kent. There is still more to be done, and we set out our priorities and targets in the new EHPS Strategy and Three Year Plan 2015-18.

One year on from our initial prospectus, the priorities and vision remains the same; *"providing early help for whole families in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and they achieve good outcomes"*.

The Early Help Three Year Plan sets out our vision, ways of working and direction of travel for Kent's Early Help and Preventative Services. The plan outlines what we aim to achieve and the ways we will be working over the next three years. It describes how Early Help will work with children, young people and their families to help them overcome difficulties and reach their full potential. The Plan sets out in greater detail how the service is structured and organised across all elements of EHPS in Kent.

Vision and Approach to Early Help

The task of Early Help and Preventative Services is to deliver effective early help and prevention and achieve better outcomes for vulnerable children and families, together with reduced demand for social care services. The benefits are improved life chances for children and young people and lower costs to the public purse by reducing the demand for high cost specialist social care.

We aim to ensure children, young people and families can access the right services at the right time in the right place. Our vision is that every child and young person, from pre-birth to age 19, and their family, who needs early help services will receive them in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and outcomes are good, and they are able to contribute positively to their communities and those around them now and in the future, including their active engagement in learning and employment.

The intention is to make a significant difference through early help, to prevent the escalation of needs where we can, and identify the likelihood of problems emerging in the first place. The Early Help Service must make a significant difference by helping to 'step down' social care cases from Children in Need, Children with Protection Plans and Children in Care, in a way in which it is safe to do so.

Range of Preventative Services

The Early Help and Preventative Services have been organised to provide targeted support to vulnerable children, young people and families through an integrated service in each District. The components include:

- Early Help Units
- Children's Centres
- Troubled Families Programme
- Early Intervention and Family Support Workers
- Attendance and Inclusion
- Pupil Referral Units
- Support for Gypsy, Roma and Traveller children
- Youth Work
- Youth Offending
- Targeted Support for NEET young people
- Services for Young People's Substance Misuse
- Teenage pregnancy and sexual health
- Commissioned parenting and family support services
- Commissioned mental health support services

There is also more joined up work with CAMHS, School Nursing and Health Visiting, together with a more co-ordinated approach to commissioning children's health provision.

Our approach is based on the following key elements:

- Provide a single service response so that families, children and young people do not need to move around the system and in and out of different services.
- Strengthen earlier intervention through universal settings and to deliver our early help services in families and in and around schools and other universal settings.
- Co-ordinate our services with NHS services, so that we get a more integrated approach with health visitors, school nurses, CAMHS and substance misuse and sexual health workers who all have a role in providing early help.
- Use the strengths of families to help themselves and ensure continuity of support for them until they feel things have improved.

Progress in 2014-15

In the last year, Early Help and Preventative Services have focused on redefining and clarifying its strategy and shared values and implementing the structures and systems that will ensure the Service achieves its outcomes over the next three years.

During the past year we have:

- **Developed a vision and brand set out in the Early Help and Preventative Services Strategy and Three Year Plan**
Early Help and Preventative Services brought together a range of disparate services, some of which had been developed in isolation. We have worked with partners, including schools, to understand their expectations, define our offer and determine how

to deliver it most efficiently and effectively to meet the needs of children, young people and families.

- **Implemented a new integrated structure and better ways of working with schools and Specialist Children's Services**

A staff restructure was undertaken that simplified and rationalised job roles and moved provision of services to a District based, whole family approach with integrated support from specialist teams. Early Help Units deliver support to children and families in a planned way that is assessed carefully and monitored. Cases are managed to ensure a positive outcome is achieved. The new structure has resulted in better use of resources coupled with joint planning and delivery, and achieved significant efficiency savings.

- **Established Triage, a single front door for referrals related to families requiring early help support.**

Triage was co-located with the Central Duty Team in June 2015 to improve joint working with Specialist Children's Services, to ensure a 'no wrong door' approach and to contribute to our goal of ensuring the consistent application of safeguarding thresholds and service allocation across the county. Early Help notifications are received and assessed by Triage and cases that meet thresholds for social care are passed across to Specialist Children's Services.

- **Ensured safe Step Down processes from Specialist Children's Services to Early Help Units.**

Jointly agreed procedures and processes are in place and improved arrangements have resulted in increasing proportions of the cases closed to SCS are stepped down to EHPS (currently 27%). Weekly step down panels are established throughout the county and there is sustained commitment across SCS and EHPS to these panels to discuss complex cases and monitor the outcomes for step down cases.

- **Conducted practice reviews of Children's Centres**

These reviews have helped shape our planning to continue the improvement journey for Children's centres in Kent and ensure greater consistency across Districts. The Ofsted Inspection of Maidstone Children's Centres conducted in June 2015 achieved a judgement in all categories of Good. This is a significant achievement by managers and staff in improving standards from an Ofsted judgement of Inadequate in June 2014.

- **Improved Outcomes**

In Early Help, support is being provided in a more timely way to 5500 children and young people, and their families, including 1076 cases with an Early Help plan. Just over 80% of cases are now closed with a positive outcome for children and the family. 22% of the cases closed by Specialist Children's Services are stepped down to Early Help for on-going support and around 8% of cases closed to Early Help are stepped up to Social Care because children's needs and the risks to them have increased.

0-25 Early Help Units

The Early Help Units (EHU) are in place to deliver intensive support for children, young people and families.

The units undertake casework with a range of families requiring early help support. These cases include out of court disposals, step-downs from SCS or prevention of the need for statutory social care intervention, children and young people experiencing attendance or behaviour difficulties at school or older young people who are NEET. The Units work closely with open access services to ensure an integrated approach. Families supported by targeted casework in the units can also benefit from open access support in Children's Centres and Youth Hubs, and ongoing engagement with open access services supports the case closure in the units once outcomes have been achieved.

EHPS have a range of contracts with external providers that deliver support for children, young people and their families to help them overcome their difficulties and address any barriers to learning. This commissioning budget has been reviewed and refocused in 2015 with the intent of delivering more effective support, improved outcomes and increased value for money in the future. Emotional Health and Wellbeing, Family Support and Parenting and Young Carers Service and Youth have been identified as the key areas of work for commissioned services over the next three years. It is these collective priorities that will inform the commissioning of new services that will work alongside the Early Help Units and Universal Services to bring the best possible outcome for Kent's children and young people.

Children's Centres

Kent's Children's Centres are managed in hubs within 12 Districts. The Centres are now an integral part of the 0-25 Early Help service. The work delivered through open access services such as Children's Centres, youth hubs and other settings is critical to achieving positive outcomes for children, young people and their families, and incorporates a range of key services.

Children's Centres continue to provide their core offer, as required by Ofsted, which is to improve outcomes for young children and their families, with a particular focus on those in greatest need. They work to make sure all children are properly prepared for school, regardless of background or family circumstances. They also offer support to parents.

In August 2015 78% of children under 5 living in the 30% most deprived areas were registered with a Children's Centre, but only 47% were regularly attending. This needs to be higher, and our priority is to increase this to 65-70% of these families engaging fully with their local Children's Centre.

Children's Centres play a key role in increasing the take-up of free early education places by eligible two year olds to ensure more disadvantaged children develop well in the early years. Take up of this entitlement has risen from 53% in November 2014 to 69% in November 2015. By 2017 we aim to ensure the take up of the free place by eligible 2 year olds will improve to 80%.

75% of children under 5 with Current Social Work involvement are known to a Children's Centre, which requires close working between EHPS and Specialist Children's Services (SCS). Children's Centres are using monthly lists to work with SCS and families to ensure this figure continues to increase to 100%.

Public Health are a critical partner for Children's Centres and play a significant role in helping to ensure a range of improved health outcomes for children and their families.

There are 4 clear targets to increase the percentage of children being breastfed at six to eight weeks and sustained over time as well as reducing the number of babies born to mothers who still smoke at the latter stages of pregnancy. Children's Centres promote healthy living and lifestyles in order to address the concerning rise in the number of children who are obese or overweight.

There has been significant improvement in reducing teenage conceptions over the past 3 years. Children Centres offer a variety of services that support this area of work using well evidenced and successful prevention programmes. Moving forward Children Centres will increasingly support the focus on reducing the number of NEETS amongst this particular target group.

Youth Offending

The annual statutory Youth Justice Plan for the county outlines the key priorities and performance targets for the year. The ambition of Kent's Youth Justice Plan is to reduce re-offending and help young offenders focus on achieving positive outcomes.

The key indicators by which we measure our performance are:

- First time entrants to the criminal justice system
- Reducing custodial sentences
- Reducing re-offending
- Reducing the number of remands to youth detention
- Increasing the number of young offenders accessing full time education

The Youth Justice Service is responsible for assessing, planning and intervening with the 10-17 age group who have come to the attention of the Police and receive either an out of court disposal or a sentence. Ten years is the age of criminal responsibility and 18 years is when the majority of those subject to statutory supervision transfer to either the National Probation Service or the Community Rehabilitation Company which is responsible for working with adult offenders.

The principle aim of the Youth Justice System is to prevent offending by children and young people.

In addition to its statutory duties, the Youth Justice Service also:

- Fulfils duties to victims of youth crime, including informing them of the progress of the offender's case and providing information about appropriate services if they ask for additional support
- Provides restorative justice opportunities for both victims and offenders to assist with bringing closure to the conflict between them and to identify how the child or young person may repair the harm they have caused

Youth Justice is now embedded across the work of Early Help and Prevention. The central Youth Justice Service focuses on court disposals, and the Early Help Units focus on out of court disposals. However, a core principle of EHPS is that children and young people should have the stability of a case worker wherever possible as a high-quality relationship

supports positive outcomes. If a young person becomes known to the Youth Justice Service and they already have an Early Help Worker, a discussion will take place to see whether that worker can continue to support that young person, including undertaking the statutory youth justice work, depending on the severity of the offence and disposal.

In 2014-15 the number of first time entrants into the Youth Justice system fell to 614, which meant that the target of 628 was achieved. This compares with 709 in 2013-14 and 1121 first time entrants in 2011-12.

The number of remands to youth detention accommodation increased slightly to 44 from 40 in the previous year, but this compares favourably with 68 in 2011-12. The engagement of statutory school age young offenders in full time education is now 76.6%, compared with 72.4% in 2012-13. This is below the target for 2015 which was 83%. However, the percentage of young offenders post statutory school age in full time education or employment with training (EET) is only 50.9%, which is significantly lower than the target of 80%. The NEET Strategy is expected to achieve significant improvement in this low figure.

In 2014-15, 95.7% of all young people aged 16 and 17 years leaving custody moved into suitable accommodation for their needs, which compares very favourably with 86.8% in 2011-12.

In the remaining areas the performance for the number of custodial sentences in 2014-15 was 4.7%% of all court disposals, against a target of 3.5%. The target of 90% for suitable accommodation of 16-17 year olds on community based interventions was exceeded, achieving 93.8% against 88.8% in 2013-14. This represents a significant improvement when compared with 2011-12 at 81.4%.

Kent's Youth Justice Plan for 2015-16 sets out the service priorities, which include:

- Working with criminal justice partners to continue the downward trend in reducing first time entrants by the use of restorative interventions. This will include considering new ways of working in order to significantly reduce first time entrants in Kent and as a consequence improve the life chances of our young people.
- Working with all staff in EHPS to explore how the risk factors most commonly associated with the offending behaviour of children and young people can be most effectively addressed by preventative strategies.
- Reducing the disproportionate number of children in care in the youth justice system by increased co-ordination of decision-making between services.
- Reducing the rate of re-offending. During 2015-16 a 'live cohort' of young offenders will be established and use will be made of the Youth Justice Board toolkit to understand the characteristics of their re-offending. The findings will inform reviews of the interventions currently offered and of changes to their design where assessed as being as necessary to ensure they are appropriately focused on the key factors associated with re-offending and so that their effectiveness is increased.
- Increasing engagement of young offenders in education, employment and training.

Prevent

Education and Young People's Services has responded to the growing threat of radicalisation and violent extremism by being fully engaged with the Prevent duty statutory requirements under the Counter Terrorism and Security Act 2015, ensuring schools are aware of their additional safeguarding responsibilities and the use of the Channel referral process for assessing and managing risk. The priority is to raise awareness and work with vulnerable groups who may be at risk of radicalisation or violent extremism.

From 1 July 2015, local authorities, schools, and childcare providers are under the duty to have due regard to the need to prevent people from being drawn into terrorism. To help schools and childcare providers keep children safe from the risk of radicalisation and extremism the DfE has issued practical Prevent duty advice which complements statutory Prevent duty guidance.

Troubled Families Programme

The Kent Troubled Families Programme has been successful in supporting families with multiple problems in turning their lives around. In the last year 2000 families were turned around with positive outcomes, achieving 100% of the target number of families over the life of the programme. This means adults have been helped to access work or training, and offending and anti-social behaviour has reduced and children's attendance at schools has improved, with fewer exclusions. Of the 2,560 families turned around, 2,172 were for improvements in education, crime, and anti-social behaviour and 388 were for at least one family member returning to work.

The Kent Troubled Families programme began a five year Extended Phase in January 2015. Phase 2 of the programme extends the criteria to include:

- Crime and anti-social behaviour
- Education
- Children in need
- Out of work or at risk of financial exclusion
- Domestic abuse
- Health

The programme now requires Kent to turn around 8,960 families over the five years of the programme. All families known to EHPS will be assessed against these six criteria. The wider set of criteria means that most children, young people and families who come to the attention of Early Help for targeted support will be included in the programme.

Our Future Targets and Priorities:

As there is much to improve, our planned outcomes are ambitious and challenging. We are determined to pursue them relentlessly and we believe we have the ways to achieve them. As part of our ongoing discussions and partnership with Headteachers, governors and other stakeholders there is a good level of shared ambition to achieve the following improvements in the period leading up to 2019.

In 2015-16 we aim to:

- Improve good outcomes for children in the Early Years Foundation Stage to 77% and the free school meal achievement gap is no more than 10%
- Improve by a further 3% the age related expectations achieved by pupils at Key Stage 1
- Improve Key Stage 2 attainment to 82% of pupils attaining age related expectations in reading, writing and mathematics combined
- Improve KS4 attainment to ensure at least 60% of pupils achieve good GCSE grades in English and maths and achieve the expected standard in Attainment and Progress 8
- Improve the percentage of students achieving 2 or more A' level grades to 93% and 3 or more A' level grades A to E to 77%
- Increase the average point score per student for vocational qualifications to 680
- Reduce the pupil premium gap at Key Stage 2 to 15% and the GCSE gap to 30%
- Increase the percentage of good and better schools to at least 86%
- Reduce the number of schools in an Ofsted category to no more than 6
- Increase the percentage of good and better early years settings to 93%
- Increase the percentage of good and better Children's Centres to 80%, and ensure at least 70% of needy families engage with and benefit from support by Children's Centres.
- Reduce NEETS to 3.5% or below.
- Reduce permanent exclusions to no more than 64.
- Reduce the number of first time entrants to the youth justice system to no more than 540 young people, and the rate of re-offending will be no more than 29%.
- Deliver the Vulnerable Learners Strategy to ensure we achieve a significant improvement in outcomes for vulnerable groups, specifically in narrowing achievement gaps and reducing the numbers of young people who are excluded, who are NEET and who become young offenders.

- Deliver the Early Help Three Year Plan, and embed and integrate Early Help and Preventative Services so that there is at least a 22% reduction in the numbers of children in need and those with a child protection plan, and at least 85% supported through an early help programme achieve a positive outcome.
- Continue to deliver the targets in the 14-24 Learning, Employment and Skills Strategy, including priorities to improve the vocational, technical and training offer so that there is further improvement in the employability skills of young people and in the number taking up and successfully completing apprenticeships (85%), resulting in a further reduction in youth unemployment to no more than 2.5% by summer 2016.
- Deliver 7800 apprenticeships for 16-24 year olds, including 3500 for 16-18 year olds and ensure at least 85% successfully complete their apprenticeships.
- Recruit at least 100 apprentices each year to the KCC Apprenticeship Scheme so that by 2016 the numbers will increase to 600.
- Improve the employability skills of 19 year olds, especially in English and mathematics, so that Level 2 attainment at age 19 is well above the national average. By 2016 we expect this to be 87%.
- Improve the outcomes at Level 3 for 19 year olds to 60% by 2016.
- Deliver the NEETs Strategy to ensure there is a significant reduction in NEET numbers and Not Known figures for Children in Care, children and young people with special educational needs and disabilities, young offenders, pupils attending PRUs and alternative provision and other vulnerable groups such as young carers and those who are home educated.
- Deliver the SEND changes required by the Children and Families Act 2014 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.
- Reduce out of county SEND placements to no more than 495 and ensure 90% of new Education, Health and Care Plans are completed within 20 weeks.
- Following feedback from Headteachers, improve the new system of high needs funding for pupils with special educational needs in mainstream schools, which proves to be more effective at earlier intervention to improve pupil outcomes.
- Ensure earlier interventions through the LIFT process, outreach support from Special schools and the use of high needs funding has a bigger impact on improving attainment and progress for SEND pupils and on narrowing the achievement gaps between them and other learners.
- 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 the new Health Needs Education Service and improve outcomes for pupils with mental health needs, with good re-integration rates (90%) for pupils back into mainstream schools.
- Deliver phase 2 of the Troubled families programme and ensure it is integrated into the models of family support provided through Early Help, to ensure that high numbers of families are 'turned around', up to 1075 by summer 2016.
- Champion school leadership which is 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.
- Continue to 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. By summer 2016 we expect no more than 6 schools to be inadequate.
- Ensure schools are well supported to continue to implement the new National Curriculum and assessment arrangements, as well as new GCSE and vocational qualifications, and new school performance measures from 2015-16.
- Continue to support and develop more effective school to school support through the Kent Association of Headteachers, and plan the next steps of the Leadership Strategy, so that there are fewer schools requiring improvement and more good leaders are appointed to headships and executive headships.
- Continue to develop and expand Edukent as a successful trading organisation delivering good value support services to schools at competitive cost.
- 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 sponsorship, 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, 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.
- Implement the provisions of the Childcare Bill which provide for an additional entitlement of childcare support for working parents up to 30 hours per week, and ensure that parents are aware of this entitlement so that there is good take up.
- Ensure at least 74% of eligible 2 year olds take up a free childcare place.

- Continue to improve District based working so that more decision making and coordination of services for children and young people happens locally through local boards and forums, school collaborations and better integrated working between education, early help, 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 2016, and ensure that improved parental choice and planned improvements for September 2017 are on target.
- Deliver 22 new forms of entry in Primary and Secondary schools, 218 Reception places and 60 Year 2 places in Primary schools, together with 90 Year 7 places in Secondary schools by September 2016.
- Ensure that at least 85% of parents achieve their first preference for their children when they start Primary and Secondary school.
- 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.
- Develop the SEN School Transport Pilot involving three special schools who are making local arrangements to provide transport for their pupils, to expand the model to other Special schools where these arrangements better meet the needs of pupils and are more efficient and cost effective, leading to necessary reduction in the cost of SEN transport.
- Ensure the Community Learning and Skills Service is developed as a fully commissioned service within KCC, delivering the improved outcomes in the Business Plan for adults and young people, especially the more vulnerable.

To ensure all pupils meet their full potential, working in close partnership with schools and settings, we aim to achieve the following by 2019:

- Foundation Stage outcomes for 5 year olds will continue to improve so that the percentage of children achieving a Good Level of Development will improve from 73% in 2015 to 87% in 2019.
- The FSM achievement gap in the EYFS has widened since 2014 (12%) to 15% in 2015. Work will be done to reduce this gap to 10% in 2016 and to 7% by 2019.
- We aim to ensure 74% of eligible two year olds will be taking up a free nursery place by 2016 and this should rise to 92% by 2019.
- Key Stage 1 attainment will be amongst the best for our statistical neighbours and improve in Reading to 86% in 2016 and 92% by 2019; in Writing to 76% in 2016 and 82% by 2019; and in Maths to 86% in 2016 to 92% by 2019.
- Key Stage 2 attainment at Level 4 will be amongst the best for our statistical neighbours, above the national average and pupils achieving age related expectations will improve to 82% in 2016 and to 88% by 2019.
- Key Stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 60% of pupils achieving good GCSE grades in English and maths and achieving the expected standard in Attainment and Progress 8 in 2016 and to 66% by 2019.
- The FSM achievement gaps at Key Stages 2 and 4 will continue to reduce from the 2015 baseline, and be less than the national gap figures for pupils from low income backgrounds. In Key Stage 2 the gap for FSM will reduce to 15% by 2016 and to 12% by 2019. In Key Stage 4 the FSM gap will reduce to 30% in 2016 and 25% by 2019.
- There will be an increase in the number of good schools, with at least 92% of all schools judged as good or outstanding by 2019. In 2016 we expect to see this increase to at least 86%.
- We will reduce the number of KCC schools in an Ofsted category of concern year by year, so that by 2019 no schools will be in this category. In 2016 we aim to ensure there will be no more than 6 schools in an Ofsted category.
- We will increase the percentage of good and better early years settings from 93% in 2016 to 96% in 2019.
- By 2016, 90% of Education, Health and Care plan (EHC) assessments will be completed within a reduced timescale of 20 weeks (from 26 weeks) and pupils with plans will be making good progress and achieve above average outcomes when compared with national benchmarks. This figure will be at least 95% by 2019.
- By 2016, we will reduce the number of Kent's children who are placed in independent and non-maintained Special school placements to 495, from 526 in 2015. We set out our

intention to provide more specialist provision in local schools to reduce the number of children who require placement out county to no more than 250 by 2019.

- We will increase the number of Special School places by 426 to a total of 3,859 by 2019, which represents a 12% increase from the 2015 total capacity.
- We will continue to help more parents access a preferred school place for their child by increasing the number of online admission applications to 96% by 2019 and ensure the number of parents who get their first preference Secondary school remains above 80% and first preference Primary school to above 86% by 2019.
- We will maintain our surplus capacity in school places to at least 5% and ensure we deliver additional school places in line with demand and parental preferences, each year, as set out in the Education Commissioning Plan to 2020.
- As part of the Commissioning Plan, by the school year 2018-19, we will expand school places by 94 permanent forms of entry, with 248 additional Reception places, 60 places in Year 2 Primary schools and 90 Year 7 places in Secondary Schools.
- By 2018 the Kent Educational Psychology Service will have service level agreements with 60% of Kent schools, in addition to the delivery of its core services.

To improve outcomes for 16-19 year olds and shape education and skills around the needs of the Kent economy we will work with our partners to achieve the following by 2019:

- By 2016, we aim to ensure there will be no more than 3.5% of young people aged 16-18 who are NEET and there will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1% by 2019.
- The employability skills of 19 year olds will have improved, especially in English and mathematics, so that Level 2 attainment at age 19 is well above the national average. By 2016 we expect this to be 87% and 93% of the cohort will achieve a Level 2 qualification by 2019.
- We aim to improve the outcomes at Level 3 for 19 year olds to 60% by 2016 and to at least 75% by 2019.
- The Level 3 achievement gap for young people from disadvantaged backgrounds is a priority for improvement. We aim to ensure this will be above the national average and the gap between this group and other students will have reduced to 20% by 2016 and to 16% by 2019.
- The uptake of Level 2 and 3 vocational training in skills shortage areas will increase to 25,600 young people by 2016 and 27,000 by 2019.

- The KCC Apprenticeship Scheme will continue to recruit at least 100 apprentices each year, totalling 900 successful apprenticeships delivered by KCC by 2019. By 2016 the numbers will increase to 600.
- By 2016 we aim to ensure the number of apprenticeships for 16-18 year olds increases to 3,500, and for success rates for completion to be at least 85%. By 2019 we expect the number to increase to 4,500 and success rates to be in excess of 92%.
- By 2019 we aim to ensure at least 80% of schools will have provided one or more apprenticeships which have been taken up successfully by young people. By 2016, we expect at least 50% of schools will have taken on apprentices.
- There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce. By 2019 youth unemployment will be no more than 1.8%, from 2.5% in 2016.
- By 2019, the number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase to 165 and by 2016 at least 25 young people will be supported in this way.
- Post 16 attainment in English and mathematics will improve so that by 2019 we aim to ensure at least 65% of 16 year olds that do not attain Level 2 in Year 11 will achieve the qualification by age 17. By 2016 we expect this will be 49%.
- By 2019, we aim to ensure the number of young people to achieve a Level 2 qualification in English by age 19 will improve to 40%. We expect this to be at least 30% by 2016.
- By 2019, we aim to ensure the number of young people to achieve a Level 2 qualification in maths by age 19 will improve to 40%. We expect this to be at least 25% by 2016.
- We expect to see an improvement in A Level performance in Kent to above the national average on all measures by 2019. The percentage of students achieving 2 or more A' level grades should improve to 98% and 3 or more A' level grades A to E to 82%.
- Increase the average point score per student for vocational qualifications to 680
- Performance in vocational qualifications post 16 should also improve more rapidly and the gap between Kent's results and the national average should narrow progressively each year between now and 2019. In 2016 we expect the average point score per student to be at least 680 and this should improve to 695 by 2019.
- All young people aged 16 to 19 will be tracked by the LA working in partnership with schools and colleges so that their participation can be monitored, as required by statutory duty and participation rates improve year on year.

Through Early Help and Preventative Services we aim to ensure we achieve the following and by 2019 we will:

- Have delivered the Early Help Three Year Plan, so that there is at least a 30% reduction in the numbers of children in need and those with a child protection plan, and at least 88% supported through an early help programme achieve a positive outcome.
- Reduce the rate of re-referrals to either Early Help or Specialist Children's Services within 12 months of case closure by EHPS down to below 20% by 2019.
- Work with SCS to increase the number of step-downs to EHPS up to 28% by 2019.
- Increase the percentage of good and better Children's Centres from 80% in 2016 to 100% by 2019, and we will ensure at least 80% of needy families engage with and benefit from support by Children's Centres by 2019.
- Reduce permanent exclusions from no more than 64 in 2016 to 20 exclusions or less by 2019.
- Work with schools on behaviour management strategies and monitoring to reduce the levels of fixed term exclusions down to 1050 in Primary schools and 5000 in Secondary schools by 2019.
- Reduce the number of first time entrants to the youth justice system from no more than 540 young people in 2016 to 480 by 2019, and the rate of re-offending will be no more than 26%.
- Work with services across Education and Young People's Services to increase the education participation levels of young offenders, to ensure that by 2019, 86% of those who are statutory school age receive full time education and 85% of those aged 16 and 17 are in education or employment with training.
- Ensure appropriate levels of early help support are given to children, young people and their families in order to reduce the number of notifications leading to assessment down to 60% by 2019.
- Increase the timeliness of response for targeted casework to ensure that 95% of plans are in place within 4 weeks of notification by 2019.
- Work in an integrated way with all services involved with vulnerable young people to reduce the percentage of young people aged 16-18 who are NEET down to 1% by 2019.
- Improve the attendance of children and young people by supporting the reduction of persistent absence and focusing on the new 10% threshold for persistent absence. The percentage of pupils who are persistently absent from Primary schools is currently 8.5%. This will reduce to 6% by 2019. Similarly, the percentage of pupils who are persistently absent from Secondary schools currently stands at 14% and this will reduce to 9% by 2019.

- Ensure all young people attending a PRU will have achieved qualifications at age 16 including English and mathematics, and will have a positive learning or training destination at ages 16 and 17.
- Deliver the Troubled Families Programme to ensure that high numbers of families are 'turned around', up to 7000 by 2019 out of the target cohort of 8,960 families.

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Getting There

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

- Building on the work of the Kent Association of Headteachers and the development of collaborative approaches to school to school support, to achieve even better rates of improvement in Kent and a more sustainable model of school improvement.
- Developing the proposals to create a charitable trust arrangement for all Education and Young People's Services in Kent, jointly governed by schools, KCC and other stakeholders, to secure the services and joint ways of working that schools need for the future and KCC needs to discharge its statutory responsibilities.
- Being a better commissioner of services, especially in Early Help and in other services that support vulnerable children and young people, and in relation to expanding educational provision in early years, schools, 14-19 and for SEND pupils, so that we meet demand with good and more cost effective provision.
- Developing District based working so that there is more coordinated and integrated work between schools, early years settings, Early Help and education, health, social care services and other partners.
- Providing high quality performance data at school, district and county levels to monitor and evaluate what we do, challenge under-performance and produce more insightful analysis and intelligence gathering to sharply focus improvement and identify and learn from rapidly improving trends.
- Focusing on improvement and innovation in the curriculum and in teaching and learning so that we address more effectively the challenges we face in delivering more effective transitions, progression pathways and qualification routes for all young people to age 18.
- Working in effective partnership with schools, FE colleges, universities, training providers and employers to secure the best vocational and technical pathways for young people into employment and higher learning.
- Recognising the best early years providers, schools, teachers and school leaders and using them effectively across the system as System Leaders to develop and disseminate best practice and improve the quality of schools.
- Supporting early years collaborations to deliver a faster rate of improvement and developing similar approaches to system leadership in the Early Years.
- Supporting families' enhanced involvement in their children's learning, especially in the earliest years, by providing more effective parenting and family support through Early Help and the Early Years services.
- Encouraging and promoting more effective school partnerships and collaboration, and partnership working with academy sponsors, employers, health commissioners and

providers and other key stakeholders, to build capacity for system wide improvements in Kent.

- Working in close cooperation with the Regional Schools Commissioner, developing more Kent schools as multi-academy trusts to sponsor new schools and support the improvement of under-performing schools.
- Supporting governors to carry out their role effectively, be more informed about best practice, use data constructively to plan for improvements in their schools and keep the performance of the school under review, taking prompt action to secure improvement where necessary.
- Ensuring that education, health and social care work closely together and commission services jointly to bring about the necessary improvements in the quality of provision for vulnerable children and young people, especially those with special educational needs and disabilities, from the early years of childhood to early adulthood.
- Developing ways to give parents, children and young people a greater say in the services that affect them and making better use of their views in designing and implementing new ways of working, especially in the way we deliver our SEND and Early Help services.
- Providing a range of quality information and advice for pupils and their parents so that they can make more informed choices. Our services will continue to improve the way we listen and engage with children, young people and their families so that they are influencing and shaping services and provision. We shall ensure the Local Offer on Kent.gov fully complies with statutory duty.
- Integrating and targeting our services for vulnerable children, young people and families more effectively, through Early Help and Prevention, to ensure we improve resilience, reduce levels of need and achieve better outcomes

A key means of getting there is to promote a more self improving school to school support system and system leadership and maximise the use of existing good capacity in Kent. System leaders build partnerships of support that focus effort and energy in the same direction to ensure improvement is sustained and the pace of change increases. In world class systems 'poor to fair' schools become good schools quickly and performance gains are significant in a short time because the influence of the best performing schools is effectively spread around the system.

A more effective and longer term sustainable strategy for school improvement and developments in teaching quality and leadership capacity requires these kinds of collaboration within and between schools, more effective system leadership and more sustainable models of school organisation and governance. It is a key role for the local authority to support and facilitate this way of working and we will continue to give this priority.

For children and young people to thrive they need good parenting, a good school where their needs are met, and they need to develop emotional wellbeing and resilience. Our over-arching priorities are to continue to ensure there are more good schools in Kent,

families and parents who need additional support receive it through Early Help and to target more resources to supporting children's and young people's mental health and wellbeing.

These ambitious improvements in children and young people's educational outcomes and employability, in the quality of Kent schools, early years providers and post 16 learning and skills providers, and in our Early Help services are supported by detailed service plans with year on year milestones and performance measures. A detailed performance framework is attached as an appendix to this document.

More detailed delivery plans have been set out in the School Improvement Strategy, the 14-24 Learning , Employment and Skills Strategy, the Adult Skills Strategy, the NEETs Strategy, the Early Years and Childcare Strategy, the SEND Strategy, the Vulnerable Learners' Strategy, the Education Commissioning Plan, the Prospectus Strategy and One Three Year Plan for Early Help and the business plan for EduKent. To achieve our goals and the better outcomes set out in this document we rely on developing and working in more successful partnership with schools and settings, colleges and training providers, employers, social care, health and the police.

Patrick Leeson
Corporate Director
Education and Young People's Services

Education and Young People's Services Performance Management
Vision and Priorities for Improvement – Performance and Targets

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

To: Education and Young People's Services Cabinet Committee
21 January 2016

Subject: **The Impact on Kent Schools of Migration and Increases in Pupils with English as a Second Language on Kent Schools**

Classification: **Unrestricted**

Electoral Division: All

Summary: This report provides information regarding the migration of school aged children into Kent and considers the impact this is having on the need for school places. It examines the characteristics of these children, in particular the increase in the number of children for whom English is not their first language (EAL), together with the support being provided to schools experiencing changes in their pupil profile.

Recommendation(s):

The Cabinet Committee is asked to comment on or make recommendations to the Cabinet Member for Education and Health Reform on the findings of this report.

1. Introduction

1.1 At a Member's request this report considers the impact on Kent's schools arising from inward migration of families, in particular those whose children have English as an additional language.

2. Impact of Migration on School Places

2.1 Table 1 shows that between mid-2013 and mid-2014 there was an approximate increase of 3,900 young people aged 0-15 years due to migration. Of this number 1300 were international migrants¹. In numerical terms, Maidstone (500) and Tonbridge & Malling (500) received the most children, with Shepway the fewest (100). However, Sevenoaks saw the greatest percentage increase when compared to the school population (3.6%).

¹ International migrants are people who have moved into Kent from outside the UK

Table 1: Inward Migration of 0-15 Year Olds into Kent Districts (mid 2013-2014)
(Rounded to nearest 100)

	Age range	% of school population
District	0-15	
Ashford	300	1.3
Canterbury	400	2.3
Dartford	200	1.1
Dover	300	2.1
Gravesham	300	2.0
Maidstone	500	2.4
Sevenoaks	400	3.6
Shepway	100	0.8
Swale	300	1.5
Thanet	300	1.7
Tonbridge & Malling	500	2.8
Tunbridge Wells	300	2.0

Table 2: Inward Migration Primary Age Pupils (4-11 Year Olds) and Secondary Age Pupils (11-15 Year Olds) into Kent Districts (mid 2013-2014)

Age	ASH	CANT	DART	DOV	GRAV	MAI	SEV	SHEP	SWA	THAN	T&M	TW
0 to 3 Pre-school	92	93	71	90	98	146	289	56	144	38	152	46
4 to 10 - Primary School	163	168	106	74	143	244	131	61	107	177	207	109
11 to 15 – Secondary School	45	139	23	136	59	110	-20	-17	49	85	141	145

2.2 Table 2 details the number of migrants split into Primary and Secondary school age by District. This shows the pattern is very different in each District. For example, Tunbridge Wells and Dover Districts saw more Secondary aged pupils move in than primary aged. Shepway and Sevenoaks saw an outflow of secondary aged pupils, while Dartford experienced four times as many primary aged pupils move in than secondary aged. Sevenoaks experienced the greatest increase in pre-school migration 289 of the 400 new pupils (72%), whereas in Thanet 13% of migrant pupils were of pre-school age. Typically about one third of migrant pupils are of pre-school age. It is evident from this data the impact is different in each district. On average, pre-school migration equates to one reception class per district per year. However, in Sevenoaks the data in Table 2 indicates this is 2.5 reception classes per year, whereas in Thanet it is one third of a reception class. Clearly we need to be cautious of drawing hard conclusions on one year of data.

2.3 The Kent Commissioning Plan 2016-2020 cites inward migration as a factor adding to the pressure for school places, particularly in the Primary sector, in 9 of the 12 Districts. In some Districts, the level of impact is changing. For example, in Ashford in 2013-14 three quarters of the increase in Primary rolls was due to the birth rate and one quarter was inward migration into all year groups. In 2014-15 inward migration accounted for half, showing that inward migration is proportionately having a more significant impact on the need for school places in that District.

- 2.4 Table 3 shows the numbers of pupils joining Kent schools between January and May 2015. This shows that 2026 pupils were new to Kent schools in that 5 month period, placing further pressures on school place in all Districts. This shows Thanet (243) and Dartford (201) schools enrolled the greatest number of migrant pupils, Tunbridge Wells (100) the fewest. Numerically, Thanet schools enrolled the greatest number of pupils who have English as an additional language (50), with Dartford (30) being next. However, Dover saw the greatest proportion (22.4%) of migrant school joiners having English as an additional language. Sevenoaks saw the fewest EAL pupils join school rolls (3), which was only 2.1% of school joiners in that period.

Table 3: Number of School Joiners Between January to May 2015.

District Numbers	Number of Joiners January and May 2015	Number registered as EAL	% of joiners registered as EAL between Jan 2015 and May 2015
Ashford	170	21	12.4
Canterbury	167	10	6.0
Dartford	201	30	14.9
Dover	125	28	22.4
Gravesham	178	33	18.5
Maidstone	188	27	14.4
Sevenoaks	146	3	2.1
Shepway	155	23	14.8
Swale	189	7	3.7
Thanet	243	50	20.6
Tonbridge and Malling	164	10	6.1
Tunbridge Wells	100	15	15.0
Kent Total	2026	257	12.7

- 2.5 Table 4 shows current and forecast surplus / deficit of Primary places in Kent mainstream schools by District area. The inward migration figures in Tables 1i, 1ii and the new starters' figures in Table 3 can be linked to the pressures on Primary school places in Table 4. Districts that have particular pressures on Primary school places are Ashford, Dartford, Gravesham, Maidstone, Swale and Thanet. Between 2013 and 2014 each of these areas had over 100 extra pupils due to migration. Maidstone had the highest number of migrants in that period with 244 pupils entering the Primary school system. This is equivalent to more than 1FE of provision. The forecasts for each of these Districts for the period 2014-2020 show that additional capacity is needed to ensure at least a 5% surplus capacity, or in the case of Dartford and Gravesham, enough places for the anticipated number of pupils. Secondary school places in districts across Kent are generally, in plentiful supply, although this situation is beginning to change. Migration will begin to impact from 2018 as the larger Year 6 cohorts move into Year 7 in Secondary schools. Area Education Offices are addressing the pressures on school places through the actions identified in the Kent Commissioning Plan.

Table 4: Current and Forecast Surplus/Deficit of Primary Places in Kent Mainstream Schools by District Area.

District	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Ashford	10,788	461	471	383	280	291	303	11,493
Canterbury	10,628	700	614	558	567	567	550	11,051
Dartford	9,191	147	11	-74	-249	-362	-466	10,155
Dover	9,013	784	677	514	438	456	460	9,204
Gravesham	9,136	97	-71	-323	-510	-726	-943	9,462
Maidstone	12,598	782	625	468	373	322	259	13,786
Sevenoaks	9,944	865	828	789	772	789	844	10,430
Shepway	8,565	501	501	455	466	477	530	8,903
Swale	12,422	303	364	288	355	436	540	13,819
Thanet	11,082	318	344	429	548	625	708	12,327
Tonbridge & Malling	11,123	739	825	753	626	549	504	11,786
Tunbridge Wells	8,930	710	785	781	859	909	979	9,435
Total	123,420	6407	5973	5020	4526	4333	4268	131,851

NB: Cells in yellow show where the surplus capacity is below 5%

3. Changes in the Percentage of Pupils with English as a Second Language (EAL)

3.1 Tables 5 and 6 below show the percentage of pupils registered as having English as an additional language, and those from ethnic minority backgrounds, in both Primary and Secondary schools as at January 2015, together with the change since 2013. This information was gathered from the school census which is undertaken in January each year.

3.2 The proportion of pupils registered as EAL in Kent Primary schools has risen by 1.3% since 2013 and by 0.9% in Kent Secondary schools between 2013 and 2015. This equates to an increase of just under 3000 extra pupils registered as EAL across Kent. The greatest increase in Primary schools can be seen in Dartford (380 pupils, 2.8%), Gravesham (354 pupils, 2.4%), and Maidstone (308 pupils, 2.1%). In secondary schools the greatest increase is in Ashford (171 pupils, 1.8%) and Maidstone (103 pupils although this is only a 0.8% increase). The proportion of pupils registered as an Ethnic Minority in Primary schools has risen by 1.8%, and by 1.6% in Secondary schools over the same period. This equates to an increase of just over 4600 extra pupils registered as Ethnic Minority across Kent between January 2013 and 2015. It can be noted that the increase in pupils who classify themselves as an ethnic minority is greater than the number classified as EAL. This is partly due to that 1.9% of the school

population did not state their first language in the 2015 census. Clearly not all ethnic minority groups will have English as a second language.

Table 5: Primary School Increase of EAL and Ethnic Minority Pupils 2013-2015

School District	January 2015 census					Increase from 2013-2015			
	Total Pupils	% EAL	No. EAL	% Ethnic Minority	No. Ethnic Minority	% increase EAL	No. increase EAL	% increase Ethnic Minority	No. increase Ethnic Minority
Kent Totals	119162	10.9	12971	17.9	21375	1.3	2125	1.8	3091
Ashford	10115	10.8	1093	18.0	1822	0.8	128	2.4	315
Canterbury	10145	9.2	937	14.6	1478	1.3	154	1.3	166
Dartford	9396	17.6	1653	30.5	2863	2.8	380	4.0	584
Dover	8343	8.3	690	12.0	998	0.3	56	0.8	106
Gravesham	9635	24.8	2393	38.4	3697	2.4	354	3.4	528
Maidstone	12048	11.2	1351	18.2	2189	2.1	308	3.4	493
Sevenoaks	9178	6.4	590	16.8	1540	0.5	75	0.9	158
Shepway	7826	10.1	789	13.8	1082	0.1	33	-1.4	-67
Swale	12566	4.8	608	10.7	1345	0.6	103	1.1	203
Thanet	11145	12.2	1364	16.8	1875	1.7	233	1.7	260
Tonbridge and Malling	10472	5.2	548	11.0	1151	0.8	103	0.8	129
Tunbridge Wells	8293	11.5	955	16.1	1335	2.0	198	2.0	216

Table 6: Secondary School Increase of EAL and Ethnic Minority Pupils 2013-2015

School District	January 2015 census					Increase from 2013-2015			
	Total Pupils	% EAL	No. EAL	% Ethnic Minority	No. Ethnic Minority	% increase EAL	No. increase EAL	% increase Ethnic Minority	No. increase Ethnic Minority
Kent Totals	99032	7.9	7833	16.1	15908	0.9	852	1.6	1572
Ashford	8574	10.8	930	17.4	1488	1.8	171	0.5	78
Canterbury	9526	6.9	656	13.3	1268	0.4	29	1.9	163
Dartford	8952	10.2	914	28.9	2591	0.8	86	4.2	412
Dover	7658	7.1	547	12.6	966	1.3	75	0.9	27
Gravesham	7316	18.1	1326	31.7	2317	1.0	61	3.1	207
Maidstone	11525	7.3	837	14.9	1722	0.8	103	1.6	204
Sevenoaks	2313	4.0	93	12.1	279	1.1	30	1.7	55
Shepway	6717	8.8	591	13.5	905	0.7	40	1.0	54
Swale	9374	3.3	306	8.9	835	0.4	32	-0.9	-112
Thanet	8538	9.3	792	14.8	1262	1.1	80	1.9	138
Tonbridge and Malling	9531	3.6	340	11.3	1076	0.6	54	1.9	179

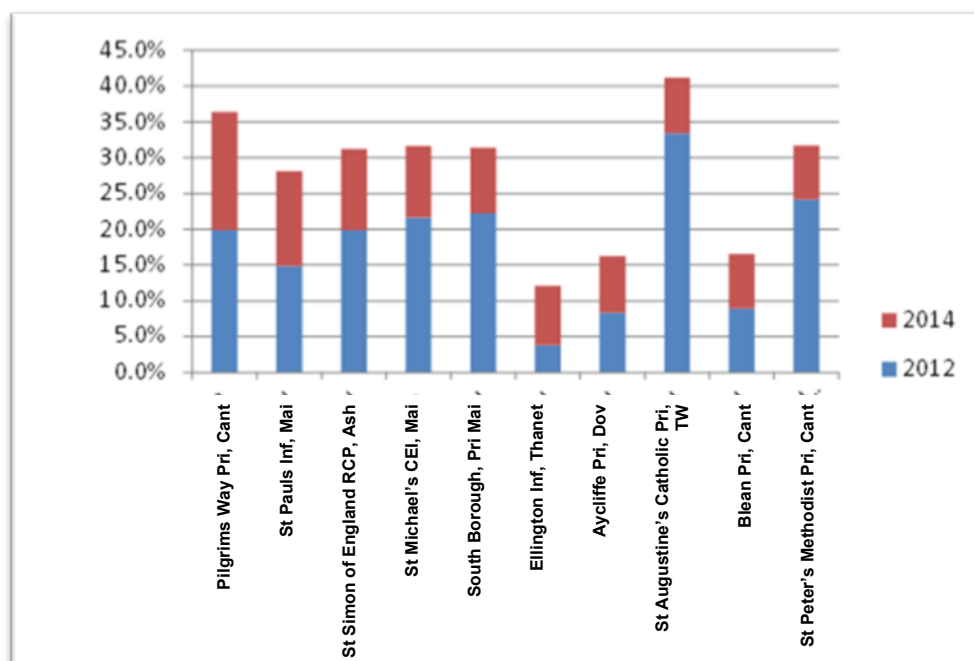
School District	January 2015 census					Increase from 2013-2015			
	Total Pupils	% EAL	No. EAL	% Ethnic Minority	No. Ethnic Minority	% increase EAL	No. increase EAL	% increase Ethnic Minority	No. increase Ethnic Minority
Tunbridge Wells	9008	5.6	501	13.3	1199	0.9	91	1.6	167

3.3 The increases noted in the charts above give a broad view of the changes in pupils registered as EAL and a link to inward migration, but do not relate necessarily to the pressures in specific wards or schools. More detailed information can be found in section 4.

4. Areas and Schools Where Increases of EAL Pupils has been Greatest

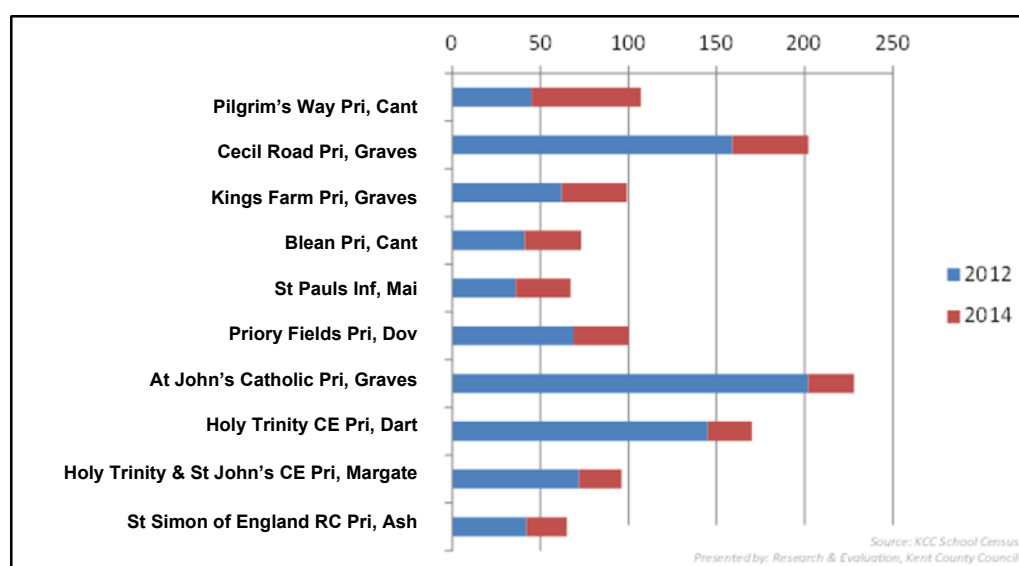
4.1 In 2014 the Business Intelligence Unit in KCC researched the impact of migration on schools. Their report identified schools where the increases in EAL pupil numbers had been greatest. It also considered other factors such as increases in Black Minority Ethnic (BME) pupils, the percentages of Free School Meals, and the percentage of pupils living in the most deprived households. These are important factors when looking at the pressures that a school may face as generally it is combination of these that will have the greatest impact on resources.

Table 7: Top Ten Schools with the Greatest Change in the Percentage of School Population for whom English is an Additional Language (2012-2014)



NB: Based on 2014 data

Table 8: Top Ten Schools with Greatest Numerical Increase in Population for Whom English is an Additional Language (2012-2014)



NB: Based on 2014 data

4.2 There are several key points that need to be noted from the information in Tables 7 and 8 above:

- Maidstone and Canterbury Districts each had three Primary schools within the top ten in Kent with the highest increase in the proportion of the school population who had English as an additional language. In Maidstone these were: St Paul's Infant School, St Michael's Infant School and South Borough Primary School. In Canterbury: Pilgrims Way Primary School, St Peter's Methodist Primary School and Blean Primary School.
- Six schools with the greatest change in EAL are also within the top ten for at least one other indicator. The other indicators being the percentage of pupils registered as of Black Minority Ethnic (BME), first language an Accession State language², percentage of free school meals, or percentage of pupils living within the most deprived household groups.
- Four schools with the greatest change in the proportion of pupils for whom English is a second language also have the largest increase in the proportion of children whose first language is an Accession State language.
- Eight of the schools in the top ten for increases in EAL pupils have seen no significant overall increase in student numbers.

4.3 With the enlargement of the European Union and the increase in the number of countries whose nationals have a right to work in the UK, Kent has seen an increase in the numbers of families from EU Accession state countries. The number of students in Kent whose first language is an Accession State language increased by 49.2% since 2012 and these students account for 2.1% of the total school population, just over 4600 pupils (up to January 2014). Accession State pupils accounted for approximately 23% of the total number of newly registered EAL pupils.

² The Accession State languages used in this section include: Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Polish, Romanian, Serbian, Croatian, Bosnian, Slovak and Slovenian

Table 9: Top Ten Schools - Greatest Change in Percentage of School Population Whose First Language is an Accession State Language. (2012-2014)

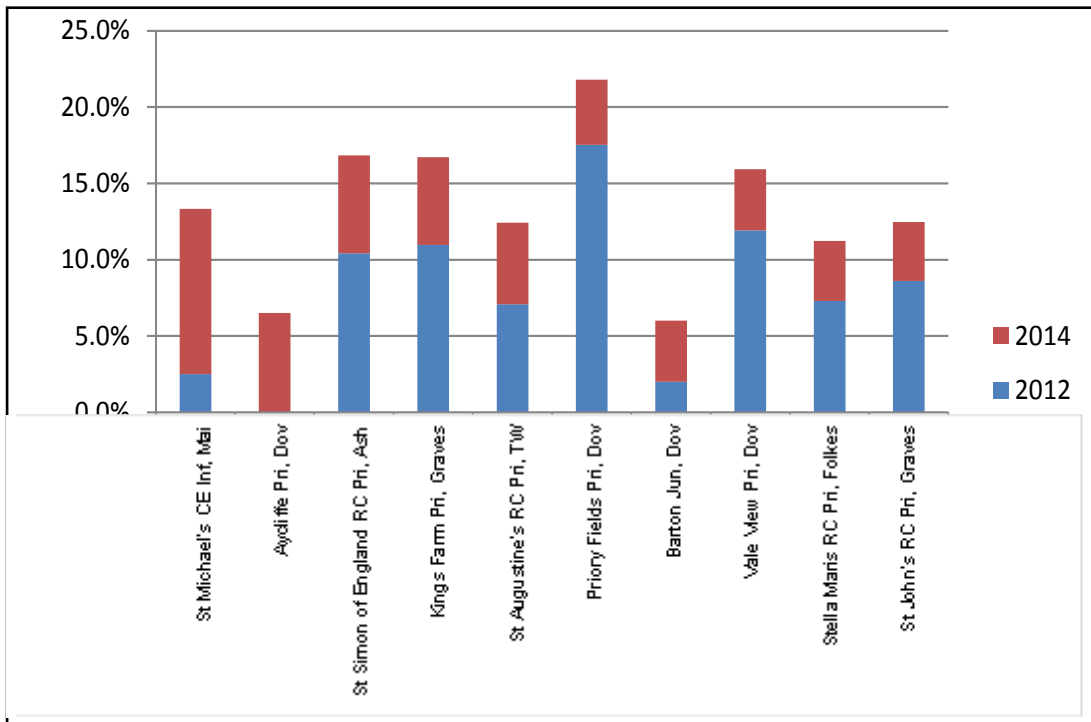
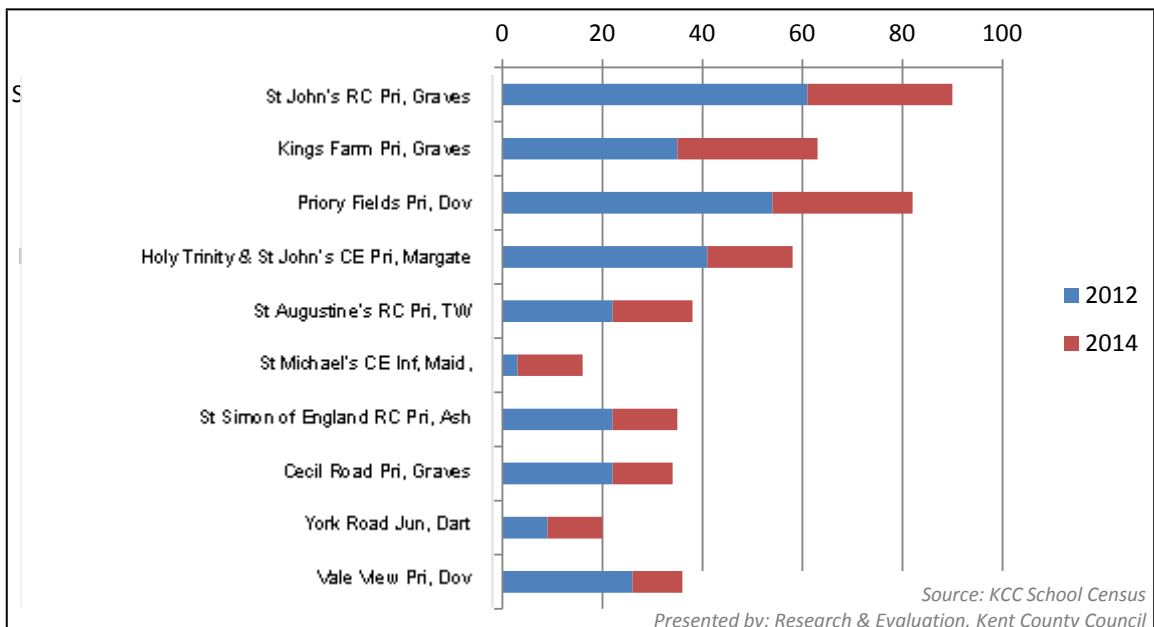


Table 10: Top Ten Schools – Greatest Numerical Increase in Population Whose First Language is an Accession State Language 2012-2014.



4.4 Tables 9 and 10 reveal:

- St Michael's Infant School in the Maidstone district had the greatest change in the proportion of its population speaking an Accession State language as a first language. In real terms this was a change from 3 to 16 pupils between 2012 - 2014.

- St John's School in Gravesham had the largest increase in the number of students whose first language was an Accession State language with 29 more students in 2014 than 2012.
- Four schools in Dover are amongst the top 10 schools that saw the greatest percentage increase in the school population who came from Accession State countries.

5. Actions taken by the Local Authority to support school/academies in improving outcomes for pupils with English as a second language

- 5.1 Schools face challenges when there is a significant change in the percentage of EAL pupils. Equally challenging is when the variety of languages spoken increases, even if the percentage or number of EAL pupils remains the same. Cultural differences and backgrounds also require schools to reconsider their approaches to supporting pupils and families.
- 5.2 KCC assigns all maintained schools an Improvement Advisor (IA). Part of their remit is to identify areas of development for specific groups of pupils. If a school needs support/advice in improving outcomes for EAL pupils the IA will support or signpost the schools accordingly. It is worth noting that academies are offered three 'keeping in touch' visits a year free of charge from the LA. The IA will have the academies performance data so they can identify if EAL is an area of challenge for the academy and can signpost the academy to support in the same way they do for LA maintained schools.
- 5.3 Inclusion Support Service Kent (ISSK) is a traded service that provides high quality support to schools and academies in Kent to raise attainment and narrow the gap between EAL/Minority Ethnic pupils and others. The team consists of a Manager who is also the Virtual Headteacher for Gypsy Roma and Traveller pupils, 7 full time equivalent Advisory Teachers and ISSK Administration Officer. The Manager receives regular reports from Management Information identifying new school starters registered as EAL. The Manager will then contact the schools with the most significant increases in numbers to offer support. This service can be brokered through EduKent. There are a wide variety of training courses available to enable schools to support EAL pupils aged from 3-18 years. The support is targeted at developing the skills of the leaders and teachers within schools.
- 5.4 School are encouraged to collaborate. Where there is good practice this is shared with others.

6. Funding for pupils

- 6.1 The DFE recognises that an increase in EAL pupils can have an impact on the resources that a school will need to allocate to ensure that those in need of extra support can access the curriculum appropriately. The Department has stated that 'EAL pupils may attract funding for up to 3 years after they enter the statutory school system. Local Authorities can choose to use indicators based one, two or three years and there can be separate unit values for primary and secondary.' Kent's method of allocation ensures funding for the

first three years. For LA maintained schools the funding is received through the Dedicated Schools Grant (DSG) for academies through the annual funding allocation from the EFA. The funding received is not 'ring fenced' for EAL pupils. Schools will then receive a rate of £885 per eligible Primary pupil and £3,344 per eligible Secondary pupil.

7. Summary

- 7.1 The Kent Commissioning Plan notes that inward migration is adding to the pressure on school places in 9 of the 12 Districts in Kent. Although migration is factored into the forecast figures, the numbers can change and add pressures onto school places. Area Education Officers ensure that places are commissioned so that KCC's commitment to a 5% surplus is maintained.
- 7.2 All areas have seen an increase in the percentage of EAL pupils since 2012. Kent as a whole has seen a 2.1% increase in primary schools and a 1.4% increase in secondary schools.
- 7.3 There is an increase in the number of pupils from Accession States. As of January 2014 the number of students in Kent whose first language is an Accession State language had increased by 49.2% since 2012.
- 7.4 Changes to the variety of languages spoken by pupils, their backgrounds and cultures require schools to reconsider their approaches to supporting pupils and families.
- 7.5 Kent has a dedicated support service that offers training for schools to support their pupils with EAL.
- 7.6 Schools receive funding for three years for EAL pupils from the first year of entry into the school system.

8. Recommendation:

The Cabinet Committee is asked to comment on or make recommendations to the Cabinet Member for Education and Health Reform on the findings of this report.

9 Background Documents

Business Intelligence Report

10. Contact details

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

To: Education and Young People's Services Cabinet Committee – 21 January 2016

Subject: The Impact of Universal Infant Free School Meals

Classification: Unrestricted

Electoral Division: All

Summary: There is a legal duty on all state-funded schools in England, including academies and free schools to offer a free school lunch to all pupils in reception, year 1 and year 2 from September 2014. This report explores the cost, progress, challenges and impact of UIFSM.

Recommendation(s):

The Education and Young People's Services Cabinet Committee is asked to Note the report

1. Introduction

- 1.1 The School Food Plan, published by Henry Dimbleby and John Vincent in July 2013, presented evidence that free school meals would lead to positive improvements in:
- health
 - attainment
 - social cohesion
 - helping families with the cost of living
- 1.2 The School Food Plan recommended a series of actions to transform what children eat at school and how they learn about food including:
- put cooking into the curriculum
 - introduce food based standards
 - food and nutrition training for head teachers
 - a phased roll out of free school meals for all primary school children, beginning with the local authorities with the highest percentage of children already eligible for free school meals
- 1.3 The review found that, in pilots where all children have been given a free school dinner:
- children were found to be on average 2 months ahead of their peers elsewhere
 - around 2% more children reached target levels in Maths and English at Key Stage 1; while at Key Stage 2 the impact on achievement of between 3% and 5% was a bigger improvement than the 3.6% boost that followed the introduction of a compulsory literacy hour in 1998
 - academic improvements were most marked among children from less affluent families

- there was a 23% increase in the number of children eating vegetables at lunch and an 18% drop in those eating crisps

1.4 The result was for The Children and Families Act 2014 to place a legal duty on all state-funded schools in England, including academies and free schools to offer a free school lunch to all pupils in reception, year 1 and year 2 from September 2014.

1.5 The responsibility for school catering is delegated to all schools and academies. Governing Bodies can make their own decisions and changes to provision without the need to consult or inform KCC Client Services.

2. Financial Implications

2.1 *UIFSM Round 1 Capital Funding 2014/15*

The government allocated £150 million of capital funding in the 2014/15 financial year to support the rollout of UIFSM

National		KENT	
Local Authorities	£102.7m	Kent CC	£2.7m
Voluntary Aided	£26.4	Kent VA	£0.5m
Academies	£20.8	KentAcademies	Unknown

2.2 Academies were able to bid to the Academies Capital Maintenance Fund (ACMF) to improve their facilities; an element of the available capital funding was added to the ACMF pot for 2014 to 2015 for this purpose.

2.3 *Kent Projects Undertaken*

In January 2014, KCC asked schools to complete an online survey to enable an assessment as to how best to allocate the funds. Several schools raised concerns that their dining rooms were not able to cope with the additional meal take up. Some schools who rent village halls to serve the meals would have additional pressures on their budgets due to extended rental fees.

2.4 On 21 March 2014 the KCC Schools Funding Forum agreed a programme and a business case which were later presented to Cabinet Committee and a programme approved.

2.5 KCC would make decisions based on local knowledge of schools and results from the survey undertaken to try and make best use of the monies available. Priority was given to:

- schools with no onsite cooking facilities
- schools with no local primary school able to provide for them
- infant only schools
- a project which relieves an additional problem for another school
- the outcome will have significant impact on service improvement
- the project does not require planning permission (due to Government imposed timescales)

the schools management team are supportive of the initiative and willing to contribute to necessary work outside of the grant conditions

3. Approved Programme August 2014

3.1 The 12 schools listed below had no facilities and through this process were given brand new on site production kitchens. Many of these will now be able to cook for other local schools.

- Maypole Primary School, Dartford
- St Albans Rd Infants, Dartford
- Shears Green Infants School, Northfleet
- Minster CEP School, Thanet
- Bridge & Patribourne CEP School, Canterbury
- Mundella Primary School, Folkestone
- Otford Primary School, Sevenoaks
- St Michaels CEP School, Tenterden
- Riverhead Infants School, Sevenoaks
- Palace Wood Primary School, Maidstone
- St Martins CEP School, Folkestone
- Sellindge Primary School, Ashford

3.2 Approximately 108 schools received equipment such as ovens, refrigerators or mobile heated trollies to support schools to meet the UIFSM initiative.

3.3 In addition, an allocation from the Planned Enhancement Budget for 2014/15 was used to deliver 6 major projects to upgrade existing kitchen ventilation and equipment:

- Priory Fields School , Dover
- The Oaks Infant School, Sittingbourne
- Swalecliffe CP School, Whitstable
- St Johns CEP Primary, Sevenoaks
- Langton Green Primary, Tunbridge Wells
- Madginford Park Infants, Maidstone

3.4 All 6 ventilation and 12 kitchen projects were completed and operational in September 2014.

4. UIFSM Round 2 Capital Funding 2015/16

4.1 Following the implementation of the UIFSM initiative (i.e. Round 1) that every child in KS1 in state-funded schools will receive a free school lunch from September 2014, on the 16th October 2014, the Department announced that they would be making an additional £20m of capital funding available for new projects aimed at enhancing kitchen and dining facilities for local authorities to bid for. This is as a result of the Department advising that there is evidence that there have been a small number of schools which have on-going implementation challenges that they have been unable to address.

4.2 In 2015 the funding was awarded for individual projects. KCC applied for sixteen and were successful in five:

St Stephens Infants	Canterbury	Servery conversion to kitchen	£186,917
Downs View Infants	Ashford	Pod kitchen	£235,585
Ellington Infants	Thanet	Pod kitchen	£249,000

New Ash Green Primary	Sevenoaks	Servery conversion to kitchen	£209,503
Hextable Primary	Sevenoaks	Servery conversion to kitchen	£193,894
Total			£1,074,899

4.3 The Planned Enhancement budget allocated to improve ventilation in kitchens is £500,000. This also includes replacing old Chester ovens as these do not comply with current gas safety regulations. The ventilation improvements are ongoing to bring kitchens up to current standards so are not directly as a result of UIFSM but schools cooking high numbers due to UIFSM were prioritised. This funding has upgraded ventilation in 7 kitchens:

- The Anthony Roper Primary
- Borough Green Primary
- Capel Primary
- Darenth Primary
- Dunton Green Primary
- Higham Primary
- Stone St Mary's CE Primary

4.4 All these projects were awarded to Kier Construction under the Scape contract. All projects were completed and operational for September 2015.

5 Revenue Funding

5.1 Schools are paid funding at a flat rate of £2.30 for each meal taken by newly eligible pupils. Therefore schools will receive £437 per annum for each pupil that receives meals and is eligible for UIFSM. UIFSM numbers can be measured, from October 14 as the schools census has included a new indicator to identify pupils that have newly become eligible for a UIFSM.

6. Small Schools Transitional Funding

6.1 This funding was said to be a one off in 2014 for schools with a roll of up to and including 150 pupils. Each eligible school received an amount per eligible pupil or a lump sum of £3,000 whichever is the greater. Then in April 2015 a further amount of £2300 was allocated to schools who met these criteria.

7. UIFSM provision in Kent

7.1 *Initial Provision September 2014*

On day one of the introduction of UIFSM every school in Kent offered hot meals to all Key Stage One pupils with the exception of Wilmington Primary and Benenden CE Primary.

7.2 Wilmington Primary as an academy successfully bid for funding and opened their new production kitchen June 2015. From September 14 to June 15 they provided a transported service.

7.3 Benenden CE Primary offered pupils a hot service 2 or 3 days per week and cold on the other days. The Headteacher raised concerns regarding their lack of facilities to be able to comply with UIFSM requirements.. The

Headteacher requested funding for additional supervision. A UIFSM Advisor representing the DfE visited site and agreed funding of £64,048.85 to install a pod dining room. Unfortunately once KCC carried out further feasibility investigations, the project did not go ahead due to lack of space. Benenden also narrowly missed out on small school transitional funding. However, the school has been successful for the Priority School Building Programme (Round 2) and subject to final agreement with the EfA, they should have a new school within the next couple of years.

- 7.4 Godinton Primary - during July 2014 there was some media interest around provision of UIFSM at Godinton Primary. The Rt Hon Damian Green MP wrote to Roger Gough, Cabinet Member for Education & Health Reform. The Headteacher was concerned about the ability of the kitchen and dining hall to cope.
- 7.5 Applying the criteria agreed with the School Funding Forum, Godinton was not chosen to receive a major kitchen extension project but were supplied with additional kitchen equipment. It was agreed the kitchen was small, but had sufficient equipment to cook for the estimated 250 pupils to be served in September 2014. Following intervention from the DfE an additional storage pod was offered but declined by the school as they felt it would be more cost effective to wait until they converted to an Academy and then apply for a higher level of funding.

8. Current Provision September 2015

- 8.1 There are still approximately 115 schools without onsite production kitchens. 42 of these have over 200 pupils on roll so are likely to be transporting in over 100 meals each day. Some schools transport in over 300 meals on a daily basis. These servery schools rely on the good will of other local schools to allow their kitchens to be used to transport out meals to schools without kitchens. Many schools would like to have their own kitchens but without funding this is impossible.
- 8.2 Some schools may choose to offer a packed lunch on occasions such as a school trip out but the requirement is that they should be working towards a hot meal service on a regular basis.
- 8.3 The Client Services team manage a County let framework agreement. There are 5 different service providers covering 212 primary schools and 1 secondary school. This contract expires 31 July 2016. Client Services are currently working on proposals to provide the future service from the Total Facilities Management Contracts which are already in place and awarded to Amey, Skanska and Kier.
- 8.4 119 other schools purchase a catering support package from Client Services. Therefore approximately 262 schools manage their own school meals service with no direct involvement from the Authority.

9. Meal Take Up

- 9.1 The Government's target for UIFSM is for 87% of Reception and KS1 pupils to be having a hot nutritious meal at lunchtime.

9.2 At the start of April each year schools and academies are asked to submit their annual meal numbers for the previous financial year. This is not mandatory so not all schools respond. For April 14 to March 15, 294 schools responded (208 framework + 86 non framework). UIFSM was introduced part way through this year, Sept 14 so the percentage take up of FSM is distorted.

When the survey is issued in April 2016, the questions will be changed to separate out benefits based FSM from UIFSM.

- April 13/March 14 average daily take up = 35.6%
- April 14/March 15 average daily take up = 40%

9.3 The table below shows the numbers for July 14 compared with September 14 for the schools who had new kitchens installed. This shows some significant increases when meals are cooked on site.

	July 14	Sept 14	% Increase
Bridge & Patricbourne CEP	106	183	73%
Maypole Primary	92	188	105%
Minster Primary (Thanet)	476	766	61%
Mundella Primary	100	115	15%
Oxford Primary	97	167	72%
Palace Wood Primary	92	138	50%
Riverhead Infant	110	271	146%
Sellindge Primary	26	45	73%
Shears Green Infant	99	336	241%
St Albans Road Infant	101	146	45%
St Martin's CEP Folkestone	30	99	226%
St Michael's CEP Tenterden	39	57	46%

9.4 Please find attached UIFSM take up numbers from the school census October 2014 - October 2015. Take up varies from 100% down to 40%

10. UIFSM support

UIFSM Toolkit

10.1 This toolkit is designed to be used as an initial reference point. It contains useful information and links to expert organisations that can help. It also provides important information on the targeted implementation support service commissioned by the government, which has now been awarded to the Children's Food Trust and the Lead Authority for Catering in Education (LACA).

10.2 Targeted Implementation Support

£9.6m was available nationally to provide targeted advice and guidance to those schools most in need of help. To increase meal take up, the Government awarded The Children's Food Trust a contract to support schools across the South East. Client Services are working with CFT to deliver this support on a local basis. In Year One September 14, Client Services were funded £38,000 to support 49 targeted schools at level 4. In Year Two, September 15 Client Services supported 24 schools at level 4 and 7 at level 3. We expect to be funded £39,000 for this work.

- 10.3 The improvement programme identified eligible schools as facing the most significant challenges and low meal take up
- Level 1: Advice service
 - Level 2: Handholding service (telephone based)
 - Level 3: ‘What works well’ visit
 - Level 4: Face to face advice and support
- 10.4 In addition to visits and a report from Client Services, these schools also had free access to:
- a visit from The Craft Guild of Chefs
 - a What Works Well visit
 - Food for Life Partnership “Quality Day”
 - CFT menu checking service
 - Marketing support from Elygra Marketing. Most schools chose to receive a mixed box of generic materials
 - 1 Year free membership to Lead Association of Caterers in Education (LACA)
 - 1 Year free licence code for the Children’s Food Trust Learning Network

11. Make School Meals Count Project

11.1 In an effort to ensure those pupils in Key Stage 2 also benefit from a hot school lunch and to retain those in Key Stage 1 who were moving to Key Stage 2 in September 2015, KCC was approached by CFT to offer the Food Dudes Dining Experience programme in junior schools. This involved training staff, pupil prizes, programme videos and dining room materials. After meeting with the CFT and colleagues in Public Health it was agreed the cost to KCC to deliver this project was prohibitive but if in the future funding was available, KCC would prefer to target the interventions to the areas of greatest need across our County.

11.2 Checklist for Head Teachers

This is a checklist of all the things that work well at schools. There are specific actions that improve food culture in schools and increase take-up of school dinners. The checklist is designed to be printed out and pinned up in the school office and in the school kitchen.

12. Challenges for Schools Following the Implementation of UIFSM

12.1 Catering for Special Diets

Increased take-up may mean catering for a broader range of special diets. In the pilots, as take-up increased, so did provision for special diets on medical and religious grounds. This can present a challenge in some situations, but many caterers are experienced at ensuring their menus reflect the cultural and religious make-up of schools, and providing for those with allergies. Client Services offer schools training sessions via CPD Online and qualifications in these subjects.

12.2 Pupil Premium

Concerns were raised that as all KS1 pupils would be eligible for free meals that parents would not apply for benefits-based free meals and therefore the

schools would not receive the Pupil Premium funding allocations. The then Schools Minister David Laws recommend that schools get parents to complete a standard declaration in respect of eligibility for Free School Meals. KCC senior management supported the recommendation and encouraged schools to use the Model Registration Form.

When analysing the number of pupils entitled to benefit based free school meals the figures show for pupils in Reception in 13/14 moved up to Year 1 in 14/15 (the first year of UIFSM) the benefit based FSM entitlement increased by 2%.

For pupils in Year 1 in 13/14 moving up to Year 2 in 14/15 the benefit based FSM entitlement reduced by 1.3%.

For pupils in Year 2 in 13/14 moving up to Year 3 in 14/15 the benefit based FSM entitlement reduced by 1.8%

As the figures for the pupils in Year 3 and Year 4, not influenced by UIFSM also reduced by 1.2% and 1.5% the conclusion is that there is no significant difference between the drop off in primary and secondary and the reduction in free school meals was due to the improvement in the economy.

12.3 *Light Equipment*

For those schools in the County framework agreement, the contractors purchased additional plates, bowls, cutlery, cooking utensils, transport boxes etc. Schools that make their own arrangements for school meals may have had to negotiate within their own contractor or purchase additional equipment themselves.

12.4 *Transported Meal Service*

Due to increase meal numbers the contractors had to purchase additional transport boxes. The delivery schedules needed to be adjusted to take account of the extra time needed loading and unloading vehicles. In some cases the transport costs have increased as double runs had to be introduced due to extra sittings or size of vehicles used.

12.5 *Kitchen Equipment*

Due to school kitchens now catering for higher meal numbers there will be a greater strain put on existing kitchen facilities and equipment such as ovens, steamers, refrigerators, dish washers etc. Where KCC is responsible, the Fixed Wiring Testing and the Gas Catering Equipment and Kitchen Gas Installations Annual inspection and service is funded centrally.

12.6 All kitchen decoration and equipment repairs are a delegated school responsibility. With school budgets being under financial pressures, schools with kitchens are sometimes reluctant to spend their budget on the kitchen when they see other areas in the school as taking priority. Some schools are choosing not to make a repair which causes issues for the catering contractor. For example by not repairing a dishwasher, the plates and cutlery etc all need to be washed by hand which increases the workload but may also risk customer safety.

12.7 A lack of adequate maintenance to the structure of the premises and equipment can result in -

- inadequate temperature control which could cause failure to cook or store food to the correct temperature

- cleaning becoming more difficult and result in a build-up of food debris
 - defective and poorly maintained equipment, fixtures and fittings which can result in the physical contamination of food
 - pests may enter the premises
 - an Environmental Health Officer will serve an improvement notice or prohibition order on the proprietor of the business
 - an accident occurring
- 12.8 Some schools will use engineers or Caretakers who are not familiar with the type of equipment in our school kitchen. This may lead to delays or more costly repairs or unnecessary replacements.
- 12.9 In September 2015 schools were informed any mixer without guarding should be replaced with one which is fully guarded as per the PUWER regulations 1998. The cost to the school is approximately £1500.
- 12.10 There is currently no incentive for one school to cook for another school. When schools are awarding new contracts they should be looking for contractors to help with the costs of kitchen equipment repairs and replacements.

13. OFSTED

- 13.1 Under the new Common Inspection Framework, from September 2015, Ofsted will inspect how “children and learners keep themselves healthy, including through healthy eating”. As part of this, inspectors will look at “the food on offer and visit the canteen to see the atmosphere and culture in the dining space and the effect this has on pupils’ behaviour.” Inspectors will also look at the “breadth and balance of the curriculum, of which practical cookery is now a part.”
- 13.2 *Kent School Impact Assessment Online Survey October 2014*
- 56 schools responded
 - 56 were providing a hot free meal every day to all KS1 pupils
 - 41 said since September 2014 the lunchtime takes an increased amount of time
 - 15 said the timetable had been adjusted to accommodate the extra time lunch service needed
 - 1 was serving hot meals in a classroom (Tunstall CofE)
 - 25 said they had had to increase the hours or numbers of Midday Meal Supervisors
 - 33 said other than staffing costs, the school budget had been used for items relating to UIFSM e.g. additional kitchen equipment, furniture, plates or cutlery
- 13.3 When asked what positive impact UIFSM had had most said it was too early to tell. Other positive comments were:
- children trying new foods
 - potential to become a more sociable experience for all
 - children are eating healthier
 - quality of food is better than some packed lunches
 - improving their table manners

- feedback suggests that parents are very happy with the initiative
- lunch times are calmer, more organised and more enjoyable
- children are returning to class eager and ready to learn in the afternoons
- increase in children in KS2 having a school dinner
- children trying new foods - parents report they try new foods at home too
- free lunch - less parents in debt to the school
- 0.4% increase in attendance

13.4 Less positive comments included:

- amount of food wastage has increased dramatically
- extended time needed for setting up tables and benches before lunch and cleaning floor afterwards means the time that the hall can be available for other curriculum activities like PE has been affected
- timeframe to implement was unrealistic
- Have had to move to all children 'block-booking' their school dinners for a whole week rather than choosing day-by-day. This has disappointed many families and led to fewer KS2 pupils choosing school meals.
- large input from teaching, leadership and support staff has been involved on a daily basis to try to ensure that pupils are fed within the lunch hour and back in class in time for afternoon lessons
- children's playtime has decreased because many children are unable to eat in the time allotted
- FSM applications are reduced
- whilst a good idea, there has been no real thought about the logistics and man-management time this has taken (disproportionate to the benefits) when we should be focused on teaching and learning
- admin time (which costs the school) has been far more taken up with the meals admin now
- there was no reason to introduce this headline grabbing initiative

13.4 *What schools need to do to improve take up of UIFSM*

The role of the head teacher is vital in leading the change: only the head teacher has the power to organise all aspects of the school required to implement UIFSM.

- concentrate on the things children care about; good food, attractive environment and time to socialise
- adopt and refine the 'whole-school approach'
- ensure school food is an integral part of the whole school day
- all stakeholders must be engaged in the service; involving parents, school cooks, midday supervisors, children, school staff, catering providers and governors
- promote good behaviour in the dining room so it's a positive experience for the young pupils, in an attractive, bright space
- regular promotion and theme days
- menu in words and pictures - identity / brand
- ensure the pupils are able to see the food on offer
- easy to eat food
- link lunchtime with growing clubs and cooking in school
- ensuring a good flow through the dining hall from queueing to be served, to the waste station
- change to round tables and free standing chairs
- use proper plates and bowls

- have colourful table cloths
- staggered lunchtimes
- rotate the year group sittings
- pre-ordering = reduced time queuing = less waste
- teachers eat with pupils,
- parents and family invited in to eat lunch
- active encouragement of trial portions
- praise and recognition for new food eaten
- lunchtime buddies supporting younger pupils - role models
- the 'golden table', Friday table or top table
- customer care training for lunchtime supervisors and catering teams
- work with the school council or school nutrition action group (SNAG) to support improvements to the lunchtime service

14. The Future of UIFSM

- 14.1 The Prime Minister, Mr David Cameron has pledged to save Universal Infant Free School Meals in the November Spending Review. During a question and answer session at Prime Minister's Questions on 28 October 2015, The PM said "I'm immensely proud that it was a government I lead that introduced this policy. I'm proud of what we've done and we'll be keeping it." (Source - Lead Association for CAtering in Education (LACA))
- 14.2 The industry is calling for a university-led piece of research to be commissioned to measure the effectiveness of UIFSM, based on health, attainment and economics.

15. Other Issues Affecting the School Meals Service 2014/15

- 15.1 *Revised Standards for School Food*
The new school food standards became a legal requirement in January 2015. They created a clearer, simpler set of food-based standards for school food in place of the previous nutrient-based standards.
- 15.2 Current health status of children and young people:
- only 10% boys and 7% girls aged 11-18 years eat 5-A-DAY fruit and vegetables
 - intakes of sugar, saturated fat and salt are too high
 - intakes of fibre are too low
 - low intakes of oily fish
 - intakes of certain vitamins and minerals are often too low, particularly in secondary school-aged girls
 - more than a fifth of children are either overweight or obese by the time they join reception class, increasing to a third in Year 6
 - type II diabetes appearing in children
 - poor dental health in many young children
 - young children and teenaged girls particularly at risk of iron deficiency
- 15.3 The new standards aim to ensure that food provided is healthy, balanced and nutritious. To provide pupils with an appropriate amount of the energy and nutrients they need during the school day and help develop healthy eating habits.

16. School Workforce Development Professional Standards

16.1 This has created a set of commonly-accepted professional standards, detailing the required competences, responsibility and skills expected of school catering staff in different positions.

17. Food Allergen Labelling Regulations

17.1 New food allergen regulations came into force on 13th December 2014. The legislation requires caterers to provide allergy information on food sold unpackaged in any catering outlet such as a breakfast clubs, tuck shop, dining hall or canteen. There are also changes to existing legislation on labelling allergenic ingredients in pre-packed foods.

18. Recommendation(s)

18.1 Recommendation(s): The Education Cabinet Committee is asked to note the report.

19. Appendices

Appendix 1 - Meal numbers

20. Contact details

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From: Roger Gough – Cabinet Member for Education and Health Reform
 Peter Oakford – Cabinet Member for Children’s Services
 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 –
 21 January 2016

Subject: Early Help and Preventative Services: Strategy and Three Year Plan
 2015-2018

Classification: Unrestricted

Electoral Division: All

Summary:

This report sets out the progress achieved to date with Early Help and Preventative Services and the key targets and priorities for future development, as set out in the Strategy and Three year Plan.

In the past year Early Help and Preventative Services (EHPS) have undergone a significant re-structure and have implemented the 0-25 transformation programme, supported by Newton Europe, across all areas. The service is now delivered in integrated teams in all districts, with casework managed through newly established Early Help Units. There is close working with schools and alignment of all systems and processes with Specialist Children’s Services.

Significant improvements have already been seen to case throughput and effectiveness, securing improved outcomes for children, young people and families. Performance is monitored and managed using an outcome tracker system for all cases and the EHPS monthly scorecard includes data for all performance measures. All work within EHPS is underpinned by a new Quality Assurance Framework, with a clear cycle for audit, evaluation and feedback.

The EHPS Strategy and Three Year Plan (attached) provides the vision, ways of working and direction of travel for Kent’s Early Help and Preventative Services for 2015-18.

Recommendation: The Committee is asked to note the progress to date and endorse the priorities and performance targets set out the Early Help and Preventative Services Strategy and Three Year Plan 2015-18.

1. Introduction Early Help and Preventative Services (EHPS)

1.1 The new service was launched in 2014, to ensure effective Early Help practice and is designed to ensure the highest quality service delivery and improved outcomes

for children, young people and families. A key element to providing effective Early Help and Preventative Services is the consistent use across the children's workforce of procedures and processes to identify and address the risks and needs of vulnerable children, young people and their families and reduce the demand for social care services.

- 1.2 The restructure of EHPS is complete. The implementation of the 0-25 transformation has rolled out across all four geographical areas, which has delivered new ways of working and a more integrated approach to service delivery in all districts.
- 1.3 In the last year, EHPS has focused on redefining and clarifying its strategy and shared values and implementing new structures and systems that allow the division to achieve its outcomes over the next three years. Significant progress was made in 2014-15.
- 1.4 The new EHPS structure and ways of working have already made a significant difference:
 - By targeting drift, case durations are 49% shorter
 - 500 more families have had outcomes achieved, with an increasing percentage of cases closed with outcomes achieved (now up to 82%)
 - 65% more families are supported per FTE worker
 - By introducing the Early Help Unit model with a focus on outcomes and productivity, 300 more children now have a successful early intervention each year whilst case throughput is up 38%
 - A reducing rate of referrals to SCS
 - District step-down panels are in place to support safe and efficient transfer of cases from Specialist Children's Services to EHPS
 - Early Help Unit meetings are established to enable review, support and challenge of open cases on a weekly basis.

2. Recording and Reporting

- 2.1. The LiquidLogic Early Help Module (EHM) (implemented autumn 2015) provides a case management system with associated workflows and casenotes functionality. This system shares a database with Specialist Children's Services' Liberi system and enables safe evidence-based step-downs and step-ups of cases between the two services.
- 2.2 An additional facility is being developed in the Early Help Module by LiquidLogic to manage the data and tracking requirements of the Troubled Families programme.
- 2.3 The outcome tracker used to monitor the throughput of cases and the effectiveness of Early Help casework is firmly embedded in all areas of the county. The tracker is welcomed by staff and managers as a useful tool to enhance their work. They are finding the clarity of information assists in the planning and oversight of work to ensure casework is focused and ensures outcomes are achieved for children and families. The outcome tracker populates a comprehensive dashboard of all Early Help casework across the county and can

be populated from county level through to district, Early Help unit and practitioner level. An example of the outcome tracker is included in the appendix 1.

- 2.4 A new performance scorecard was launched in March 2015 for EHPS. This has now been reviewed to ensure it meets the longer-term needs of the whole EHPS division and is fully aligned with the 0-25 transformation work that has been implemented. The latest available EHPS scorecard is included in the appendix 2.
- 2.5 Performance is reported to EHPS Divisional Management Team, Education and Young People's Services Directorate Management Team, 0-25 Portfolio Board, Kent Integrated Children's Services Board, Children's Services Improvement Panel, and this Cabinet Committee.

3. Quality Assurance

- 3.1 The EHPS Quality Assurance Framework (QAF) has now been launched and includes a range of performance, audit and evaluation tools, as well as a focus on feedback from children, young people and families, feedback from cross-directorate peers, key stakeholders, together with staff feedback and assessment of their competence, skills and motivation. A multi-agency audit programme will evidence good practice and support workforce development. This will follow a clear cycle and will ensure feedback to staff from the audit outcomes and continuous improvement to EHPS processes and service delivery. The Quality Assurance Framework is included in the appendix 3.
- 3.2 Areas for continued improvement and development have been identified through the existing audit programme, including completion of notifications, effective outcomes-focused action planning and evidencing the voice of the child or young person and family. Actions are planned to address these issues through workforce development to build confidence and enhanced skills and knowledge to improve the quality, efficiency and timeliness of the process.
- 3.3 The Early Help Quality Assurance Framework includes a key focus on listening to the voice of the child and family, and ensuring follow-up with families following case closure to gather their views and assess whether change has been sustained and its impact. The voice of the child and family is vital to the success of Early Help processes with the following quotes received:

"...X has been a constant support and has really gone above and beyond the 'call of duty'. Her understanding of what we needed and required has vastly improved our lives in all areas...without X we, as a family, would not be in such a good position to start the new chapter of Y's life..." (Parent)

"Allowed me to take a step back and look at my family life with or without me in it to see the difficulties I have caused and to see that I can change" (Young person)

4. Progress in 2014-15

- 4.1 In the last year, Early Help and Preventative Services has focused on redefining and clarifying its strategy and shared values and implementing the structures and systems that will allow the division to achieve its outcomes over the next three years.

4.2 During the past year we have:

- **Developed a clear brand for Early Help and Preventative Services.** Early Help and Preventative Services brought together a range of disparate services, some of which had been developed in isolation, from different directorates.
- **Implemented a new integrated structure that is more closely aligned to our partners in schools and Specialist Children's Services, better reflects the needs of children, young people and families and is more cost effective.** During the past year all staff were involved in a consultation that led to a restructure that simplified and rationalised job titles, descriptions and roles and moved to a District based, whole family approach with integrated support from specialist teams. The Troubled Families programme became part of the service and achieved their Phase 1 target of turning around 2,560 families. The new structure has resulted in better use of resources coupled with joint planning and delivery, and achieved efficiency savings of £7.1 million.
- **Established Triage, a single front door for referrals related to families requiring Early Help support.** Triage was co-located with the SCS Central Duty Team in June 2015 to improve joint working with Specialist Children's Services, to ensure a 'no wrong door' approach and to contribute to our goal of ensuring the consistent application of safeguarding thresholds and service allocation across the county. Early Help notifications are received and assessed by Triage.
- **Clarified the procedures, processes and routines that we use to access and deliver services to improve integrated working and enable both staff and partners to understand how they work together.** Effective service integration requires staff to understand not only their own role but also how it links with others', both in and outside the service. Service pathways and standards have been agreed and published. The **Kent Family Support Framework** embeds an outcome focused cycle of effective practice from early identification of a problem and notification to Early Help and Preventative Services through to assessment, planning and review. The Signs of Safety approach has been adopted jointly with Specialist Children's Services to ensure that there is a consistent language around safeguarding and family practice approaches. There are clear boundaries, but also agreed overlap, between Early Help Unit and open access work which is coordinated through fortnightly District meetings that are also attended by PRU, Inclusion and Attendance and Safer Young Kent staff.
- We have ensured **safe 'Step Down' processes from Specialist Children's Services** to Early Help Units. Jointly agreed procedures and processes are in place and improved arrangements have resulted in increasing proportions of the cases closed to SCS are stepped down to EHPS (currently 27%). Weekly step down panels are established throughout the county and there is sustained commitment across SCS and EHPS to these panels to discuss complex cases and monitor the outcomes for step down cases. 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.

- **Ensured the transition to a data-informed service with continuous improvement embedded in the way it operates.** A separate Information and Intelligence Unit has been established with the function of gathering data and supporting operational staff to achieve improved outcomes and to drive advances in efficiency and effectiveness. A casework tracker tool has been developed which allows the service to have greater visibility of workloads and progress towards achieving outcomes in casework. Key performance measures are now reviewed regularly at District, area and divisional level meetings and used to inform service developments.
- We have conducted a series of **practice reviews of Children's Centres**, the results of which are shaping our planning to continue the improvement journey for centres in Kent and to ensure greater consistency across Districts. The Ofsted Inspection of Maidstone Children's Centres conducted in June 2015 achieved a judgement in all categories of Good. This is a significant achievement by managers and staff in improving standards from an Ofsted judgement of Inadequate in June 2014 to Good in June 2015. The inspection found that "Significant progress has been made since the last inspection to improve the quality and range of services provided for families" and that "Leaders and managers, and those responsible for governance, have thoroughly reviewed the organisation of the centres and the management structure. As a result, services have a consistently positive impact on families who access the centres, and highly effective working arrangements with other services and organisations within the Maidstone area mean families receive professional help quickly (from) Centre leaders and staff (who) are highly motivated and dedicated to their role".

Intensive Casework in Early Help Units

4.3 The Early Help Units (EHU) are in place to deliver intensive support for children, young people and families. They promote working together in small teams with high levels of responsibility and autonomy, to promote a culture of challenge and respect with an opportunity to learn from what went well, and what did not.

4.4 The Units undertake casework with a range of families requiring early help support. These cases will include out of court disposals, step-downs from SCS or prevention of the need for statutory social care intervention, children and young people experiencing attendance or behaviour difficulties at school or older young people who are NEET. The EHU work closely with open access services to ensure an integrated approach.

- 82% of cases are now closed with positive outcomes, based on cases closed under the Kent Family Support Framework.
- 22% of cases closed in SCS were stepped down to EHPS, an increase on the previous year's figure of 18%. This was due to an increased focus in this area due to the 0-25 transformation programme, which is rolling out fully in 2015-16 so should ensure further increases.

- The percentage of re-referrals to SCS within 12 months of a previous referral was 28.5%, above the target level of 25%. The roll out of the 0-25 transformation in both SCS and EHPS should bring this figure down in 2015-16.

Working with Commissioned Services

- 4.5 Both the EHU and open access services will have a critical link with commissioned services in order to ensure an appropriate district, multi-agency response to need. Ongoing monitoring and evaluation will take place to ensure that KCC and commissioned services are appropriately meeting the needs those children, young people and families in need of early help services.
- 4.6 Emotional Health and Wellbeing, Family Support and Parenting and Young Carers Service and Youth have been identified as the key areas of work for commissioned services. It is these collective priorities that will provide the platform for the commissioning of new services that will work alongside the Early Help Units and Universal Services to bring the best possible outcome for Kent's children and young people.

Working with Specialist Children's Services

Safeguarding

- 4.7 EHPS are continuing to work in close partnership with SCS to develop a robust process for the safe passing of responsibility and tracking of step-up, step-down and step-across referral pathway for children and young people at different interfaces of the safeguarding threshold. As part of the transformation implementation 100% of staff have received training. This piece of work was informally commended by an Ofsted inspector at a recent training event and has been embraced by both EHPS and SCS to help ensure robust transfer of cases across thresholds.

Child Sexual Exploitation (CSE)

- 4.8 Work has been taking place through team meetings and training to ensure that the workforce is fully aware of CSE and that staff understand their roles and responsibilities in relation to keeping children and young people safe from sexual exploitation and know how to respond appropriately when sexual exploitation is suspected.

Working with Health

- 4.9 Work has taken place with Public Health to agree detailed specifications around how Early Help services work to promote and improve health outcomes for children and young people. 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.

Emotional Health and Wellbeing

- 4.10 EHPS are currently leading on a wide-ranging review of Kent's emotional health and wellbeing pathway, including interventions and support networks to improve the resilience and emotional wellbeing of children and young people.

Children's Centres

- 4.11 Children's Centres continue to provide their core offer, as required by Ofsted, which is to improve outcomes for young children and their families, with a particular focus on those in greatest need. They work to make sure all children are properly prepared for school, regardless of background or family circumstances. They also offer support to parents. Public Health are a critical partner for Children's Centres.
- 80% of children under 5 living in the 30% most deprived LSOAs are registered with a Children's Centre, which is appropriately high, though only 47% are currently attending, which should be higher, and will be an area of focus moving forward as it should be at least 65%.
 - 75% of children under 5 with Current Social Services involvement are known to a Children's Centre. This shows the close working relationship between EHPS and SCS, and Children's Centres are using monthly lists to work with SCS and families to ensure this figure continues to rise.

Ofsted Outcomes

- 4.12 Children's Centres are subject to Ofsted inspection and must operate in line with the Ofsted framework, with a key focus on:
- Access to services by young children and their families
 - The quality and impact of practice and services
 - The effectiveness of leadership, governance and management
- 4.13 72% of Children's Centres were judged to be good or outstanding by Ofsted, above the national figure of 67%. These figures combine inspection results under the old and new framework.
- 4.14 Over the past year we have commissioned an ex-senior HMI from Ofsted and her colleague to undertake a series of reviews of the Children Centres. These have now taken place in 6 districts and the work has been invaluable in identifying both strengths as well as areas for development. In June an Ofsted Inspection of Maidstone Children Centres concluded the following; *'Since the last inspection, the local authority has taken concerted action in addressing the identified areas for improvement. Stringent performance monitoring arrangements have been introduced, with enhanced levels of staff development, and this has resulted in significantly improved practice'*.

Free for Two (FF2)

- 4.15 Children Centres play a key role in identifying and supporting eligible families take up their entitlement of a free early years childcare place for their two year olds. The take up nationally is 58% and in Kent the latest figure is 68%, having risen from 40% in September 2014. This does mean that a significant number of eligible disadvantaged 2 year olds are still not benefitting from the learning and development opportunities available in good quality childcare settings. We expect this to improve to at least 75% by summer 2016. At the same time 91% of those 2 year olds that are participating, are in good or outstanding provision.

Open Access – Youth Hubs and the Youth Offer

- 4.16 Youth Work enables young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.
- 4.17 An important element of the new Early Help and Preventative Services model is the establishment of twelve Youth Hubs, located across all districts in Kent:
North – Dartford, Gravesend, Swanley
East – Sittingbourne, Whitstable, Margate
South – Deal, Folkestone, Ashford
West – Tonbridge, Maidstone, Tunbridge Wells (opening in February 2016)
- 4.18 These Hubs are the focus of service delivery to adolescents, managed by newly appointed Youth Hub Delivery Managers. They provide a comprehensive programme of open access activities for all young people, and also play a vital role in delivering a range of more targeted support to identified young people, working very closely with the Early Help Units in their district (many of which are located in Youth Hubs across the county). A wider collaboration with other partner agencies, commissioned providers and local district/borough councils will be central to the success of the Youth Hubs within the Early Help offer to young people.

NEET

- 4.19 The percentage of the 16-18 cohort that were NEET at the end of January 2015 (the agreed outturn point for the year due to stability) was 5.2%. This was above the target of 4%, and above the national figure of 4.7%. The latest NEET Figure, December 2015, is 4.89% compared to a national figure of 4.8%.
- 4.20 EHPS support young people identified as NEET, via the services delivered by:
- Early Help Units
 - Open Access: Youth Hubs and Children's Centres
 - Street Based Youth Work
 - Kent Youth Offending Teams
 - Troubled Families
 - Commissioned Services

- 4.21 Early Help workers have been trained to ensure they are confident in working with adolescents and have a thorough understanding of the NEET and Participation agendas, and are able to deliver information, advice and signposting including developing strong area links with the Participation and Progression Officers in Skills and Employability.

Outdoor Education

- 4.22 EYPS maintains an extensive range of Outdoor Education Centres, offering a breadth of experience and challenge to children and young people in a residential setting. The Swattenden Centre near Cranbrook and Bewl Water Outdoor Centre near Lamberhurst provide extensive land and water-based activities, whilst the Glyn Padarn Centre in North Wales delivers a tougher challenge against the backdrop of the Snowdonia National Park. Levels of usage across all centres have increased by 5% over the past year, with Kent's primary and secondary schools (including academies) remaining major customers.

Duke of Edinburgh's Award

- 4.23 Kent County Council holds one of the largest Duke of Edinburgh's Award Operating Licences in the UK, supporting more than 120 registered centres (schools and youth projects) and more than 1000 adults – the vast majority of whom are volunteers - across the county in 2014/15. The past twelve months has been a record year for the Award in Kent; with 5066 young people taking up the DofE challenge for the first time, and 2502 completing an Award at Bronze, Silver or Gold. The achievement of 185 Gold Awards in the year was another record for Kent, and included three young employees from the County Council, who joined their Gold Award peers at Gold Award Presentations held at St James's Palace in London during the year.

Troubled Families

- 4.24 The Kent Troubled Families Programme has been successful in enabling families with multiple problems in turning their lives around. In the last year 2000 families were turned around achieving 100% of the target number of families over the life of the programme. This means adults have been helped to access work or training, and offending and anti-social behaviour has reduced and children's attendance at schools has improved, with fewer exclusions. Of the 2,560 families turned around, 2,172 were for improvements in education, crime, and anti-social behaviour and 388 were for at least one family member returning to work.
- 4.25 The Kent Troubled Families programme began a five year Extended Phase in January 2015. Phase 2 of the programme extends the criteria to include:
- Crime and anti-social behaviour
 - Education

- Children in need
- Out of work or at risk of financial exclusion
- Domestic abuse
- Health

4.26 Families must all have an assessment plan which requires the worker to assess the families against all of these criteria. The family will be 'turned around' when all the criteria have significantly improved for a sustained period. The programme now requires Kent to turn around 8,960 families over the five years of the programme. However, in order to achieve this target the programme will have to identify substantially more than 8,960 families. All families known to EHPS will be assessed against these six criteria.

Youth Justice

4.27 Youth Justice is now embedded across the work of EHPS. The central Youth Justice service focuses on court disposals, and the EHU focus on out of court disposals. However, a core principle of EHPS is that children and young people should have stability of case worker wherever possible as a high-quality relationship supports positive outcomes.

4.28 In 2014-15 the number of first time entrants into the Youth Justice system fell to 614, which meant that the target of 628 was achieved. This compares with 709 in 2013-14 and 1121 in 2011-12. The number of remands to youth detention accommodation increased slightly to 44 from 40 in the previous year however compares favourably with 68 in 2011-12. The engagement of statutory school age young offenders in full time education is now 76.6%, compared with 72.4% in 2012-13. This is slightly below the target for 2015 which was 83%. However, the percentage of young offenders post statutory school age in full time EET is only 50.9%, which is significantly lower than the target of 80%. The EHPS plan around NEET re-engagement and support covers the Youth Justice cohort so this figure should rise going forward.

4.29 In 2014-15 95.7% of all young people aged 16 and 17 years leaving custody moved into suitable accommodation for their needs, this compares very favourably with 86.8% in 2011-12. In the remaining areas the performance for the number of custodial sentences in 2014-15 was 4.7%% of all court disposals, against a target of 3.5%. The target of 90% for suitable accommodation of 16-17 year olds on community based interventions was exceeded achieving 93.8% against 88.8% in 2013-14, this represents a significant improvement when compared with 2011-12 at 81.4%.

Prevent Strategy

4.30 KCC is responding to the growing threat of radicalisation and violent extremism by being fully engaged with the statutory requirements under the Counter Terrorism and Security Act 2015 Prevent duty, ensuring schools are aware of their safeguarding responsibilities and the use of the Channel referral process for assessing and managing risk. Staff in EYPS have an important part to play in raising awareness and in working with vulnerable groups who may be at risk of radicalisation and or violent extremism.

PRU, Inclusion and Attendance

- 4.31 The latest data on attendance is not for a full school year. Available early data which combines autumn 2014 and spring 2015 figures indicates a persistent absence figure for primary schools of 2.8%, up from 2.3% last academic year. The available figure for secondary schools is 6.1%, down from 6.2% last academic year. National persistent absence figures for 2013-14 were 2.1% for primary and 5.2% for secondary, showing that Kent has higher rates of absence than national.
- 4.32 The DfE changed the definition of persistent absence to 10% from 15% from September 2016. This has a significant impact on persistent absence reporting. The combined autumn and spring figures for 2014-15 increase from 2.8% to 8.5% for primary schools using the new threshold, and from 6.1% to 14.0% for secondary schools. National figures are not yet available for this new threshold and Kent is setting targets for the 10% threshold.
- 4.33 There were 1693 fixed term and 47 permanent exclusions in the Primary phase. This compares to figures for the end of the previous academic year of 1604 and 26, resulting in a slight increase in fixed term exclusions and a significant increase in permanent exclusions. Further work is taking place to understand and address this increase in the primary phase, which has not been mirrored in the secondary phase.
- 4.34 There were 9030 fixed term and 58 permanent exclusions in the Secondary phase. This compares to figures for the end of the previous academic year of 8912 and 61, which shows slight increase in fixed term exclusions but a slight reduction in permanent exclusions.

Early Help Triage

- 4.34 Triage is the front door and a vital pathway into Early Help support, and ensures safeguarding risks and family needs are considered within 2 working days of receipt of an Early Help notification. Missing Children and e-YOT notifications are actioned the day they are received from the Police. This is in order to support the safe, quick and appropriate allocation of cases by the districts into targeted support, open-access support or commissioned services. Practitioners can contact the Triage team for advice and guidance on any aspect of the Early Help Process. The team is co-located with SCS' Central Duty Team to form part of the County Referral Unit.

5. Future Developments in the Strategy and Three year Plan 2015-18

- 5.1 All service delivery and development within EHPS is underpinned by four key principles as set out in the Strategy and Three year Plan 2015-18:
- We involve children, young people and families
 - We strive to improve life chances, build family resilience, and use the strengths of families
 - Decisions are informed by professional judgement and the working relationship with the child and family

- Outcome focused informed by evidence, performance and evaluation
- 5.2 We have identified four key priority work strands that are essential if we are to achieve good outcomes for children and young people over the next three years. They stand alongside and contribute to the core business of Kent's Early Help and Preventative Services, and provide an additional focus to service delivery.
- Ensure a whole system partnership approach across the range of Early Help and Preventative services in Kent
 - Develop effective family focused practice approaches
 - Support good health and emotional well-being
 - Promote educational and vocational achievement
- 5.3 The EHPS Strategy and Three Year Plan, attached, provides the vision, ways of working and direction of travel for Kent's Early Help and Preventative Services. It builds on the foundations of the recent EHPS restructure and describes how EHPS will work with children, young people and their families to help them overcome difficulties and reach their full potential.

6. Future Priorities and Targets in the Three Year Plan 2015-18

- 6.1 Through Early Help and Preventative Services we aim to ensure we achieve the following by 2018:
- A reducing rate of re-referrals to either EHPS or SCS within 12 months of case closure within EHPS down to 20% by 2018.
 - Work with SCS to increase the number of step-downs to EHPS up to 27% by 2018.
 - Ensure appropriate levels of early help support are given to children, young people and their families in order to reduce the number of notifications leading to assessment down to 65% by 2018.
 - Increase the timeliness of response for targeted casework to ensure that by 2018 85% of plans are in place within 4 weeks on notification.
 - Increase the number of cases closed with a positive outcome up to 86% by 2018.
 - Work in an integrated way with all services involved with young people to reduce the percentage of young people aged 16-18 who are NEET down to 1% by 2018.
 - Improve the usage levels and performance of Children's Centres to ensure greater take-up by families living in deprived areas, greater engagement with those known to SCS, greater take-up of free early

education places by eligible two year olds (FF2), and an increased proportion of centres judged by Ofsted to be good or outstanding.

- Continue to reduce the number of first time entrants into the Youth Justice system, together with a reduction in the re-offending rate, by working with the Police to increase the use of out-of-court disposals, particularly community resolutions.
- Work with services across Education and Young People's Services to increase the education participation levels of young offenders, to ensure that by 2018, 86% of those who are statutory school age receive full time education and 85% of those aged 16 and 17 are EET.
- Integrate the delivery of the Troubled Families Programme into EHPS to ensure that high numbers of families are 'turned around', up to 4,964 by 2018, which equates to 55% of the target cohort of 8,960 families.
- Improve the attendance of children and young people by supporting the reduction of persistent absence and focusing on the new 10% threshold for persistent absence.
- With the implementation of new models for PRU provision there will be no more than 30 pupils permanently excluded from school by 2018.
- Work with schools on behaviour management strategies and monitoring to reduce the levels of fixed term exclusions down to 1050 in primary schools and 5000 in secondary schools by 2018.

7. Conclusion

- 7.1 Significant progress has been made in Early Help and Preventative Services in terms of transformation, vision and forward planning, performance monitoring and outcomes focused working, all underpinned by regular quality assurance processes. This progress will be built on further in the coming months to ensure an increasing proportion of families are supported with outcomes achieved, and with increased levels of step-downs to continue to support reduced caseload in SCS and reduced referrals to SCS.

8. Recommendations

- 8.1 Cabinet Committee is asked to note the progress to date and the proposed future direction as set out in the Early Help and Preventative Services Strategy and Three Year Plan 2015-18.

9. Appendices

- Appendix 1 - EHPS Strategy and Three Year Plan
- Appendix 2 - EHPS Scorecard

- Appendix 3 - Quality Assurance Framework

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Education and Young People's Services

Early Help and Preventative Services

Strategy and Three Year Plan





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Foreword

In May 2014 we set out our strategy and vision for Early Help and Preventative Services (EHPS) and a new way of working in Kent. We have had a productive year since introducing the new model of working and we are pleased with the progress to date. The services which came together in April 2014 have been redesigned in order to deliver new ways of working and provide a firm foundation to improve the outcomes for children, young people and families in Kent. There is still more to be done and we are not complacent about the challenges ahead. There is now a well-founded and integrated structure from which to embed practice and align services to other key areas of service delivery for children and young people.

One year on from our initial prospectus, the priorities and vision remains the same; *“providing early help for whole families in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and they achieve good outcomes”*. We have a continuous quest to get this right and to evidence that early help and preventative services work. Over the coming three years we will be embedding practice that makes a real difference, understanding what works and why, and evaluating the long term impact of early help and prevention. The fundamental purpose of early help is to improve the life chances of vulnerable children and families to benefit society at large whilst being cost effective. In a climate of reducing financial resources understanding the cost benefits and longer term impact is particularly important.

We continue to strive to deliver the highest quality services to make Kent a place of opportunity in which all families thrive. We endeavour to reduce the educational and health gaps for poorer and disadvantaged children and young people to ensure fewer numbers need to the interventions of the social care or youth justice system.

We are confident that our work in the past year to achieve good outcomes for children, young people and families in all aspects of their lives is having real benefits. We will work with partners to achieve more and this is one of the areas in which we want to have a stronger focus. We also aim to do more to ensure the greater participation of children, young people and parents.

This three year plan sets out our vision, ways of working and direction of travel for Kent’s Early Help and Preventative Services. The plan outlines what we aim to achieve and the ways we will be working over the next three years. It describes how EHPS will work with children, young people and their families to help them overcome difficulties and reach their full potential.

The three year plan is published in conjunction with the EHPS Manual which sets out in greater detail how the service is structured and organised across all elements of EHPS in Kent.

Introduction

The early years of a child's life are critical for ensuring they develop well and they do not fall behind in a way which means they have poorer outcomes throughout life. The quality of the caring and learning environment experienced by a young child critically impacts on how well the brain develops and emotional resilience starts to develop. The lack of positive experience and nurturing can have long term detrimental impacts on cognitive and social-emotional outcomes.

While early development is critical, later stages of childhood and adolescence are also key periods in life when children and young people need nurturing and additional support to overcome barriers to success in life. We know, for example, that the biological changes and brain development that takes place in early adolescence is critical. Most children and young people develop well but those where there is material and emotional deprivation may suffer significant harm. This is evident in their self-esteem, their relationships and behaviour, in their health and in their learning and achievement. EHPS, working with our partners in Health and other agencies and in close cooperation with schools, is designed to provide early help and additional support to the children and young people at risk of poor outcomes and emotional and physical harm. The key target groups are those children, young people and families whose needs are just below the thresholds for Specialist Children's Services (SCS).

Our greatest success will be to ensure that in future fewer of these children will need social care protection or to be taken into care, because they are receiving sufficient early help that their lives improve.

If we want to improve life chances and outcomes in adult life, early help and prevention, in the early years especially, and throughout childhood and adolescence are essential. The waste of human potential, the risk of further inter-generational deprivation and the cost to society are the key drivers for change. Long term unmet needs which result in significant mental ill health, substance misuse, family abuse and neglect, poor educational achievement,



unemployment and criminal offending are too high a price for not investing in early help services.

Children get one chance in life and their futures should not be determined by their background or by disadvantages faced early in life. Poverty should not predestine children and young people to educational failure and poorer physical and mental health, and yet we know it so often does. Nearly all parents want to do the best for their children but some struggle with problems they have inherited or developed in their own lives. Where multiple problems exist, children have the least chance of doing well.

Our approach is to work with families to develop their resilience and increase their capacity to help themselves. Our focus is to increase the availability and impact of those positive things that have the greatest beneficial effect on children's lives, such as good parenting, growing up in a household in employment, quality early childcare and learning, a good school, healthy eating, the development of emotional resilience, ambition for the future in learning and employment, help to achieve good qualifications and safe behaviours and healthy habits in adolescence and early adulthood. We are deliberately adopting a whole family approach, working with parents, children and young people and their schools, colleges and early years settings.

What is Early Help and Prevention?

EHPS are designed to respond early to tackle emerging issues for children, young people and families who are most at risk of developing problems and having poor outcomes. Early help and preventative work is not just about early childhood but also about preventing adolescents and young adults from developing problems.

Prevention refers to measures put in place to decrease the likelihood of problems emerging in the future. Work in Children's Centres or Youth Hubs such as healthy lifestyle choices, encouraging immunisation, accident prevention or the importance of parent and baby bonding all work towards future wellbeing. Prevention can be undertaken alongside other interventions. For example a family may be working with statutory children services to address safeguarding issues of neglect. Alongside this the adolescent in the family can be receiving preventative support in a youth hub to build social skills that can assist with personal development and future employment.

Early Help refers to the support given at the earliest possible opportunity if problems do start to emerge or if there are identified potential risk and/or vulnerability factors that may impact on a child's development. These can be familial or community factors and support work can be undertaken in universal settings such as schools as well as in the family home. Youth justice work also has a preventative approach and early restorative work is effective in reducing the likelihood of future offending.

The earlier children at high risk of difficulties, abuse or neglect receive assistance the greater the potential to decrease the risk of negative outcomes in later childhood adulthood. However there are sometimes occasions when things have gone wrong for families and statutory intervention by SCS is required. Kent EHPS also work with families who have received statutory intervention from SCS.

The continuing work will aim to help maintain positive changes that have been made or to address emerging issues for the family that do not impact on the safeguarding of the children in the family

or indeed to build progress to reach even more ambitious achievements and outcomes. All work with families ensures that they are at the centre of support, that they build on their own strengths and build resilience to the life challenges or problems many families experience.

By providing a clear focus on early help and preventative work, delivered in a timely and effective way, to the children and young people who need it, we aim to ensure they can flourish and will not in future experience harmful long-term consequences.

EHPS are multi-disciplinary and multi-agency and are delivered in an integrated, joined up way to have maximum impact on improving outcomes, providing families with a more coordinated approach, achieving the most efficient use of resources and reducing demand for more costly services.

EHPS work with children, young people and their families with a primary focus on families with children and young people aged from pre-birth to eighteen. However a young person who is already engaged with EHPS may continue to be engaged with provision beyond his or her eighteenth birthday. In particular work may continue with vulnerable young people or those who have special educational needs and disabilities aged eighteen to twenty five, in order to help them make the transition to adulthood or access adult services. Work may also continue with young people in order to meet the statutory responsibilities around NEET. It is not likely that a new referral for a young person aged nineteen or above would be appropriate as adult services should meet this need.

All of our work is predicated on highly effective partnerships and good relationships with our schools, Health providers, the Police, Voluntary Sector providers and other key agencies and stakeholders, who are at the heart of the integrated way of working in Kent.

Identifying Need and Kent Family Support Framework

EHPS focus on working in partnership as part of a **whole system** approach to delivering support to families and children.

Individual and family work is arranged according to the Kent Safeguarding Children's Board (KSCB) Inter-Agency Threshold Guidance levels of need. The four levels of need are **Universal, Additional, Intensive and Specialist**. The response is delivered by partners, SCS or EHPS, according to appropriate application of the KSCB inter-agency threshold guidance.



Level 1: Universal - All children and families have core needs such as parenting, health and education. Children are supported by their family and in universal services to meet all their needs.

Services are provided to all children and families who live in the area.

Level 2: Additional - Children and families with additional needs who would benefit from or who require extra help to improve education, parenting and/or behaviour or to meet specific health or emotional needs or to improve material situation. Child's needs can be met by universal services working together or with the addition of some targeted services

Services are provided on a voluntary basis

Level 3: Intensive - Vulnerable children and their families with multiple needs or whose needs are more complex. Life chances would be impaired without coordinated support. A multi-agency plan is developed with the family coordinated by a lead professional or family worker. A wide range of services, including Early Help Units or/and Children in Need services, might be involved

Services are provided on a voluntary basis

Level 4: Specialist - Children and/or family members are likely to suffer significant harm/ removal from home/serious and lasting impairment without the intervention of specialist services, sometimes in a statutory role.

Referral is to services with the power to undertake statutory non voluntary intervention and services with specialist skills

Universal services such as schools, early years settings, Children's Centres and Youth hubs seek to meet 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. The EHPS offer is Children's Centres, Youth hubs and Outdoor Education. Although available to all we aim to target those families that are most likely to require support, especially children and young people known to SCS.

Children, young people 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 support. This is often supporting statutory SCS intervention cases or other intensive work.

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 or self-harm issues.

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** 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.

In addition to the universal, additional and intensive work in EHPS, **specialist level** statutory Youth Justice and School Inclusion and Attendance work is integrated within the service. This enables the service to 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.

It is essential that these levels are seen as being parts of a continuum of support available to meet assessed need, and at any particular point in time. Children, young people and their families have different levels of need and their needs change over time depending on their circumstances. Most children are able to go through their childhood needing only the support of their family, their community, their school and other universal services to which all children are entitled. Some children and families need ongoing support, while others may have their needs met sufficiently through an early intervention delivered within the universal level. Children, young people and families will not necessarily move systematically between the three levels. Occasionally a presenting concern or issue raised by a professional within the universal level will be so serious that it requires statutory or complex specialist assessment and intervention at the 'Specialist' level.

To ensure families receive the appropriate support at the right level, all staff in EHPS will undertake a rolling cycle of training on all aspects of safeguarding including child sexual exploitation (CSE), radicalisation and Prevent, online safeguarding and female genital mutilation (FGM), to ensure knowledge is up to date, and use of the associated toolkits and risk assessments is understood and embedded into practice.

Kent's Early Help and Preventative Service Vision and Outcomes

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 services will receive them in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and they achieve good outcomes. The service works to ensure that children and young people contribute positively to their communities and are actively engaged in learning and employment to achieve adult wellbeing and independence.

The intention is to make a significant difference through early help and preventative work, to prevent the escalation of needs wherever possible, and to reduce the likelihood of problems emerging in the first place.

Children, young people and families should be able to access the right services at the right time in the right place. We aim to place them at the heart of everything we do, working in a more integrated way and avoiding, where possible, lack of coordination or wasteful duplication.

EHPS aims to target early help services for the most vulnerable children, young people and families with complex needs who require additional and intensive support, with a focus on delivering better outcomes. The service will also make a significant difference in reducing demand for statutory SCS and to help step-down SCS cases where it is safe to do so.

The three year plan is focused on achieving the following **key strategic priorities** for children and young people, outlined in the *Education and Young People's Services strategic document: Vision and Priorities for Improvement*:

- 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), and achieve more successful outcomes as a result of Early Help interventions
- Reduce the days lost to education through exclusions and absence, and 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 readiness for school by vulnerable children at age 5
- Improve the participation of young people in 14-19 vocational pathways including increased take up of employment with training, apprenticeships and traineeships by vulnerable groups
- Reduce substance misuse and teenage pregnancy
- Increase breast feeding and reduce smoking by pregnant women and mothers
- Improve the resilience and well-being for children and young people and reduce mental and behavioural problems and the high levels of demand for Child and Adolescent Mental Health Services (CAMHS)

The Strategy and Three Year Plan: Our Key Strategic Principles and Work Strands

Kent's Strategy and Three Year Plan for EHPS draws together evidence over the last year of early help and preventative work in Kent. It also draws on national policy, research and evidence of practice with the most promising outcomes. The strategy is underpinned by **four principles**, that we believe impact on best practice, which run throughout all service delivery and **four work strands** which provide a priority work focus for the next three years and aim to achieve our strategic vision and outcomes.

These key principles are underpinned by a comprehensive workforce development programme for staff within EHPS, to ensure that they are skilled and confident in delivering a quality service across all four work strands. The work of EHPS staff is supported by around 1500 volunteers who give their time to improve outcomes for children and young people. A new volunteer strategy will be developed to ensure a more structured, systematic approach to how EHPS deploys and supports its volunteer workforce. It is recognised that many areas of work within



children and young people's services across the partnership and indeed wider services across the county contribute to early help and preventative work. For example good education provision is a universal service which plays a critical part in preventing problems and poor outcomes for children and young people. Equally, safe environments and community initiatives impact on the resilience of communities and families. The scope of this three year plan is focused on the work delivered and commissioned by Kent County Council (KCC) and the interface with partners.

Key Principles

- We involve children, young people and families
- We strive to improve life chances and build family resilience by using the strengths of families
- Decisions are informed by professional judgement and the working relationship with the child and family
- We ensure that all service delivery and commissioned provision is outcome-focused and informed by evidence-based practice, performance data and evaluation

Each of these **four principles** underpins and informs all service delivery as described below.

1. We **involve children, young people and families** in all of our work. They often offer the solution to many of the challenges that families and communities experience and we want to engage them in developing the way we work. Where possible work is co-produced and we encourage participation in community involvement. We listen to children and young people and understand their concerns. We take children and young people's views on their families' difficulties into account, assessments and plans are shared with families and feedback about our services is sought. Young people learn from other young positive role models and we promote opportunities for positive learning from each other.
2. We endeavour to **improve life chances and build family resilience by using the strengths of families** to help themselves develop an intergenerational cycle of positive parenting and wellbeing that benefits all, whilst being cost effective and reducing future re-referrals to either EHPS or SCS. We promote independence rather than reliance on services and promote resilience in our communities to support vulnerable families. We focus on our most vulnerable children and young people, who often have complex and multiple needs.

We will ensure all Children's Centres and Youth Hubs reach vulnerable families. They will make good provision for children, young people and their families and effectively support them to achieve good outcomes. They will identify where additional work is required and if needs escalate to ensure that relevant safeguarding and risk management action is taken.

We ensure that our services are accessible, equal and fair to all. Practice promotes solutions and uses peer and community influence to affect positive change. Casework is not closed for non-engagement; instead consideration is given about what else we can do and work takes place with our partners to maximise opportunities and support.

3. We develop a range of accessible, effective, integrated EHPS which build on **professional judgement and the working relationships with families** which are central to achieving sustained positive outcomes. Cases are not closed and relationships changed based on bureaucratic service requirements or structures. Rather we use professional judgement to make decisions when circumstances for a family change. Families, children and young people receive support from as few professionals as possible, to avoid unhelpful duplication, and there is continuity of worker wherever possible. We aim to ensure families do not need to move around the system and in and out of different services or experience lengthy waiting times.

Practitioners are skilled and able to work in a flexible way. Partners work together, services complement each other, are informed about each other's work and understand interdependencies and dependencies. We promote flexibility in our approach and avoid duplication or moving people round a system. Some complex and specialist lead areas are required but we ensure integration of services wherever possible.

4. We ensure that all service delivery and commissioned provision is **outcome focused and informed by evidence based practice, performance data and evaluation**. Knowing what works for which family when and why, is a key element underlying this three year plan and essential in responding to the individual needs of children and families. We will ensure

that we understand the dependencies and interdependencies across services and that safe and effective practice, evidenced through timely and accurate case recording, runs throughout all early help and preventative work.

We track outcomes for children and families against recognised frameworks to ensure the service is delivered in a timely and effective manner. We organise and design our services according to need to ensure equity of service. Reflective practice and a range of tools are used to bring clarity, together with structured review processes to ensure there is no case drift. Evaluating and reviewing our early help and preventative services is central to the next phase of our work.

Key Work Strands

Ensure a whole system partnership approach across the range of Early Help and Preventative services in Kent

Develop effective family focused practice approaches

Support good health and emotional well-being

Promote educational and vocational achievement

We have identified **four key priority work strands** that are essential if we are to achieve good outcomes for children and young people over the next three years. They stand alongside and contribute to the core business of Kent's EHPS, and provide an additional focus to service delivery.

1. **A whole system partnership approach across the range of EHPS in Kent is essential if we are to ensure that needs are identified and addressed before problems become more established and that outcomes are achieved.** This includes early identification and good information sharing systems. It is more difficult to change if families have broken down or if they have become involved in youth crime, dropped out of school or developed a mental health problem. The system relies on early identification, good information and effective utilisation of services being in place in order to respond to a referral in a timely way and ensure a fast response leading to an agreed intervention.

We will:

- I. Develop and embed an agreed charter with schools and early education providers with a clear definition of roles, responsibilities and expected service standards that include timeliness of feedback and effective communication
 - II. Work with the Police to reduce the number of first time entrants into the criminal justice system by increasing the number of community resolutions and providing an intervention that ensures that concerns do not escalate
 - III. Work closely, and align our targets and resources with, the new Local Children’s Partnership Groups (LCPGs) to ensure that we allocate our resources effectively to focus on locally agreed outcomes
 - IV. Improve early identification and response to need by increasing the number of families receiving early help support as a result of discussion between the Central Duty Team and Triage, or between district based SCS staff and EHPS staff when a case has been closed with no further action following a statutory assessment.
2. **A family focused approach underpins all our work. All work is family based or is otherwise clearly defined (e.g. youth work, education, adolescent transition to adulthood). We will develop our models of practice to inform our work in Children’s Centres, youth hubs, youth justice, attendance and inclusion or intensive work in Early Help Units.**

The focus is on preventing people’s needs escalating and/or helping people receive and exit statutory services rapidly. All practitioners focus on the child and the family and the wider setting, taking a systemic approach to understanding the family needs that lead to a plan agreed and shared with all relevant family members and other professionals.

Our intensive casework practice is aligned to SCS and we set clear expectations about thresholds and apply a consistent approach to assessment, planning, reviews and quality assurance. Our written work is clear and does not use jargon. We share our work with families and are clear with them about the support we can provide, the concerns we may have and what needs to change to make things better for children and young people.

Assessments across the service are based on historical information, facts and new information as it comes to light. The assessment of need always informs the plan for support which is regularly monitored and reviewed. All delays to accessing services are reduced and work is always timely and meaningful to families. Throughput of cases is not rigid. The needs of the individual child and the family are taken into account and consideration is given to ongoing support where it is required. Intensive casework is closed when outcomes are achieved and good sustainability and exit plans are in place. There is no drift in the throughput of cases. **The principle of the client and worker relationship informing professional judgement and decision making is always used.**



We will:

- I. Develop Systemic Practice by ensuring that all staff understand the theory and principles and that Unit Leaders have been trained to embed the practice into the work of their staff
- II. Integrate Troubled Families work and indicators into the additional and intensive support offered by EHPS to develop a more sustainable model of family support that turns around the lives of more families experiencing challenging circumstances
- III. Adopt the Signs of Safety approach and train staff in its use so that a common methodology and language is used across SCS and EHPS
- IV. Ensure that the importance of parents and carers, especially fathers, is captured in all work. This includes their involvement in assessment and plans as well as the design and development of services

3. Good health and emotional wellbeing are essential to being life ready. We will co-ordinate our health services so that we get a more integrated approach with health visitors, school nurses, CAMHS and substance misuse and sexual health workers who all have a role in providing early help.

We will:

- I. Undertake joint commissioning with Public Health to improve the reach and effectiveness of services
 - II. Embed mental health professionals into our EHPS to ensure swift and early access to support for service users as well and professional advice, guidance and support for workers who are supporting families where there are emotional health and wellbeing concerns
 - III. Work with public health and schools to promote healthy lifestyles to reduce the number of children who are overweight or miss school because of health needs
4. **We promote high aspirations, leading to greater independence and future life opportunities. Educational achievement, training and employment are paramount to life chances.** Underpinning all that we do is a positive transition to adulthood and promoting independence through education, training and employment wherever possible.

Involvement in play, youth participation and a wide range of positive and adventurous activities provides transformational opportunities that can increase aspiration, enhance motivation, self-worth and learning. Engagement in opportunities is promoted by workers and support is given to ensure they are particularly accessed by vulnerable children and adolescents. We will deliver a youth offer and programmes of support for vulnerable children and adolescents that increase participation in positive activities and reduce offending, anti-social behaviour, teenage pregnancy, drug and alcohol misuse and youth unemployment. Continuity of support is available through community and universal opportunities when required and children with complex needs will be supported to access these opportunities



We will:

- I. Use Children's Centres to improve the take-up of free early education places by eligible two year olds to ensure that more disadvantaged children develop well and are school ready
- II. Ensure that school attendance and involvement in education, employment and training are considered in all assessments and that, where relevant, activities to address them are included in plans
- III. Through all of our EHPS teams, but especially the Pupil Referral Units (PRU), Inclusion and Attendance service, work closely with schools to improve attendance, reduce exclusions and ensure swift re-integration from PRUs into mainstream education though supporting schools with managing behaviour and attendance
- IV. Deliver a youth offer and programmes of support for vulnerable children and adolescents that increase participation in positive activities and reduce offending, anti-social behaviour, teenage pregnancy, drug and alcohol misuse and youth unemployment
- V. Ensure that PRUs work with a range of services to support young people into individualised pathways of education and training
- VI. Work in partnership with the Skills and Employability service to ensure appropriate access to traineeships and apprenticeships for young people.

Overview of Kent’s Early Help and Preventative Services

Kent’s EHPS provide opportunities and support to children, young people and families across the range of safeguarding and well-being levels to help improve outcomes at the earliest possible stage; and as a step down from SCS to maintain and support achievements made whilst statutory social care was involved.

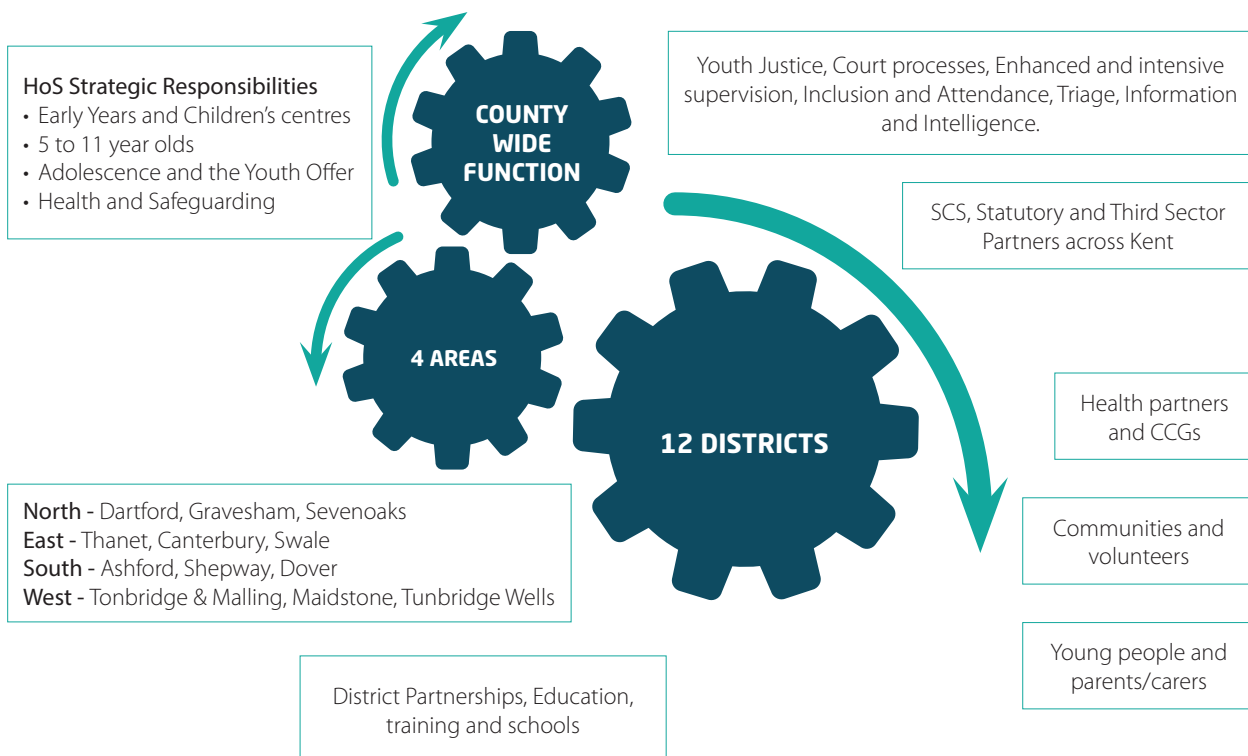
There are a wide range of services provided to vulnerable children, young people and families with multiple problems and disadvantages, under the umbrella of the EHPS. These services include Youth Services, Children’s Centres, Kent Troubled Families Programme, Family Support, and the PRU and the Inclusion and Attendance Service.

The EHPS Division is organised and delivered in four geographical areas that align with the SCS area structure and other services within the Education and Young People’s Services Directorate. The operational delivery of EHPS is managed in 12 Districts (each Area includes three Districts).

Early Help Units

Early Help Units (EHU) are in place in each District to deliver intensive support for children, young people and families who have an Early Help assessment and plan. They promote working together in small teams with high levels of responsibility and autonomy, to promote a culture of challenge and respect with an opportunity to learn from what went well, and what did not.

The EHU undertakes casework with a range of families requiring early help support. These cases include out of court disposals, step-downs from SCS or prevention of the need for statutory social care intervention, children and young people experiencing attendance or behaviour difficulties at school or older young people who are NEET. Casework also includes additional support, where necessary, for children in need, children with a child protection plan and children and young people in the care system.



The EHU works closely with open access services to ensure an integrated approach. Families supported by targeted casework in the units can also benefit from open access support, and ongoing engagement with open access services will support the case closure in the units once outcomes have been achieved.

Both the EHU and open access services have a critical link with commissioned services in order to ensure an appropriate district, multi-agency response to need. Ongoing monitoring and evaluation takes place to ensure that KCC and commissioned services are appropriately meeting the needs those children, young people and families in need of early help services.



Open Access: Children's Centres and Youth Work

The work delivered through open access Children's Centres, youth hubs, and other settings is critical to achieving positive outcomes for children, young people and their families, and incorporates a range of key services.

Targeted work in open access settings ensures greater prevention as early as possible to ensure well-being for all. It is also essential as part of the support package for the cases stepped down from SCS and to ensure improvements are maintained without the necessity for long term casework.

This delivery model ensures continuity between targeted and open access work in order to fully utilise the opportunities available for vulnerable children and young people. It maximises the full use of group work experiences to assess and improve the well-

being of families so they do not slip through the system, problems do not escalate and referrals are not made to SCS.

Children's Centres continue to provide their core offer, as required by Ofsted, which is to improve outcomes for young children and their families, with a particular focus on those in greatest need. They work to make sure all children are properly prepared for school, regardless of background or family circumstances. They also offer support to parents. Public Health are a critical partner for Children's Centres.

Children's Centres are subject to Ofsted inspection and must operate in line with the Ofsted framework, with a key focus on:

- Access to services by young children and their families
- The quality and impact of practice and services
- The effectiveness of leadership, governance and management

Youth Work promotes the personal, social and educational development of young people, and enables them to develop their voice, influence and place in society and to reach their full potential.

- Youth Work is based on the needs of young people. It is critical that:
- Young people are central to the planning and delivery of youth work
- Young people choose to be involved (voluntary commitment)
- Youth workers value young people for who they are now
- Youth Work is founded on a relational and associational way of working with young people
- Youth Work recognises young people as a partner in the learning process
- Youth Work complements formal education, promoting young people's access to learning opportunities which enables them to fulfil their potential

A key benefit of integrating Youth Work and Children's Centres in the same service is that we can identify and build synergies between them as they work together more closely to provide open access services, in terms of sharing buildings, outreach vehicles, and integrated work with families known across both services such as teenage parents.



Youth Justice and Safer Young Kent

The Youth Justice Service is responsible for assessing, planning and intervening with the 10-17 age group who have come to the attention of the Police and receive either an out of court disposal or a sentence. Ten years is the age of criminal responsibility and 18 years is when the majority of those subject to statutory supervision transfer to either the National Probation Service or the Community Rehabilitation Company which is responsible for working with adult offenders.

The principal aim of the Youth Justice System is to prevent offending by children and young people.

In addition to its statutory duties, the Youth Justice Service also:

- Fulfills duties to victims of youth crime, including informing them of the progress of the offender's case and providing information about appropriate services if they ask for additional support
- Provides restorative justice opportunities for both victims and offenders to assist with bringing closure to the conflict between them and to identify how the child or young person may repair the harm they have caused

Youth Justice is now embedded across the work of EHPS. The central Youth Justice Service focuses on court disposals, and the EHU focus on out of court disposals. However, a core principle of EHPS is that children and young people should have the stability of a case worker wherever possible as a high-quality relationship supports positive outcomes. If a young person becomes known to the Youth Justice Service and they already have an Early Help Worker, a discussion will take place to see whether that worker can continue to support that young person, including undertaking the statutory youth justice work, depending on the severity of the offence and disposal.

The Head of Youth Justice and Safer Young Kent also leads for EHPS on the strategic partnerships with responsibility for vulnerable young people that may be involved in risk taking behaviour such as terrorism or gang activity or affected due to child sexual exploitation. A multi-disciplinary collocated team to address child sexual exploitation is in development and members of EHPS will be working closely with this new initiative.

Troubled Families

The Kent Troubled Families Programme began a new five year second Phase in January 2015. It now has a wider set of criteria that means most children, young people and families who come to the attention of EHPS for targeted support are likely to be included in the programme. This means that the focus and outcomes of the Troubled Families Programme is a fundamental part of everyone's role.

In addition to this, a dedicated team of project staff and analysts will continue to validate families for inclusion in the programme against the criteria. This will involve tracking the data on identified families, verifying and documenting the turned around claims submitted to the Department for Communities and Local Government (DCLG), supporting the Governance from the DCLG, KCC and Kent partners and contract managing the county wide commissioned services and projects.

PRU, Inclusion and Attendance

Forming an integrated part of EHPS, the PRU, Inclusion and Attendance service adopts a new approach of intervening early and providing timely support to schools, children and families to address the issues of behaviour, attendance and exclusion. The Area Attendance and Inclusion Lead Officers work in partnership with schools to prevent exclusion where appropriate and to re-integrate excluded pupils with effective support. Working closely with practitioners both in EHPS and external partners, the service, including the Health Needs PRUs, will work to empower schools to manage inclusion, absenteeism and exclusion more effectively.

The newly restructured PRU, Inclusion and Attendance service complements the activities of Early Help Units by:

- Providing an integrated inclusion and attendance service that provides dedicated officers for engaging with schools in an advisory and empowering manner. They carry out group and project work with schools to improve attendance and to avoid exclusions.
- Acting as the interface between EHU and schools by working closely with Early Help Workers in the Units. It is essential that effective attendance and inclusion support and advice is available to Unit staff as required.
- Managing enforcement work centrally for Education Supervision Orders, Penalty Notices and Prosecution, to provide a more effective approach to enforcing school attendance.
- Providing an outreach service that supports the attendance, education achievement and welfare of children from Gypsy, Roma, Traveler and Minority Ethnic backgrounds.
- Working with Pupil Referral Units to empower home schools to deliver their statutory duties for pupils with challenging behaviour or medical conditions while providing high quality services for pupils who are placed in a PRU.



Progress in 2014-15

In the last year, Early Help and Preventative Services has focused on redefining and clarifying its strategy and shared values and implementing the structures and systems that will allow the division to achieve its outcomes over the next three years.

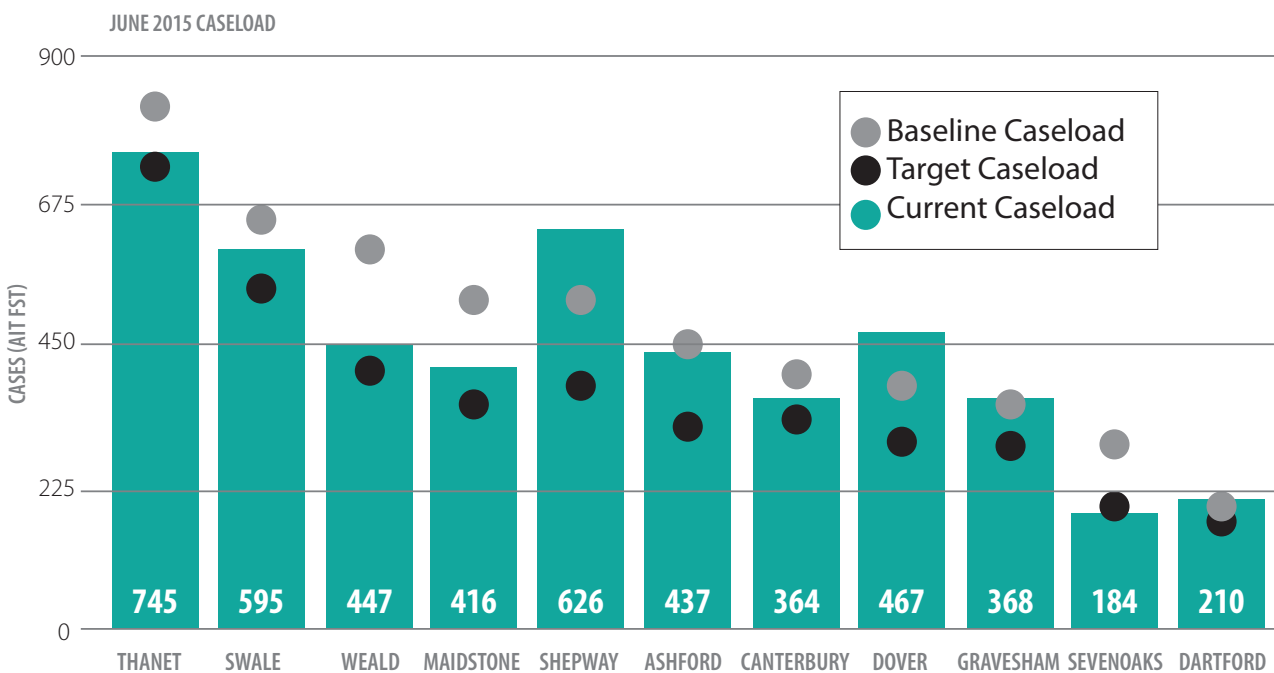
During the past year we have:

- **Developed a clear brand for Early Help and Preventative Services.** Early Help and Preventative Services brought together a range of disparate services, some of which had been developed in isolation, from different directorates. We have worked with partners to understand their expectations, define our offer and determine how to deliver it most efficiently and effectively.
- **Implemented a new integrated structure that is more closely aligned to our partners in schools and Specialist Children's Services, better reflects the needs of children, young people and families and is more cost effective.** During the past year all staff were involved in a consultation that led to a restructure that simplified and rationalised job titles, descriptions and roles and moved to a District based, whole family approach with integrated support from specialist teams. The Troubled Families programme became part of the service and achieved their Phase 1 target of turning around 2,560 families. The new structure has resulted in better use of resources coupled with joint planning and delivery, and achieved efficiency savings of £7.1 million.
- **Established Triage, a single front door for referrals related to families requiring early help support.** Triage was co-located with the Central Duty Team in June 2015 to improve joint working with Specialist Children's Services, to ensure a 'no wrong door' approach and to contribute to our goal of ensuring the consistent application of safeguarding thresholds and service allocation across the county. Early Help notifications are received and assessed by Triage.
- **Clarified the procedures, processes and routines that we use to access and deliver services to improve integrated working and enable both staff and partners to understand how they work together.** Effective service integration requires

staff to understand not only their own role but also how it links with others', both in and outside the outside the service. Service pathways and standards have been agreed and published. **The Kent Family Support Framework** embeds an outcome focused cycle of effective practice from early identification of a problem and notification to Early Help and Preventative Services through to assessment, planning and review. The Signs of Safety approach has been adopted jointly with Specialist Children's Services to ensure that there is a consistent language around safeguarding and family practice approaches. There are clear boundaries, but also agreed overlap, between Early Help Unit and open access work which is coordinated through fortnightly District meetings that are also attended by PRU, Inclusion and Attendance and Safer Young Kent staff.



- We have ensured **safe Step Down processes from Specialist Children’s Services** to Early Help Units. Jointly agreed procedures and processes are in place and improved arrangements have resulted in increasing proportions of the cases closed to SCS are stepped down to EHPS (currently 27%). Weekly step down panels are established throughout the county and there is sustained commitment across SCS and EHPS to these panels to discuss complex cases and monitor the outcomes for step down cases. The chart below demonstrates the impact that working together in the West of the County has had on reducing demand in SCS.
- **Ensured the transition to a data-informed service with continuous improvement embedded in the way it operates.** A separate Information and Intelligence Unit has been established with the function of gathering data and supporting operational staff to achieve improved outcomes and to drive advances in efficiency and effectiveness. A casework tracker tool has been developed which allows the service to have greater visibility of workloads and progress towards achieving outcomes in casework. Key performance measures are now reviewed regularly at District, area and divisional level meetings and used to inform service developments.
- We have conducted a series of **practice reviews of Children’s Centres**, the results of which are shaping our planning to continue the improvement journey for centres in Kent and to ensure greater consistency across Districts. The Ofsted Inspection of Maidstone Children’s Centres conducted in June 2015 achieved a judgement in all categories of Good. This is a significant achievement by managers and staff in improving standards from an Ofsted judgement of Inadequate in June 2014 to Good in June 2015. The inspection found that “Significant progress has been made since the last inspection to improve the quality and range of services provided for families” and that “Leaders and managers, and those responsible for governance, have thoroughly reviewed the organisation of the centres and the management structure. As a result, services have a consistently positive impact on families who access the centres, and highly effective working arrangements with other services and organisations within the Maidstone area mean families receive professional help quickly (from) Centre leaders and staff (who) are highly motivated and dedicated to their role”.



NB: Significant decrease in caseload in Maidstone & The Weald is partially attributable to EH taking step downs

In 2014-15 our key performance indicators showed:

- 69% of cases were closed with positive outcomes, based on cases closed under the Kent Family Support Framework (KFSF). This was a reduction on the previous year's figure of 74%, although the two aren't directly comparable as the previous figure was under the Common Assessment Framework.
- 22% of cases closed in SCS were stepped down to EHPS, an increase on the previous year's figure of 18%. This was due to an increased focus in this area as a result of the 0-25 transformation programme. This will be rolled out fully in 2015-16 and should ensure further increases.
- 97% of Early Help notifications under the KFSF led to an assessment. This figure is higher than it should be and is expected to drop once clear internal thresholds for targeted casework, targeted open access and open access are agreed and implemented.
- 59% of family plans were in place within four weeks of assessment. As the KFSF was only launched in September 2014 there are no comparable figures for the previous year. However, this figure fluctuated during early 2015 due to the impact of restructure, and should rise going forward.
- The percentage of re-referrals to SCS within twelve months of a previous referral was 28.5%, above the target level of 25%. The roll out of the 0-25 transformation in both SCS and EHPS should bring this figure down in 2015-16.
- 80% of children under five living in the 30% most deprived Lower Super Output Areas (LSOA) are registered with a Children's Centre, which is appropriately high, though only 47% are currently attending. This figure should be at least 65% and will be an area of focus moving forward.
- 75% of children under five with current SCS involvement are known to a Children Centre. This shows the close working relationship between EHPS and SCS, and Children's Centres are using monthly lists to work with SCS and families to ensure this figure continues to rise.
- 72% of Children's Centres were judged to be good or outstanding by Ofsted, above the national figure of 67%. These figures combine inspection results under the old and new framework.
- The number of first time entrants into the Youth Justice system fell to 614, which meant that the target of 628 was achieved by a significant margin.
- The percentage of the 16-18 cohort that were NEET at the end of January (the agreed outturn point for the year due to stability) was 5.2%. This was above the target of 4%, and above the national figure of 4.7%. Work is taking place to integrate working across a number of teams and services to ensure this figure can be reduced going forward.
- The latest data on attendance is not for a full school year. Available early data which combine autumn 2014 and spring 2015 figures indicates a persistent absence figure for primary schools of 2.8%, up from 2.3% last academic year. The available figure for secondary schools is 6.1%, down from 6.2% last academic year. National persistent absence figures for 2013-14 were 2.1% for primary and 5.2% for secondary, showing that Kent has higher rates of absence than national.
- The DfE is changing the definition of persistent absence to 10% from the current 15%. This is being implemented from September 2015 and will have a significant impact on persistent absence reporting. The combined autumn and spring figures for 2014-15 increase from 2.8% to 8.5% for primary schools using the new threshold, and from 6.1% to 14.0% for secondary schools. National figures are not yet available for this new threshold. Kent is setting provisional targets for the 10% threshold based on this early data.
- There were 1693 fixed term and 47 permanent exclusions in the Primary phase. This compares to figures for the end of the previous academic year of 1604 and 26, resulting in a slight increase in fixed term exclusions and a significant increase in permanent exclusions. Further work is taking place to understand and address this increase in the primary phase, which has not been mirrored in the secondary phase.
- There were 9030 fixed term and 58 permanent exclusions in the Secondary phase. This compares to figures for the end of the previous academic year of 8912 and 61.

Performance and Targets 2015-2018

We aim to ensure we achieve the following:

- A reduction down to 20% in the rate of re-referrals to either EHPS or SCS within 12 months of case closure by EHPS by 2018.
- An increase in the percentage of step-downs to EHPS of up to 27% by 2018, by working with SCS.
- A reduction in the number of notifications leading to assessment down to 65% by 2018, by ensuring the provision of appropriate levels of early help to children, young people and their families.
- All our Children's Centres will be judged good or outstanding by Ofsted, will make good provision for children aged 0-5 and their families and effectively reach and support vulnerable families to achieve good outcomes. Over 90% of targeted families will be registered with a Children's Centre and over 74% of those families will be engage in Centre activities.
- All our Children's Centres play a key role in increasing the take-up of free early education places by eligible two year olds (FF2) to ensure more disadvantaged children develop well in the early years. By 2018 the take up of free places by eligible 2 year olds will improve to 86%.
- An increase in the timeliness of response for intensive casework to ensure that by 2018 95% of plans are in place within 4 weeks of notification.
- An increase the number of cases closed with a positive outcome up to 86% by 2018.
- A reduction down to 1% by 2018 in the percentage of young people aged 16-18 who are NEET, by working in an integrated way with all services involved with young people, informed by a newly developed NEET strategy.
- Continued reduction in the number of first time entrants into the Youth Justice system, together with a reduction in the re-offending rate, by working with the Police to increase the use of out-of-court disposals, particularly community resolutions.
- By working with services across Education and Young People's Services, an increase in the education participation levels of young offenders, to ensure that by 2018, 86% of those who are statutory school age receive full time education and 85% of those aged 16 and 17 are in education, employment and training.
- Integration of the delivery of the Troubled Families Programme into EHPS to ensure that high numbers of families are 'turned around', up to 4,964 by 2018, which equates to 55% of the target cohort of 8,960 families.
- Improved attendance of children and young people by supporting the reduction of persistent absence at the new 10% threshold down to 7% in Primary and 10% in Secondary schools by 2018.
- Ensuring that with the implementation of new models for PRU provision there will be no more than 30 pupils permanently excluded from school by 2018.
- By working with schools on behaviour management strategies and monitoring, to reduce the levels of fixed term exclusions down to 1050 in Primary schools (38% reduction) and 5000 in Secondary schools (45% reduction) by 2018.

Getting There

In order to bring about these improvements we will deliver effective and well-targeted support for children and families, and quality whole family support and ways of working, based on the key principles and work strands.

A Quality Assurance Framework is in place to ensure all work is of the highest quality and to provide analysis of the effectiveness of EHPS and value for money. The Framework has four interlinking elements.

- Performance data and quantitative information
- Case work audits and qualitative information
- Feedback from partners, children, young people and families
- Staff competence and wellbeing

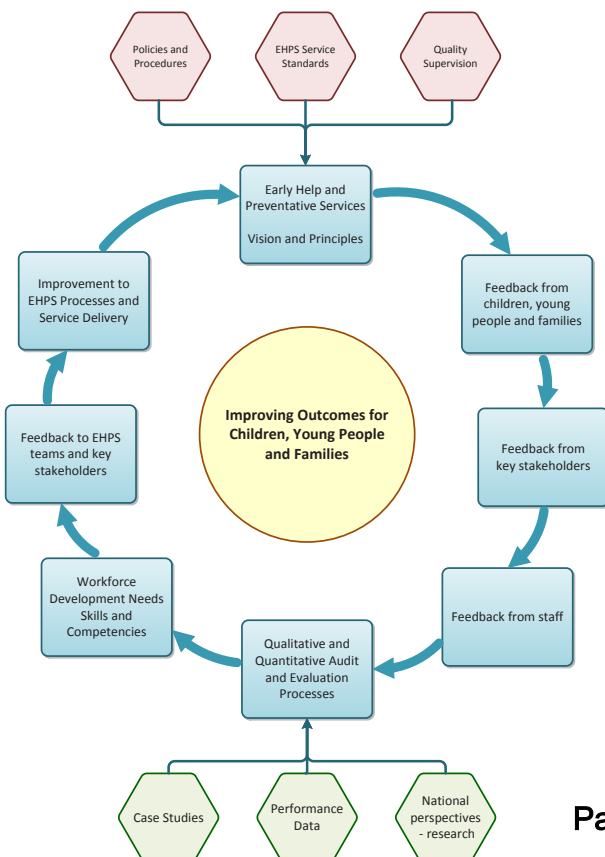
The monthly EHPS data and performance scorecard provides throughput and outcome data across the service and this will additionally inform service improvements and developments.

The Education and Young People’s Services Directorate is also undertaking work on priority schools and vulnerable pupils and the EHPS Three Year Plan complements and is informed by this work.

The table below outlines our key performance indicators for the service, and shows our performance in 2015 and our targets up to 2018. We also monitor a suite of activity indicators that do not have targets associated with them.

The Three Year Plan outlines key actions against the strategic priorities and work strands. It is an ongoing working document to support managers and staff to focus activity and evidence outcomes. It will be reviewed on a quarterly basis alongside quality assurance and performance activity for EHPS and related services such as SCS and Public Health.

EHPS – Quality Assurance Framework



Appendix 1: Performance and Targets 2015-2018

Indicator	Actual 2015	Target 2015	Target 2016	Target 2017	Target 2018
Percentage of Early Help cases stepped up to Specialist Children's Services	9.4	7	6	5	4
Percentage of Specialist Children's Services cases stepped down to Early Help	22	20	24	26	27
Percentage of notifications leading to an assessment	97		75	70	65
Percentage of plans in place within 4 weeks of notification	59		80	87	95
Percentage of cases closed with a positive outcome	69		80	83	86
Percentage of closed cases that are referred to EHPS or SCS within 12 months			25	22	20
Percentage of 16-18 cohort that are NEET	5.2	4.0	3.5	1.0	1.0
Percentage of Children's Centres with Good or Outstanding Ofsted Judgements	72	75	81	90	100
Percentage of eligible children taking up FF2 place (as measured by DfE snapshot)	58		74	80	86
Percentage of 0-5 living in the 30% most deprived LSOAs registered with a Children's Centre	80		84	88	92
Percentage of 0-5 living in the 30% most deprived LSOAs attending a Children's Centre	47		70	72	74
Percentage of 0-5 with Current Social Services involvement known to a Children Centre	75		80	85	90
Percentage of 11-18 with Current SCS involvement known to the Youth Service			60	65	70
Number of first time entrants to the youth justice system	614	628	540	520	500
Rate of re-offending by CYP	35.5	30	29	28	27
Percentage of young offenders of school age in full time education (25 hours)	76.6	83	84	85	86

Indicator	Actual 2015	Target 2015	Target 2016	Target 2017	Target 2018
Percentage of young offenders post statutory school age in full time EET (16 hours)	50.9	80	81	82	85
Cumulative number of Troubled Families 'turned around' in Phase 2			1075	2688	4964
Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	8.5		8.0	7.5	7.0
Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	14.0		12.5	11.0	10.0
Number of permanent exclusions from the primary phase - all pupils	47	11	32	24	15
Number of permanent exclusions from the secondary phase - all pupils	58	39	32	24	15
Number of fixed term exclusions from the primary phase - all pupils	1693	1350	1250	1150	1050
Number of fixed term exclusions from the secondary phase - all pupils	9030	8000	7000	6000	5000

Education and Young People's Services

Early Help and Preventative Services

Strategy and Three Year Plan

This publication is available in other formats and can be explained in a range of languages

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Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
December 2015 Release (October 2015 Data)

Produced by: Management Information, EYPS
Publication Date: 17 December 2015

Due to the implementation of the Early Help Module and phased data migration, the next scorecard will be run in February, reporting on January's performance.



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Early Help and Preventative Services Monthly Scorecard

Executive Summary

Data Headlines:

Following the seasonal drop in the number of Early Help Notifications received in August (281), the number has increased on September's total (655) by 161 Notifications (to 816).

The average length of time for both notification to first contact and notification to plan has continued to fall again this month, down to 14 days and 27 days respectively.

Average case duration is under 4 months, with over 70% of cases open for less than 20 weeks. 82% of cases are closed with outcomes achieved, the first month this indicator has been above 80%.

The percentage of 16-18 year olds who are not in education, employment or training has fallen dramatically to 4.9%

Recent Activity:

Recruitment to the new Early Help and Preventative Services structure is complete, and the 0-25 transformation has rolled out across all areas of 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.

A manual for staff working in EHPS has been launched to describe the Kent approach to Early Help and Preventative Services and to provide a central resource to service standards, processes and pathways.

Service development reviews have taken place within 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.

The implementation of the Early Help Module (EHM) is now complete. Data quality work and training is progressing well and it should be stable by the end of January. Moving to a full case management system is a significant development for EHPS. It shares a database with Liberi and this will support information sharing at step-ups and step-downs.

A series of reviews of Children's Centres and Youth Hubs 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.

New processes have been introduced to embed the NEET strategy into all aspects of Early Help and 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 work is part of the wider partnership approach to NEET involving Skills and 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 mental health services from CAMHS.

A review has taken place of the Youth Justice out-of-court disposals work to ensure Early Help Units work with the Youth Justice teams in a consistent and integrated way and that any ongoing training requirements can be identified and addressed.

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. For example, engagement with Youth Hubs and Children's Centres offers additional avenues for this support to families.

Early Help and Preventative Services Monthly Scorecard

Guidance Notes

RAG - Please note that these will be introduced in the next scorecard

The Red-Amber-Green ratings in this scorecard are only used for those indicators that measure performance. The majority of indicators in this scorecard reflect activity and therefore do not have a RAG rating

G	Performance has improved compared to previously reported data
A	Performance is within threshold when compared to previously reported data
R	Performance has worsened compared to previously reported data

DIRECTION OF TRAVEL (DOT)

Indicator DOT compared to the previous reported data is shown independently of the RAG rating. The DOT is not dependant on the polarity of the indicator; whether a performance has improved or otherwise is shown by the RAG, not the DOT.

↑	The indicator has increased compared to previously reported data
↓	The indicator has decreased compared to previously reported data
↔	The indicator has remained consistent with previously reported data

KEY TO ABBREVIATIONS

MI	Management Information
EHPS	Early Help and Preventative Services
CIC	Children In Care
CP	Child Protection
CIN	Child in Need
M	Monthly
T	Termly
Q	Quarterly
P	PRU Indicators are reported six times an academic year
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

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
management.information@kent.gov.uk

Important Data Notes:

Performance Indicators are monitored using RAG
All indicators are monitored using direction of travel

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

 Data to be supplied

 Data not available

Exclusions data has been revised.

Youth Justice data for the month of October is unavailable due to a system issue with CareDirector Youth.

Thresholds for persistent absences are due to change so future targets are not comparable with this year's figures.

**Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Kent Trends**

**December 2015
October 2015
Data**

Indicators	Freq.	Apr 15	May 15	Jun 15	Jul 15	Aug 15	Sep 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Trend	RAG	
		Overall	Overall	Overall	Overall	Overall	Overall	Overall	Overall	Overall	Overall	Overall	Overall			
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	7953	8092	8006	8150	8082	8060	8147							
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	491.9	478.5	472.8	468.3	460.3	453.7	452.6							
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	M	21.5%	22.4%	21.2%	21.4%	21.5%	21.5%	20.8%							
EH01	Number of notifications received at Triage	M			768	684	281	655	816							
EH02	Rate of notifications received per 10,000 of the 0-18 population	M			22.2	19.8	8.1	18.8	23.6							
EH03	Number of notifications stepped across from CDT	M			169	134	147	150	142							
SCS04	Number of cases closed by SCS	M	1100	1187	1490	1467	1291	1350	1275							
EH04	Number of step-downs received in EHPS Districts	M			136	145	95	108	116							
SCS05	Step-downs as a percentage of SCS case closures	M	23.6%	26.8%	26.0%	27.4%	21.2%	21.9%	22.1%							
EH05	Number of cases open to Early Help Units	M			2207	2321	2336	2367	2362							
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M			3430	3461	3338	3211	3172							
EH07	Number of cases open to Early Help Units with a plan	M			1076	1315	1381	1299	1401							
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	M	This indicator is not currently available													
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	M	This indicator is not currently available													
EH10	Average length of time from notification to first contact (rolling 3 months)	M				21.6	19.9	17.1	13.9							
EH11	Average length of time from notification to plan (rolling 3 months)	M				35.6	34.6	33.0	27.3							
EH12	Average duration of closed cases that were received in the past six months	M				128.2	132.7	137.7	137.0							
EH13	Number of open cases that have been open for longer than 20 weeks	M			541	788	802	671	657							
EH14	Percentage of open cases that are within the 20 week service standard	M			69.9%	65.4%	65.7%	71.6%	71.7%							
EH15	Number of cases closed by Early Help Units	M			321	378	287	454	636							
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M			75.7%	77.5%	69.7%	78.0%	81.6%							
EH17	Number of step-ups to SCS from Early Help Units	M			26	31	32	36	52							
EH18	Step-ups as a percentage of Early Help Unit case closures	M			8.1%	8.2%	11.1%	7.9%	8.2%							
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M			8.8%	10.7%	11.0%	12.1%	9.6%							
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M			6.7%	5.2%	8.6%	4.7%	6.8%							
SCS06	Percentage SCS caseload stepped up from EHPS	M	This indicator is not currently available													
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	M	This indicator is not currently available													
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary	M	This indicator is not currently available													
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	M	This indicator is not currently available													
EH24	Number of children under 5 newly registered with a Children's Centre	M	945	958	934	881	769	1009	1139							
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M					8680	10551	11630							
EH26	Percentage children under 5 who are registered with a Children's Centre	M	71.6%	71.8%	71.7%	71.6%	71.4%	71.7%	71.7%							
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M					9.6%	11.6%	12.7%							
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	78.2%	78.1%	78.0%	78.0%	77.7%	77.5%	77.4%							
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M					47.1%	47.0%	47.0%							
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	74.9%	74.5%	74.2%	73.1%	75.2%	73.5%	72.2%							
EH32	Percentage 5-11 year olds attending open access provision	M	This indicator is not currently available													
EH33	Number of young people accessing KCC or commissioned youth provision	M	3618	3777	3795	3214	1674	2450	2921							
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	M	This indicator is not currently available													
EH35	Number of first time entrants to the Youth Justice System	M	583	567	539	502	475	451								
EH36	Custodial sentences as a percentage of court disposals	M	3.6%	3.8%	13.0%	3.9%	9.8%	10.2%								
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open	M	This indicator is not currently available													
EH38	Percentage Youth Justice caseload which are Children in Care	M	15.0%	15.4%	14.8%	16.0%	14.9%	15.0%								
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	6.0%	6.1%	6.1%	7.8%	8.6%	7.8%	4.9%							
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	26.8%	27.6%	28.2%	28.2%	27.2%	26.0%	26.0%							
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	M	This indicator is not currently available													
EH41	Number of fixed term exclusions - primary school age	M					1693	1649	1618							
EH42	Number of fixed term exclusions - secondary school age	M					9030	8944	8797							
EH43	Number of permanent exclusions - primary school age	M					47	49	49							
EH44	Number of permanent exclusions - secondary school age	M					58	60	59							
Annual Trends			2013/14		2014/15		2015/16		2016/17		2017/18		2018/19		Trend	
EH45	Percentage persistent absence - primary school	A	2.3		3.1											
EH46	Percentage persistent absence - secondary school	A	6.2		6.5											
PRU Trends			Oct-15		Dec-15		Feb-16		Mar-16		May-16		Jul-16		Trend	
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	P	This indicator is not currently available													
EH48	Percentage PRU pupils dual-registered with mainstream	P	This indicator is not currently available													
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	P	This indicator is not currently available													

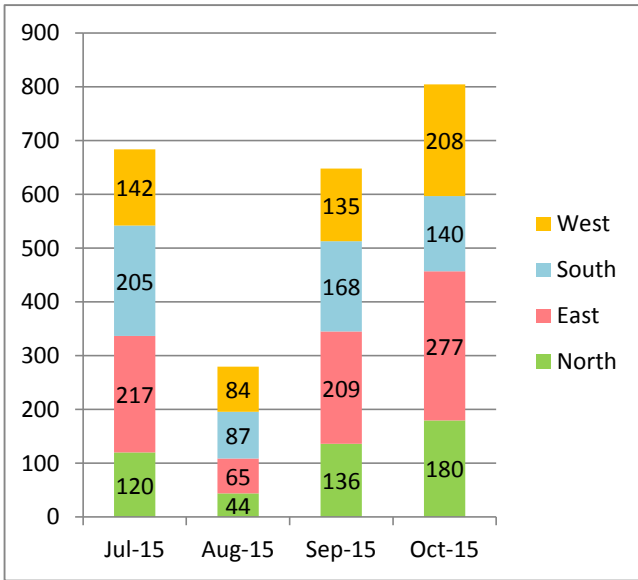
Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Kent

December 2015
October 2015
Data

Indicators	Freq.	October 2015					September 2015	DOT	Financial Year Targets				
		Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	8147					8060	↑				
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	452.6					453.7	↓				
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	M	20.8%					21.5%	↓				
EH01	Number of notifications received at Triage	M	816	17.9%	31.1%	42.2%	7.5%	655	↑				
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	23.6	16.0	23.9	38.2	10.6	18.8	↑				
EH03	Number of notifications stepped across from CDT	M	142	30.3%	36.6%	29.6%	3.5%	150	↓				
SCS04	Number of cases closed by SCS	M	1275					1350	↓				
EH04	Number of step-downs received in EHPS Districts	M	116	36	36	42	2	108	↑				
SCS05	Step-downs as a percentage of SCS case closures	M	22.1%					21.9%	↑	20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	2362	18.2%	35.6%	39.2%	6.9%	2367	↓				
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	3172	17.8%	27.3%	43.0%	11.3%	3211	↓				
EH07	Number of cases open to Early Help Units with a plan	M	1401	255	498	560	88	1299	↑				
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan		This indicator is not currently available										
EH09	Percentage of open cases with a plan in place within 4 weeks of notification		This indicator is not currently available								80%	87%	95%
EH10	Average length of time from notification to first contact (rolling 3 months)	M	13.9	13.0	14.1	13.9	14.3	17.1	↓				
EH11	Average length of time from notification to plan (rolling 3 months)	M	27.3	26.1	28.2	27.1	27.4	33.0	↓				
EH12	Average duration of closed cases that were received in the past six months	M	137.0	122.6	144.6	143.4	120.9	137.7	↓				
EH13	Number of open cases that have been open for longer than 20 weeks	M	657	105	256	259	37	671	↓				
EH14	Percentage of open cases that are within the 20 week service standard	M	71.7%	75.5%	69.5%	71.3%	74.3%	71.6%	↑				
EH15	Number of cases closed by Early Help Units	M	636	21.5%	33.6%	36.6%	8.2%	454	↑				
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	81.6%	81.0%	86.9%	76.8%	82.7%	78.0%	↑		80%	83%	86%
EH17	Number of step-ups to SCS from Early Help Units	M	52	11	15	23	3	36	↑				
EH18	Step-ups as a percentage of Early Help Unit case closures	M	8.2%	8.0%	7.0%	9.9%	5.8%	7.9%	↑	7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	9.6%	9.1%	8.2%	14.3%	0.0%	12.1%	↓				
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	6.8%	6.5%	6.1%	6.8%	11.1%	4.7%	↑				
SCS06	Percentage SCS caseload stepped up from EHPS		This indicator is not currently available										
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months		This indicator is not currently available										
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral		This indicator is not currently available										
EH23	Percentage closed EHPS cases that become SCS cases within 12 months		This indicator is not currently available										
EH24	Number of children under 5 newly registered with a Children's Centre	M	1139					1009	↑				
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	11630					10551	↑				
EH26	Percentage children under 5 who are registered with a Children's Centre	M	71.7%					71.7%	↔				
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	12.7%					11.6%	↑				
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	77.4%					77.5%	↓		84%	88%	92%
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	47.0%					47.0%	↔		65%	68%	71%
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	72.2%					73.5%	↓		80%	85%	90%
EH32	Percentage 5-11 year olds attending open access provision		This indicator is not currently available										
EH33	Number of young people accessing KCC or commissioned youth provision	M	2921					2450	↑				
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement		This indicator is not currently available										
EH35	Number of first time entrants to the Youth Justice System	M						451		628	615	602	589
EH36	Custodial sentences as a percentage of court disposals	M						10.2%					
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)		This indicator is not currently available										
EH38	Percentage Youth Justice caseload who are Children in Care	M						15.0%					
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	4.9%					7.8%	↓				
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	26.0%					26.0%	↑				
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET		This indicator is not currently available										
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets			
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018
EH41	Number of fixed term exclusions - primary school age	M	1618					1649	↓	1350	1250	1150	1050
EH42	Number of fixed term exclusions - secondary school age	M	8797					8944	↓	8000	7000	6000	5000
EH43	Number of permanent exclusions - primary school age	M	49					49	↔	11	8	6	5
EH44	Number of permanent exclusions - secondary school age	M	59					60	↓	39	32	24	15
EH45	Percentage persistent absence - primary school	A	3.1%					2.3%	↑	2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	6.5%					6.2%	↑	5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice		This indicator is not currently available										
EH48	Percentage PRU pupils dual-registered with mainstream		This indicator is not currently available										
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks		This indicator is not currently available										

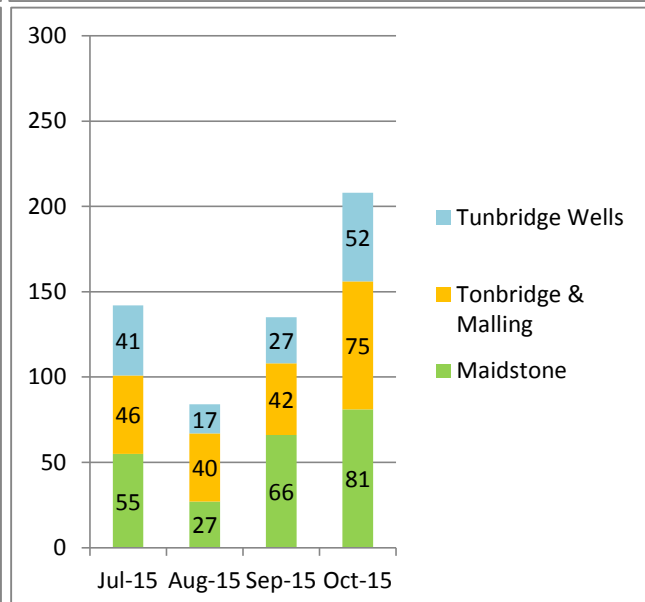
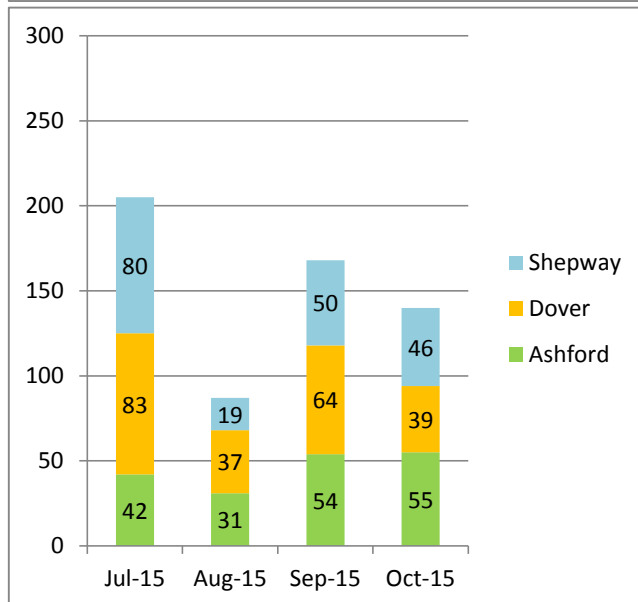
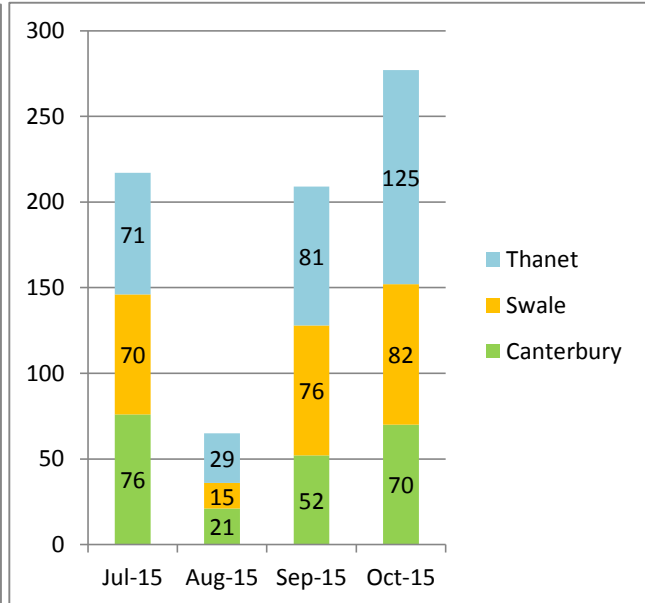
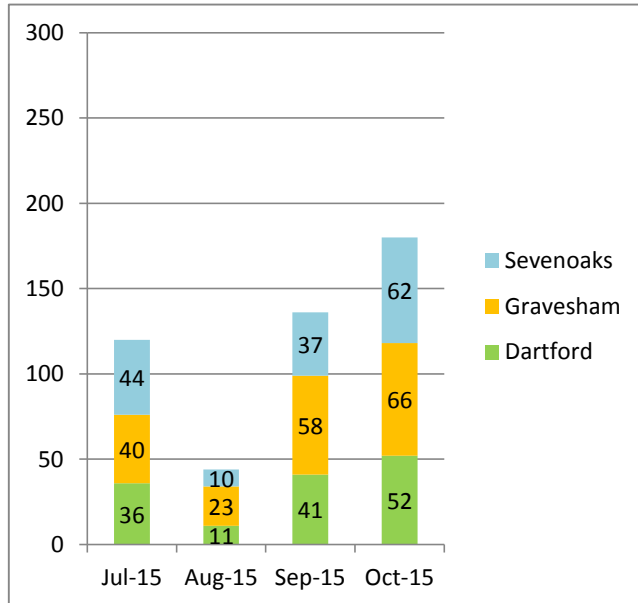
EH01: Number of notifications received at Triage

The total number of notifications received by Triage during the current reporting month. The data includes all notifications received by EHPS, excluding all notification types that contain "Existing TAF", "SCS", or "CDT". District splits are made by the District of the notifier.



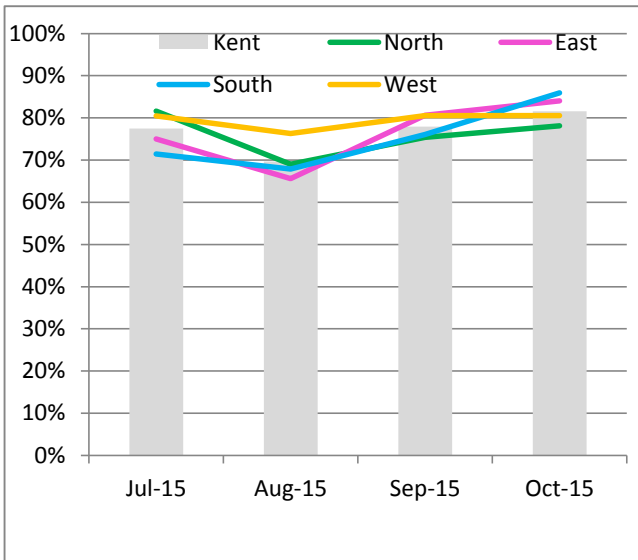
The number of Early Help Notifications fell in August due to the school summer holidays.

All areas have seen an increase in notifications received since last month, with the exception of South Kent.



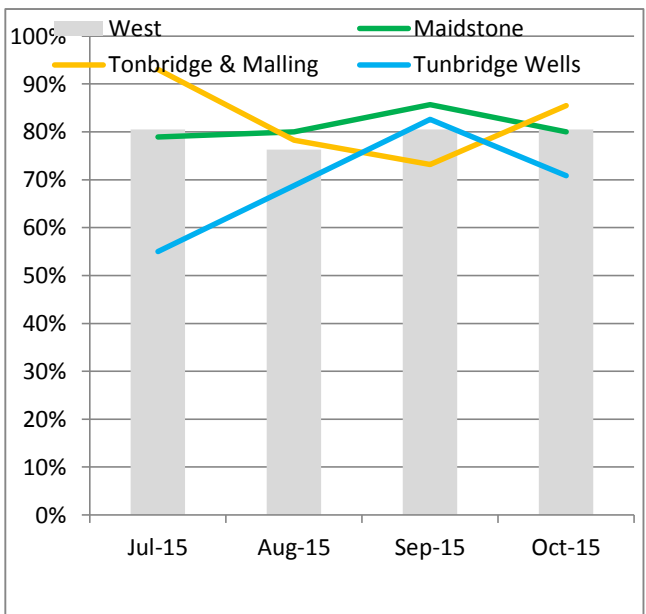
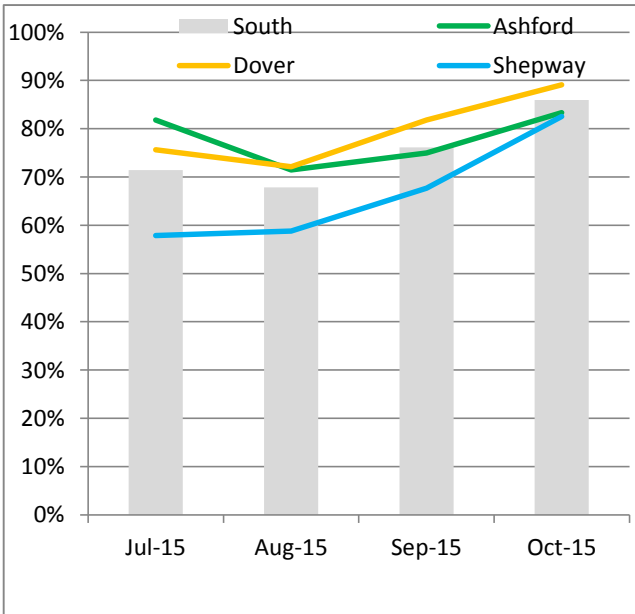
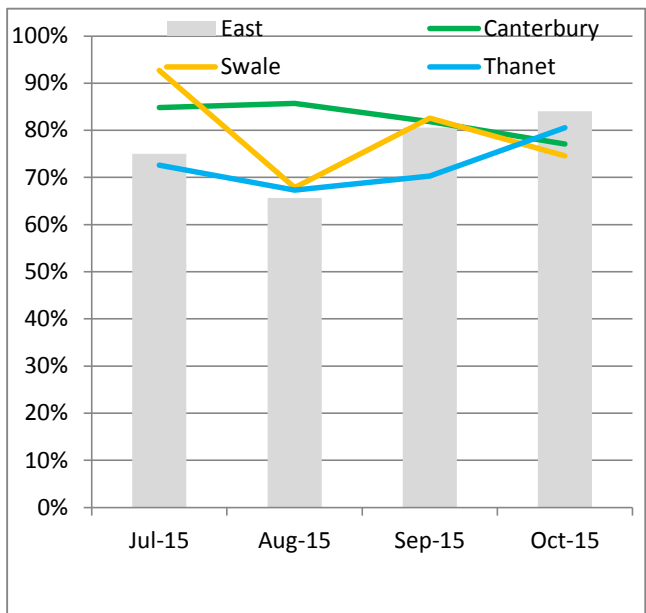
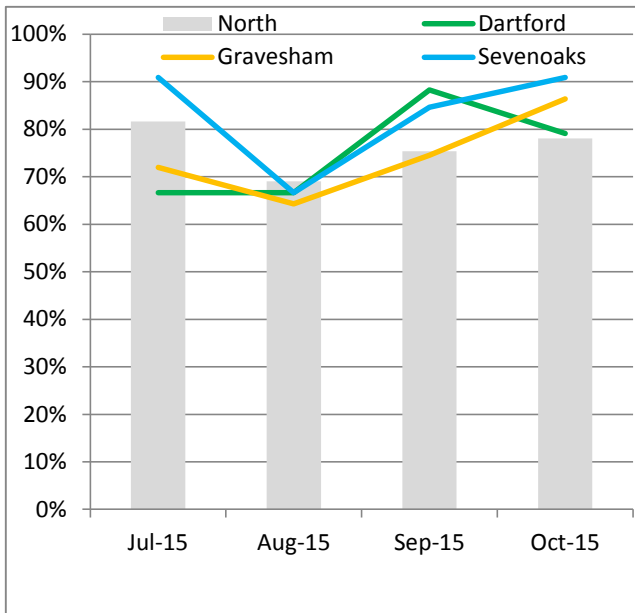
EH16: Percentage cases closed by Early Help Units with outcomes achieved

The percentage of all cases closed by Units with outcomes achieved for the current reported month.



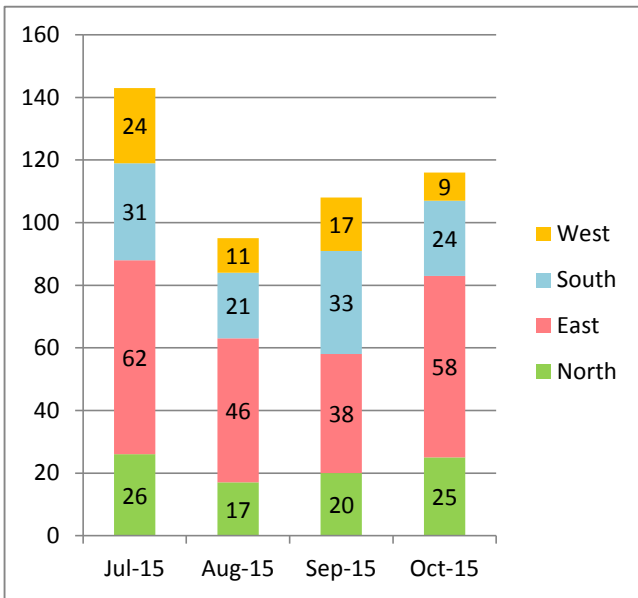
The service standard for Kent is for 80% of closed cases to have outcomes achieved.

All areas have shown improvement in October when compared with previous months. District performance ranges from 70.8% up to 90.9%.

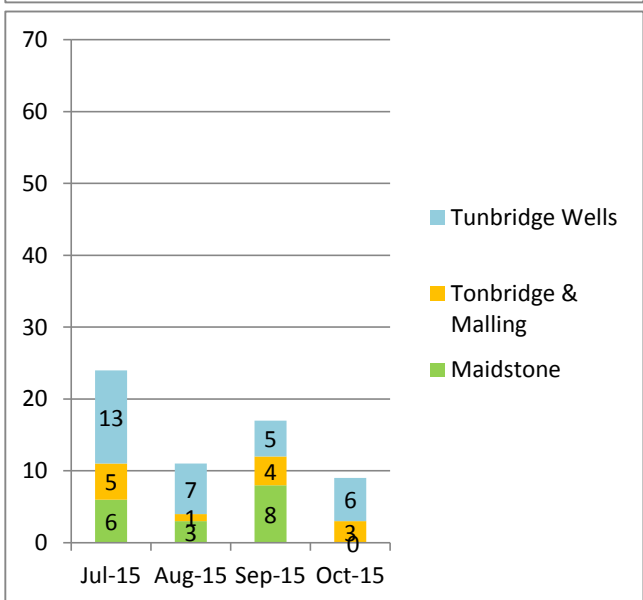
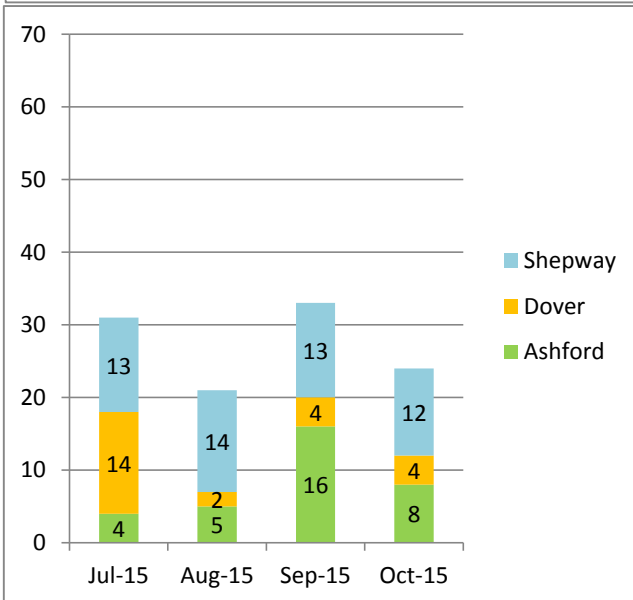
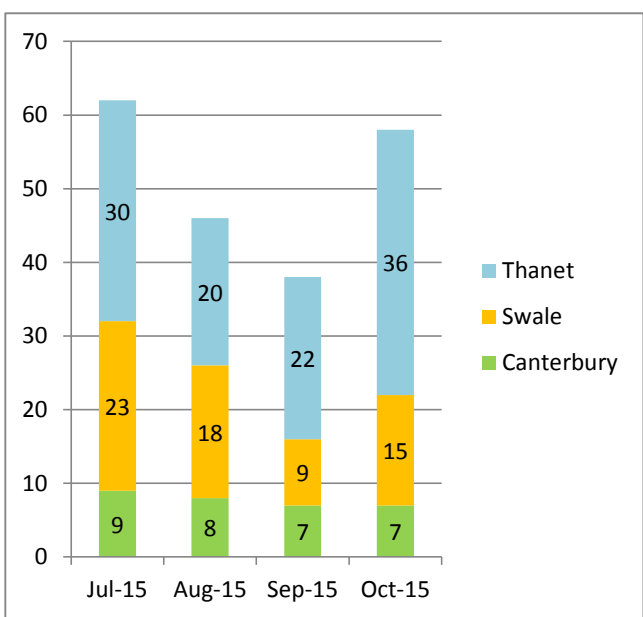
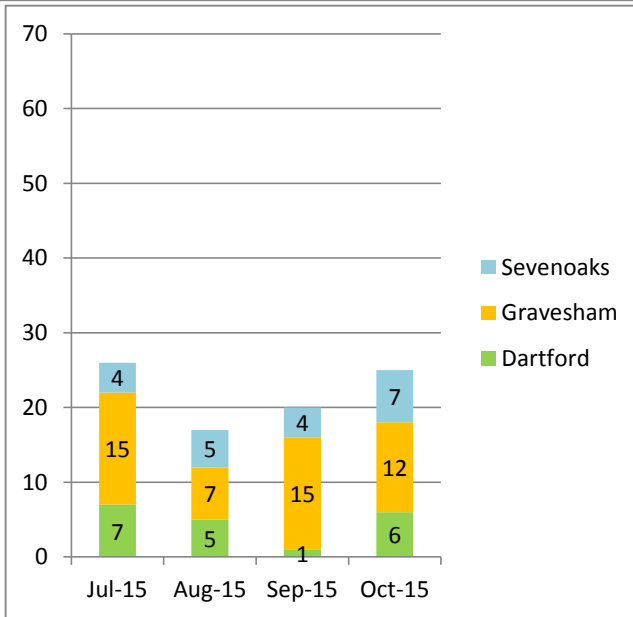


EH04: Number of step-downs received in EHPS Districts

The number of step-downs received by EHPS Districts for the current reporting month. The data shows the total number before they are allocated to Units as cases.

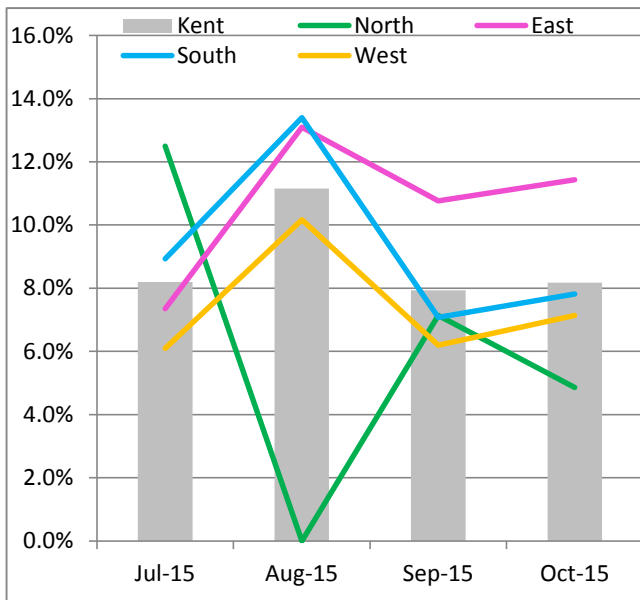


The number of step-downs from SCS has risen again in October. This is mainly due to a large increase in East Kent, with South and West Kent both having a reduction. Thanet received the most step-downs (36). Maidstone did not receive any.



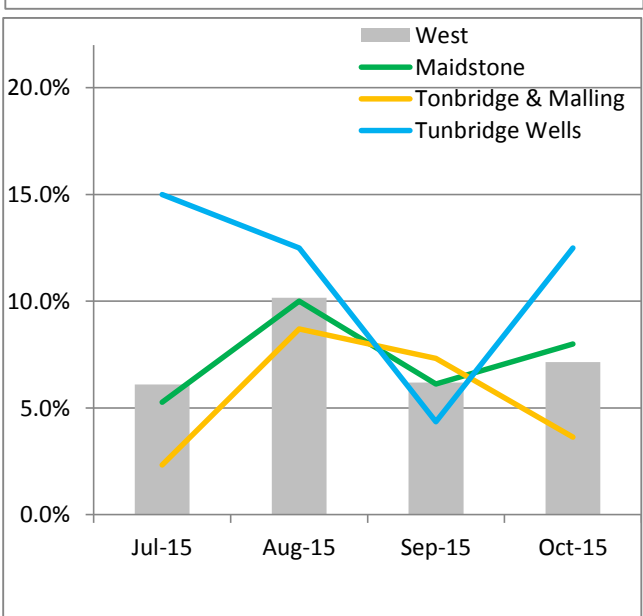
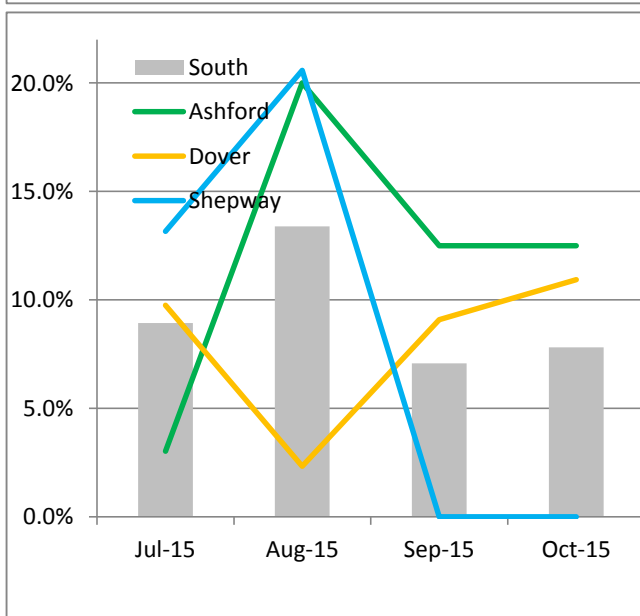
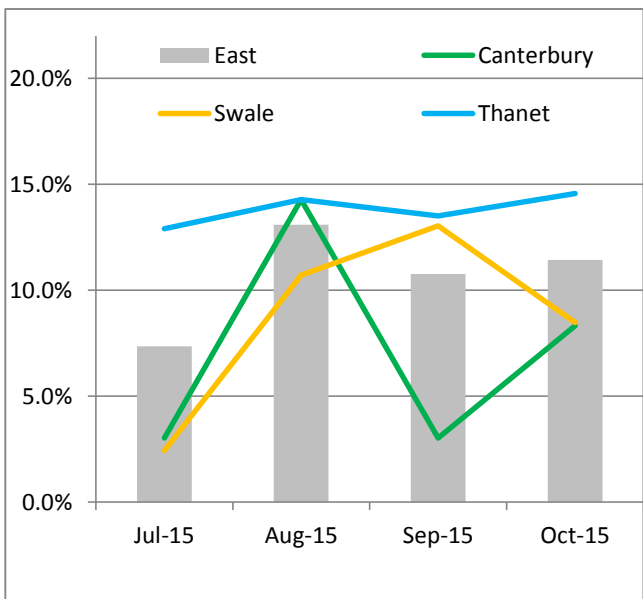
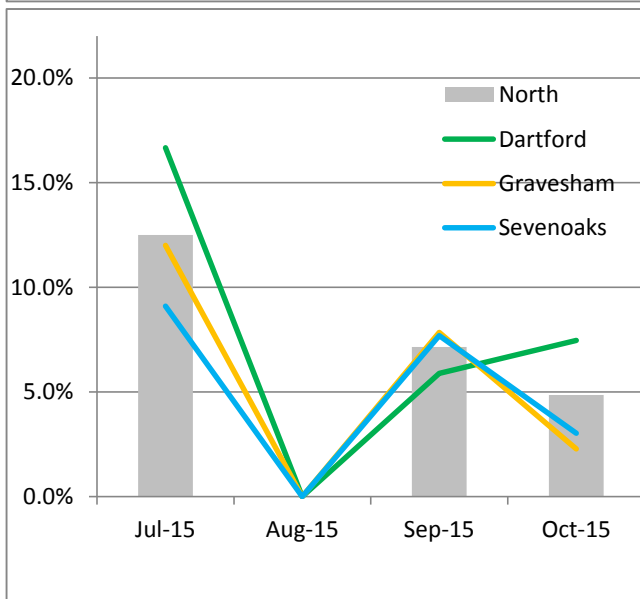
EH18: Step-ups as a percentage of Early Help Unit case closures

The proportion of all cases closed by Units with the Closure Outcome "Escalation to SCS" for the current reported month.



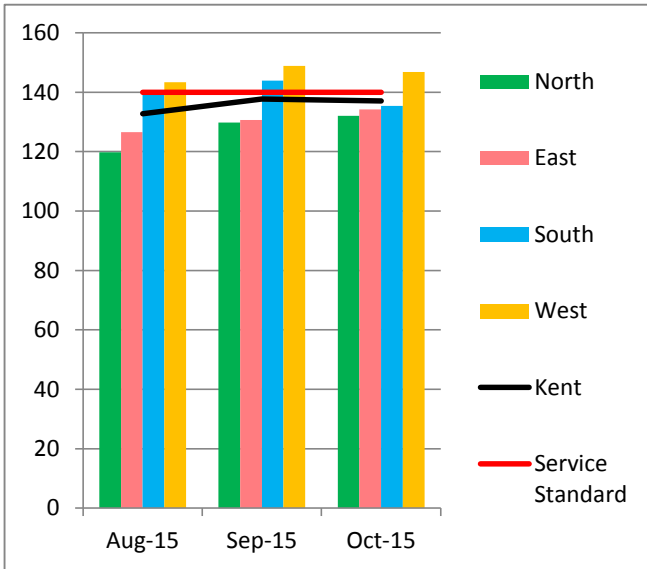
The percentage of cases closed by Early Help Units that step-up to SCS has remained fairly static at around 8% with the exception of August which rose to around 11%. This may be due to families experiencing more significant difficulties in the absence of support from schools during the school holidays.

Due to the small numbers involved, the percentages can appear slightly erratic.



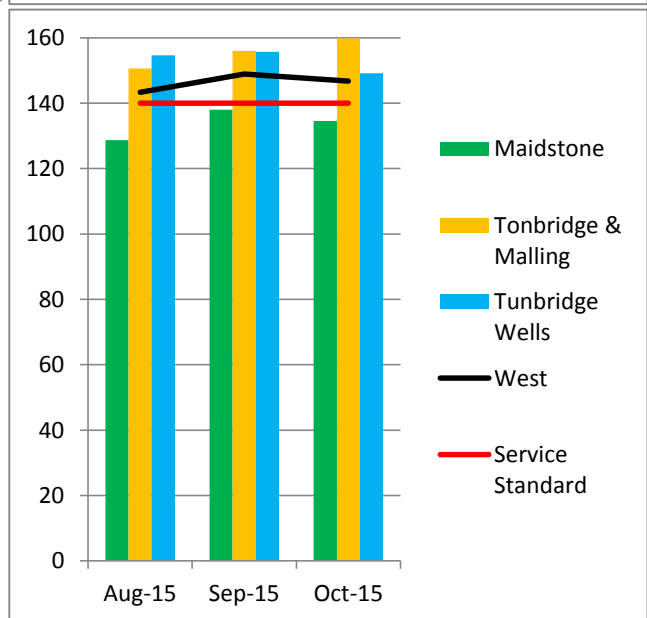
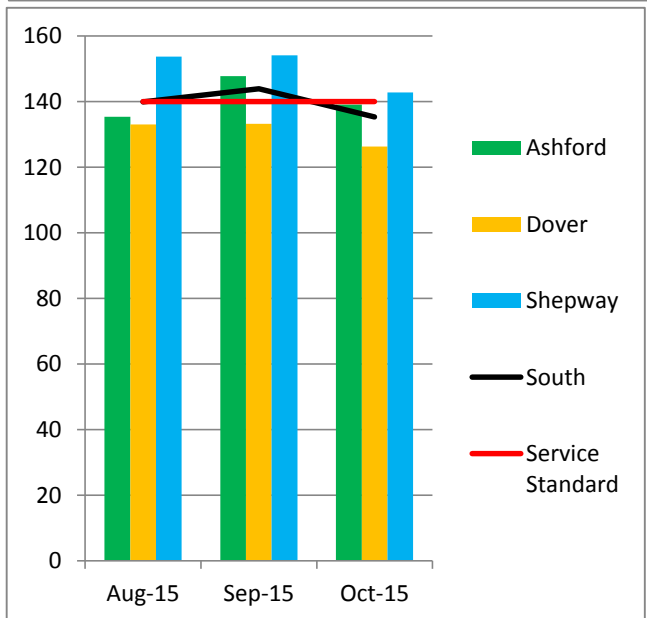
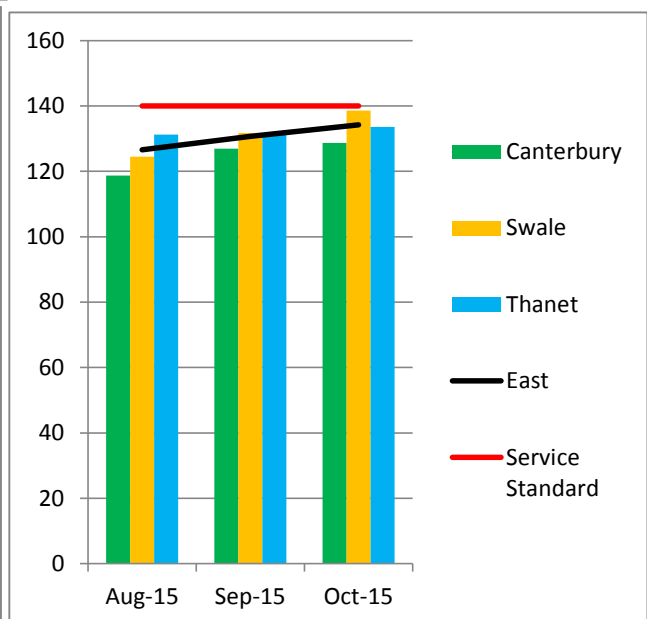
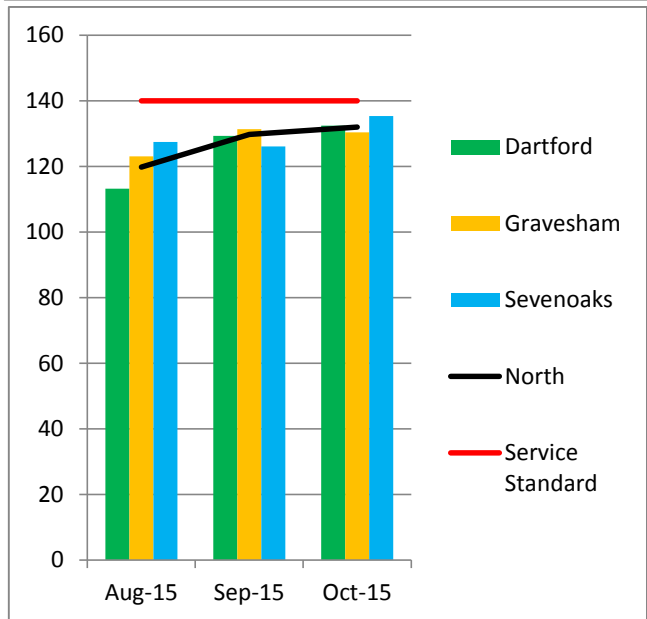
EH12: Average duration of closed cases that were received in the past six months

The average duration of Unit cases received within the last six months that have now closed, as at the end of the current reported month.



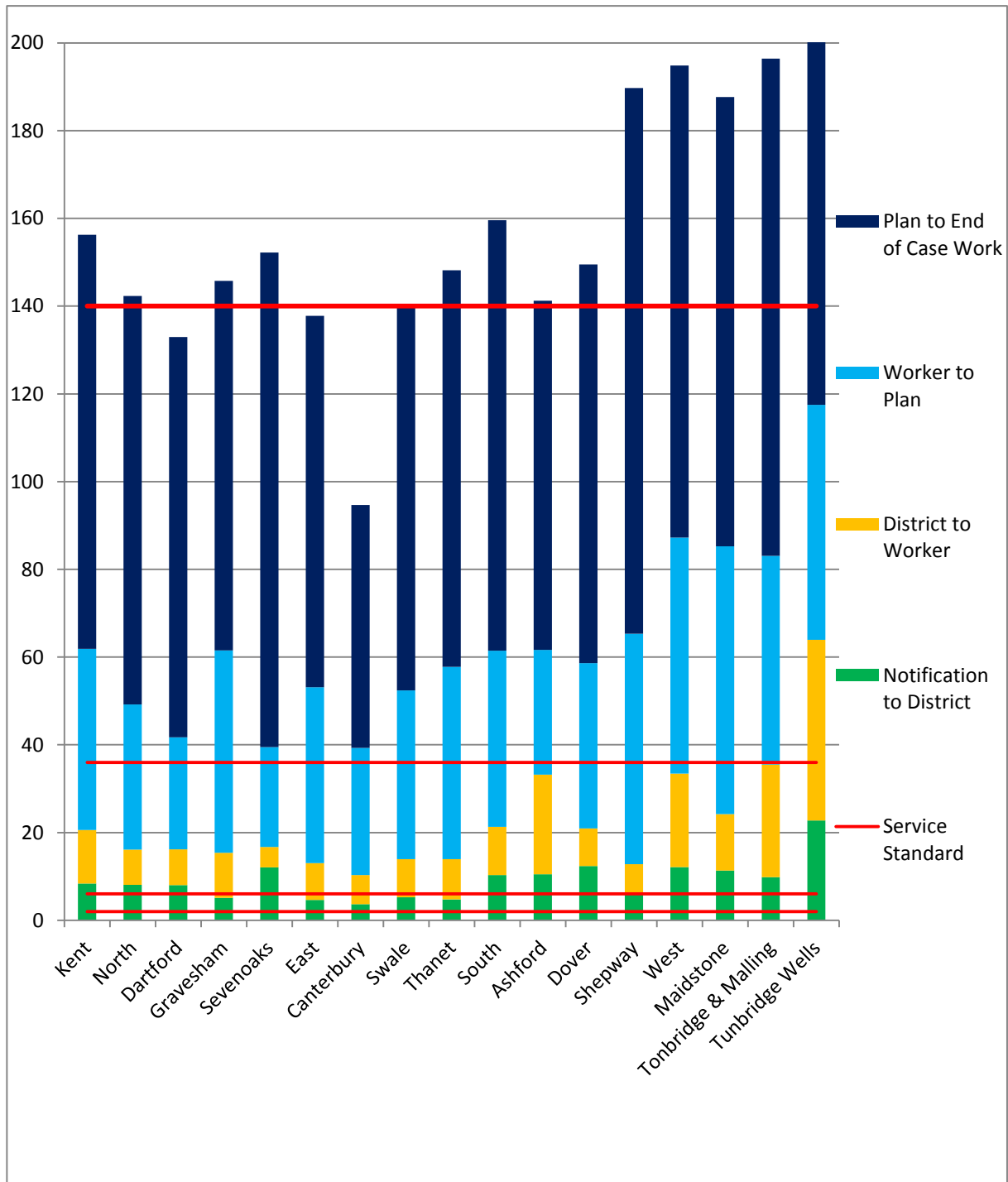
The increase seen in September has continued in the North and East of the county, though the South and West have seen these averages fall. This has contributed to the slight fall in the average case duration across the county.

Average case duration remains under 4 months, with over 70% of cases open for less than 20 weeks. 82% of cases are closed with outcomes achieved.



Average Timescales - Latest Month

The average time taken at each stage of a notification's progression through Early Help for cases closed by Units in the reporting month.



This graphs looks at those Unit cases that have been closed in the month of October. There is significant variation across the Districts and Areas at the different stages of the case. This variation may be due to issues with the entry and quality of dates entered into fields on SKWO, which will improve with the implementation of EHM. This has a particular impact on those Districts that had fewer case closures, such as Tunbridge Wells. This includes all Notification types.

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Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	1049					1031	↑					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	This indicator is not available at Area level												
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	This indicator is not available at Area level												
EH01	Number of notifications received at Triage	M	180	21.1%	21.1%	46.7%	11.1%	136	↑					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	23.3	15.2	13.1	33.3	12.0	17.6	↑					
EH03	Number of notifications stepped across from CDT	M	40	35.0%	37.5%	25.0%	2.5%	33	↑					
SCS04	Number of cases closed by SCS	This indicator is not available at Area level												
EH04	Number of step-downs received in EHPS Districts	M	25	11	5	9	0	20	↑					
SCS05	Step-downs as a percentage of SCS case closures	This indicator is not available at Area level												
EH05	Number of cases open to Early Help Units	M	442	21.9%	33.0%	38.0%	7.0%	455	↓					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	539	19.1%	24.5%	43.8%	12.6%	574	↓					
EH07	Number of cases open to Early Help Units with a plan	M	246	57	75	99	15	281	↓					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available												
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available												
EH10	Average length of time from notification to first contact (rolling 3 months)	M	12.9	11.9	13.8	12.6	12.9	16.9	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	23.5	18.9	23.8	25.1	29.3	33.6	↓					
EH12	Average duration of closed cases that were received in the past six months	M	132.0	109.1	149.6	143.1	108.2	129.8	↑					
EH13	Number of open cases that have been open for longer than 20 weeks	M	109	21	48	33	7	122	↓					
EH14	Percentage of open cases that are within the 20 week service standard	M	75.4%	78.4%	67.1%	80.4%	77.4%	73.2%	↑					
EH15	Number of cases closed by Early Help Units	M	144	27.8%	31.3%	34.7%	6.3%	98	↑					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	78.1%	73.7%	88.3%	68.8%	83.3%	75.4%	↑		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	7	1	3	3	0	7	↔					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	4.9%	2.5%	6.7%	6.0%	0.0%	7.1%	↓		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	6.1%	4.0%	0.0%	14.3%	0.0%	8.1%	↓					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	3.4%	0.0%	8.8%	0.0%	0.0%	5.6%	↓					
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available												
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available												
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available												
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available												
EH24	Number of children under 5 newly registered with a Children's Centre	M	276					255	↑					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	2327					2129	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	72.0%					72.3%	↓					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	10.8%					9.9%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	83.9%					83.9%	↔		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	44.2%					43.7%	↑		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	67.8%					68.4%	↓		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available												
EH33	Number of young people accessing KCC or commissioned youth provision	M	815					710	↑					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available												
EH35	Number of first time entrants to the Youth Justice System	M						74						
EH36	Custodial sentences as a percentage of court disposals	M						14.3%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available												
EH38	Percentage Youth Justice caseload who are Children in Care	M						2.1%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	5.3%					8.5%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	20.7%					20.5%	↑					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available												
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	317					313	↑					
EH42	Number of fixed term exclusions - secondary school age	M	1240					1259	↓					
EH43	Number of permanent exclusions - primary school age	M	8					7	↑					
EH44	Number of permanent exclusions - secondary school age	M	29					30	↓					
EH45	Percentage persistent absence - primary school	A	3.2%					2.6%	↑		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	5.3%					5.1%	↑		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available												
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available												
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available												

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Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	2173					2243	↓					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)		This indicator is not available at Area level											
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral		This indicator is not available at Area level											
EH01	Number of notifications received at Triage	M	277	16.6%	33.6%	42.2%	7.6%	209	↑					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	28.9	21.4	38.5	60.8	17.2	21.8	↑					
EH03	Number of notifications stepped across from CDT	M	39	33.3%	33.3%	28.2%	5.1%	47	↓					
SCS04	Number of cases closed by SCS		This indicator is not available at Area level											
EH04	Number of step-downs received in EHPS Districts	M	58	17	19	20	2	38	↑					
SCS05	Step-downs as a percentage of SCS case closures		This indicator is not available at Area level								20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	833	17.8%	32.2%	42.5%	7.6%	767	↑					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	1119	19.6%	28.2%	41.3%	10.9%	1148	↓					
EH07	Number of cases open to Early Help Units with a plan	M	527	100	175	220	32	407	↑					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan		This indicator is not currently available											
EH09	Percentage of open cases with a plan in place within 4 weeks of notification		This indicator is not currently available								80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	13.5	13.4	12.9	13.3	17.8	15.4	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	28.2	29.6	28.3	27.4	28.7	33.7	↓					
EH12	Average duration of closed cases that were received in the past six months	M	134.2	116.5	139.6	140.0	134.4	130.7	↑					
EH13	Number of open cases that have been open for longer than 20 weeks	M	214	35	70	100	9	217	↓					
EH14	Percentage of open cases that are within the 20 week service standard	M	73.0%	76.4%	73.9%	69.7%	80.0%	71.6%	↑					
EH15	Number of cases closed by Early Help Units	M	210	18.1%	36.7%	36.7%	8.6%	130	↑					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	84.0%	82.5%	84.4%	82.0%	100.0%	80.6%	↑		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	24	6	6	10	2	14	↑					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	11.4%	15.8%	7.8%	13.0%	11.1%	10.8%	↑		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	12.2%	13.3%	9.4%	16.7%	0.0%	12.5%	↓					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	10.3%	17.4%	6.4%	9.4%	15.4%	7.5%	↑					
SCS06	Percentage SCS caseload stepped up from EHPS		This indicator is not currently available											
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months		This indicator is not currently available											
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral		This indicator is not currently available											
EH23	Percentage closed EHPS cases that become SCS cases within 12 months		This indicator is not currently available											
EH24	Number of children under 5 newly registered with a Children's Centre	M	278					237	↑					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	3785					3073	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	76.5%					76.6%	↓					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	15.1%					14.2%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	79.5%					79.6%	↓		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	51.9%					52.3%	↓		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	76.4%					76.5%	↓		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision		This indicator is not currently available											
EH33	Number of young people accessing KCC or commissioned youth provision	M	974					692	↑					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement		This indicator is not currently available											
EH35	Number of first time entrants to the Youth Justice System	M						174						
EH36	Custodial sentences as a percentage of court disposals	M						3.8%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)		This indicator is not currently available											
EH38	Percentage Youth Justice caseload who are Children in Care	M						23.4%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	5.5%					9.1%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	31.1%					30.0%	↑					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET		This indicator is not currently available											
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	639					658	↓					
EH42	Number of fixed term exclusions - secondary school age	M	2610					2669	↓					
EH43	Number of permanent exclusions - primary school age	M	19					21	↓					
EH44	Number of permanent exclusions - secondary school age	M	0					0	↔					
EH45	Percentage persistent absence - primary school	A	3.2%					2.3%	↑		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	6.8%					7.3%	↓		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice		This indicator is not currently available											
EH48	Percentage PRU pupils dual-registered with mainstream		This indicator is not currently available											
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks		This indicator is not currently available											

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Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	1586					1718	↓					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	This indicator is not available at Area level												
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	This indicator is not available at Area level												
EH01	Number of notifications received at Triage	M	140	11.4%	39.3%	42.9%	6.4%	168	↓					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	18.1	7.9	23.2	29.4	6.9	21.8	↓					
EH03	Number of notifications stepped across from CDT	M	33	24.2%	42.4%	30.3%	3.0%	36	↓					
SCS04	Number of cases closed by SCS	This indicator is not available at Area level												
EH04	Number of step-downs received in EHPS Districts	M	24	4	9	11	0	33	↓					
SCS05	Step-downs as a percentage of SCS case closures	This indicator is not available at Area level												
EH05	Number of cases open to Early Help Units	M	541	16.1%	39.7%	37.3%	6.8%	555	↓					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	716	14.1%	29.9%	43.6%	12.4%	746	↓					
EH07	Number of cases open to Early Help Units with a plan	M	356	53	147	132	24	335	↑					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available												
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available												
EH10	Average length of time from notification to first contact (rolling 3 months)	M	11.8	10.5	10.9	14.1	9.7	15.1	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	26.9	25.0	29.1	27.1	21.8	30.1	↓					
EH12	Average duration of closed cases that were received in the past six months	M	135.4	129.4	144.5	135.7	109.9	144.0	↓					
EH13	Number of open cases that have been open for longer than 20 weeks	M	142	21	60	52	9	126	↑					
EH14	Percentage of open cases that are within the 20 week service standard	M	73.8%	75.9%	72.1%	74.3%	75.7%	77.3%	↓					
EH15	Number of cases closed by Early Help Units	M	128	21.1%	36.7%	35.9%	6.3%	113	↑					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	85.9%	85.2%	87.2%	87.0%	75.0%	76.1%	↑		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	10	1	2	6	1	8	↑					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	7.8%	3.7%	4.3%	13.0%	12.5%	7.1%	↑		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	13.3%	8.3%	18.2%	17.6%	0.0%	20.0%	↓					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	4.5%	0.0%	0.0%	9.4%	33.3%	1.2%	↑					
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available												
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available												
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available												
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available												
EH24	Number of children under 5 newly registered with a Children's Centre	M	217					203	↑					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	2772					2920	↓					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	70.7%					70.6%	↑					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	13.8%					12.2%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	71.5%					71.9%	↓		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	44.9%					45.0%	↓		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	71.2%					74.6%	↓		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available												
EH33	Number of young people accessing KCC or commissioned youth provision	M	721					754	↓					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available												
EH35	Number of first time entrants to the Youth Justice System	M						99						
EH36	Custodial sentences as a percentage of court disposals	M						27.3%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available												
EH38	Percentage Youth Justice caseload who are Children in Care	M						12.9%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	4.2%					6.9%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	32.3%					30.7%	↑					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available												
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	370					367	↑					
EH42	Number of fixed term exclusions - secondary school age	M	3140					3158	↓					
EH43	Number of permanent exclusions - primary school age	M	13					12	↑					
EH44	Number of permanent exclusions - secondary school age	M	6					4	↑					
EH45	Percentage persistent absence - primary school	A	2.4%					2.0%	↑		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	7.0%					6.6%	↑		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available												
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available												
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available												

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Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets					
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018		
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	1239						1168	↑					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	This indicator is not available at Area level													
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	This indicator is not available at Area level													
EH01	Number of notifications received at Triage	M	208	22.1%	32.7%	39.9%	5.3%	135	↑						
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	21.9	18.7	23.0	33.0	7.1	14.2	↑						
EH03	Number of notifications stepped across from CDT	M	30	26.7%	33.3%	36.7%	3.3%	34	↓						
SCS04	Number of cases closed by SCS	This indicator is not available at Area level													
EH04	Number of step-downs received in EHPS Districts	M	9	4	3	2	0	17	↓						
SCS05	Step-downs as a percentage of SCS case closures	This indicator is not available at Area level										20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	542	17.9%	38.9%	37.5%	5.7%	588	↓						
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	780	18.2%	26.2%	45.4%	10.3%	728	↑						
EH07	Number of cases open to Early Help Units with a plan	M	272	45	101	109	17	276	↓						
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available													
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available										80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	18.1	16.1	20.1	17.6	16.2	22.8	↓						
EH11	Average length of time from notification to plan (rolling 3 months)	M	30.2	30.4	31.1	28.8	31.2	35.8	↓						
EH12	Average duration of closed cases that were received in the past six months	M	146.8	136.0	148.8	155.4	127.8	148.9	↓						
EH13	Number of open cases that have been open for longer than 20 weeks	M	192	28	78	74	12	206	↓						
EH14	Percentage of open cases that are within the 20 week service standard	M	64.6%	71.1%	63.0%	63.5%	61.3%	65.0%	↓						
EH15	Number of cases closed by Early Help Units	M	154	20.8%	29.2%	39.0%	11.0%	113	↑						
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	80.5%	84.4%	86.7%	75.0%	76.5%	80.5%	↓	80%	83%	86%			
EH17	Number of step-ups to SCS from Early Help Units	M	11	3	4	4	0	7	↑						
EH18	Step-ups as a percentage of Early Help Unit case closures	M	7.1%	9.4%	8.9%	6.7%	0.0%	6.2%	↑	7%	6%	5%	4%		
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	7.0%	14.3%	6.3%	6.3%	0.0%	8.1%	↓						
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	6.9%	5.3%	10.0%	6.7%	0.0%	5.0%	↑						
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available													
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available													
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available													
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available													
EH24	Number of children under 5 newly registered with a Children's Centre	M	354						309	↑					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	2612						2294	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	64.9%						64.4%	↑					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	10.6%						9.3%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	70.9%						70.2%	↑	84%	88%	92%		
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	40.9%						40.7%	↑	65%	68%	71%		
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	71.3%						71.7%	↓	80%	85%	90%		
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available													
EH33	Number of young people accessing KCC or commissioned youth provision	M	411						294	↑					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available													
EH35	Number of first time entrants to the Youth Justice System	M						100							
EH36	Custodial sentences as a percentage of court disposals	M						9.1%							
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available													
EH38	Percentage Youth Justice caseload who are Children in Care	M						6.5%							
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	4.6%						6.9%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	18.8%						20.8%	↓					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available													
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets					
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018		
EH41	Number of fixed term exclusions - primary school age	M	292						311	↓					
EH42	Number of fixed term exclusions - secondary school age	M	1807						1858	↓					
EH43	Number of permanent exclusions - primary school age	M	9						9	↔					
EH44	Number of permanent exclusions - secondary school age	M	24						26	↓					
EH45	Percentage persistent absence - primary school	A	2.3%						2.1%	↑	2.6%	* 8%	* 7.5%	* 7%	
EH46	Percentage persistent absence - secondary school	A	5.3%						5.4%	↓	5.5%	* 12.5%	* 11%	* 10%	
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available													
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available													
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available													

Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Ashford

December 2015
October 2015
Data

Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	537					604	↓					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	384.2					384.2	↔					
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral		This indicator is not available at District level											
EH01	Number of notifications received at Triage	M	55	7.3%	38.2%	49.1%	5.5%	54	↑					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	18.4	5.0	22.3	34.4	6.3	18.0	↑					
EH03	Number of notifications stepped across from CDT	M	12	16.7%	50.0%	25.0%	8.3%	13	↓					
SCS04	Number of cases closed by SCS		This indicator is not available at District level											
EH04	Number of step-downs received in EHPS Districts	M	8	3	2	3	0	16	↓					
SCS05	Step-downs as a percentage of SCS case closures		This indicator is not available at District level								20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	177	16.4%	39.5%	40.1%	4.0%	148	↑					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	285	11.9%	28.4%	47.4%	12.3%	307	↓					
EH07	Number of cases open to Early Help Units with a plan	M	96	14	42	36	4	54	↑					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan		This indicator is not currently available											
EH09	Percentage of open cases with a plan in place within 4 weeks of notification		This indicator is not currently available								80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	12.7	15.0	11.8	13.8	9.2	16.9	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	31.1	22.8	33.4	31.3	27.5	35.9	↓					
EH12	Average duration of closed cases that were received in the past six months	M	139.0	142.5	146.7	138.0	93.0	147.7	↓					
EH13	Number of open cases that have been open for longer than 20 weeks	M	43	11	16	15	1	33	↑					
EH14	Percentage of open cases that are within the 20 week service standard	M	75.7%	62.1%	77.1%	78.9%	85.7%	77.7%	↓					
EH15	Number of cases closed by Early Help Units	M	24	20.8%	54.2%	25.0%	0.0%	24	↔					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	83.3%	80.0%	84.6%	83.3%		75.0%	↑		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	3	1	1	1	0	3	↔					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	12.5%	20.0%	7.7%	16.7%		12.5%	↔		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	25.0%	50.0%	25.0%	0.0%	0.0%	42.9%	↓					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	6.3%	0.0%	0.0%	25.0%	0.0%	0.0%	↑					
SCS06	Percentage SCS caseload stepped up from EHPS		This indicator is not currently available											
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months		This indicator is not currently available											
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral		This indicator is not currently available											
EH23	Percentage closed EHPS cases that become SCS cases within 12 months		This indicator is not currently available											
EH24	Number of children under 5 newly registered with a Children's Centre	M	73					90	↓					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	1069					928	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	67.9%					67.6%	↑					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	13.4%					11.7%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	66.8%					67.0%	↓		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	44.8%					44.9%	↓		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	76.0%					75.8%	↑		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision		This indicator is not currently available											
EH33	Number of young people accessing KCC or commissioned youth provision	M	175					230	↓					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement		This indicator is not currently available											
EH35	Number of first time entrants to the Youth Justice System	M						22						
EH36	Custodial sentences as a percentage of court disposals	M						100.0%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)		This indicator is not currently available											
EH38	Percentage Youth Justice caseload who are Children in Care	M						7.7%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	3.7%					5.8%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	31.3%					28.8%	↑					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET		This indicator is not currently available											
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	143					136	↑					
EH42	Number of fixed term exclusions - secondary school age	M	1511					1540	↓					
EH43	Number of permanent exclusions - primary school age	M	0					0	↔					
EH44	Number of permanent exclusions - secondary school age	M	0					0	↔					
EH45	Percentage persistent absence - primary school	A	2.1%					1.7%	↑		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	7.8%					6.0%	↑		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice		This indicator is not currently available											
EH48	Percentage PRU pupils dual-registered with mainstream		This indicator is not currently available											
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks		This indicator is not currently available											

Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Canterbury

December 2015
October 2015
Data

Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	550					534	↑					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	375.2					357.9	↑					
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	This indicator is not available at District level												
EH01	Number of notifications received at Triage	M	70	12.9%	30.0%	47.1%	10.0%	52	↑					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	22.4	11.8	22.3	40.0	11.8	16.7	↑					
EH03	Number of notifications stepped across from CDT	M	7	14.3%	42.9%	42.9%	0.0%	14	↓					
SCS04	Number of cases closed by SCS	This indicator is not available at District level												
EH04	Number of step-downs received in EHPS Districts	M	7	1	5	0	1	7	↔					
SCS05	Step-downs as a percentage of SCS case closures	This indicator is not available at District level									20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	174	10.9%	35.1%	48.9%	5.2%	184	↓					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	327	13.5%	28.7%	46.2%	11.6%	331	↓					
EH07	Number of cases open to Early Help Units with a plan	M	111	13	45	48	5	66	↑					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available												
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available									80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	15.4	16.2	15.7	15.2	14.0	18.2	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	34.4	32.4	35.6	33.3	37.0	40.0	↓					
EH12	Average duration of closed cases that were received in the past six months	M	128.7	105.5	129.5	141.5	120.3	126.9	↑					
EH13	Number of open cases that have been open for longer than 20 weeks	M	53	5	16	31	1	45	↑					
EH14	Percentage of open cases that are within the 20 week service standard	M	69.5%	73.7%	73.8%	63.5%	88.9%	75.3%	↓					
EH15	Number of cases closed by Early Help Units	M	48	18.8%	37.5%	29.2%	14.6%	33	↑					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	77.1%	88.9%	88.9%	57.1%	71.4%	81.8%	↓		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	4	0	1	2	1	1	↑					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	8.3%	0.0%	5.6%	14.3%	14.3%	3.0%	↑		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	10.7%	0.0%	10.0%	20.0%	0.0%	10.0%	↑					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	4.8%	0.0%	0.0%	0.0%	20.0%	0.0%	↑					
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available												
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available												
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available												
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available												
EH24	Number of children under 5 newly registered with a Children's Centre	M	75					49	↑					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	1214					1129	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	74.0%					74.2%	↓					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	15.9%					14.8%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	72.7%					73.4%	↓		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	49.0%					50.0%	↓		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	78.0%					81.1%	↓		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available												
EH33	Number of young people accessing KCC or commissioned youth provision	M	366					320	↑					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available												
EH35	Number of first time entrants to the Youth Justice System	M						32						
EH36	Custodial sentences as a percentage of court disposals	M						0.0%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available												
EH38	Percentage Youth Justice caseload who are Children in Care	M						14.3%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	5.4%					7.7%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	26.9%					27.1%	↓					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available												
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	160					169	↓					
EH42	Number of fixed term exclusions - secondary school age	M	388					394	↓					
EH43	Number of permanent exclusions - primary school age	M	3					3	↔					
EH44	Number of permanent exclusions - secondary school age	M	0					0	↔					
EH45	Percentage persistent absence - primary school	A	2.9%					2.6%	↑		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	6.5%					6.7%	↓		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available												
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available												
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available												

Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Dartford

December 2015
October 2015
Data

Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	266					223	↑					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	360.5					365.2	↓					
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	This indicator is not available at District level												
EH01	Number of notifications received at Triage	M	52	15.4%	21.2%	57.7%	5.8%	41	↑					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	21.2	11.0	14.4	51.3	7.9	16.7	↑					
EH03	Number of notifications stepped across from CDT	M	18	44.4%	38.9%	16.7%	0.0%	16	↑					
SCS04	Number of cases closed by SCS	This indicator is not available at District level												
EH04	Number of step-downs received in EHPS Districts	M	6	3	1	2	0	1	↑					
SCS05	Step-downs as a percentage of SCS case closures	This indicator is not available at District level									20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	154	26.0%	26.6%	39.6%	7.8%	169	↓					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	129	17.8%	27.9%	41.1%	13.2%	132	↓					
EH07	Number of cases open to Early Help Units with a plan	M	64	19	13	27	5	82	↓					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available												
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available									80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	15.1	13.9	19.1	14.2	14.1	15.3	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	21.6	17.6	25.6	20.7	38.5	26.0	↓					
EH12	Average duration of closed cases that were received in the past six months	M	132.4	100.5	155.4	141.7	145.1	129.3	↑					
EH13	Number of open cases that have been open for longer than 20 weeks	M	39	6	14	16	3	48	↓					
EH14	Percentage of open cases that are within the 20 week service standard	M	74.7%	85.0%	65.9%	73.8%	75.0%	71.6%	↑					
EH15	Number of cases closed by Early Help Units	M	67	35.8%	17.9%	40.3%	6.0%	34	↑					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	79.1%	79.2%	91.7%	70.4%	100.0%	88.2%	↓		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	5	1	1	3	0	2	↑					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	7.5%	4.2%	8.3%	11.1%	0.0%	5.9%	↑		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	12.1%	7.1%	0.0%	25.0%	0.0%	7.1%	↑					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	2.4%	0.0%	11.1%	0.0%	0.0%	3.8%	↓					
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available												
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available												
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available												
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available												
EH24	Number of children under 5 newly registered with a Children's Centre	M	125					99	↑					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	845					732	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	66.1%					66.3%	↓					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	11.6%					10.1%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	78.4%					77.6%	↑		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	41.2%					39.8%	↑		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	64.2%					67.3%	↓		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available												
EH33	Number of young people accessing KCC or commissioned youth provision	M	138					109	↑					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available												
EH35	Number of first time entrants to the Youth Justice System	M						18						
EH36	Custodial sentences as a percentage of court disposals	M						0.0%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available												
EH38	Percentage Youth Justice caseload who are Children in Care	M						0.0%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	4.4%					7.9%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	17.4%					16.9%	↑					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available												
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	126					132	↓					
EH42	Number of fixed term exclusions - secondary school age	M	589					608	↓					
EH43	Number of permanent exclusions - primary school age	M	3					3	↔					
EH44	Number of permanent exclusions - secondary school age	M	15					15	↔					
EH45	Percentage persistent absence - primary school	A	3.2%					3.3%	↓		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	3.8%					3.9%	↓		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available												
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available												
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available												

Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Dover

December 2015
October 2015
Data

Indicators	Freq.	October 2015					September 2015	DOT	Financial Year Targets				
		Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01 Cases Open to SCS for Children Aged 0-17 (inclusive)	M	491					518	↓					
SCS02 Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	486.1					480.4	↑					
SCS03 Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral		This indicator is not available at District level											
EH01 Number of notifications received at Triage	M	39	15.4%	23.1%	56.4%	5.1%	64	↓					
EH02 Rate of notifications received per 10,000 of the 0-18 population	M	16.0	9.6	12.2	34.1	4.6	26.3	↓					
EH03 Number of notifications stepped across from CDT	M	13	15.4%	46.2%	38.5%	0.0%	12	↑					
SCS04 Number of cases closed by SCS		This indicator is not available at District level											
EH04 Number of step-downs received in EHPS Districts	M	4	1	2	1	0	4	↔					
SCS05 Step-downs as a percentage of SCS case closures		This indicator is not available at District level								20%	22%	24%	26%
EH05 Number of cases open to Early Help Units	M	177	20.3%	40.7%	31.6%	7.3%	207	↓					
EH06 Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	210	13.3%	29.5%	41.9%	15.2%	213	↓					
EH07 Number of cases open to Early Help Units with a plan	M	131	25	52	45	9	155	↓					
EH08 Percentage of notifications received in the 3 months prior to the reporting month that led to a plan		This indicator is not currently available											
EH09 Percentage of open cases with a plan in place within 4 weeks of notification		This indicator is not currently available								80%	87%	95%	
EH10 Average length of time from notification to first contact (rolling 3 months)	M	11.6	9.5	9.3	15.1	12.1	13.1	↓					
EH11 Average length of time from notification to plan (rolling 3 months)	M	24.3	25.2	22.9	24.9	24.3	27.3	↓					
EH12 Average duration of closed cases that were received in the past six months	M	126.3	123.4	138.3	117.8	107.5	133.2	↓					
EH13 Number of open cases that have been open for longer than 20 weeks	M	46	6	23	15	2	51	↓					
EH14 Percentage of open cases that are within the 20 week service standard	M	74.0%	83.3%	68.1%	73.2%	84.6%	75.4%	↓					
EH15 Number of cases closed by Early Help Units	M	64	20.3%	32.8%	39.1%	7.8%	55	↑					
EH16 Percentage of cases closed by Early Help Units with outcomes achieved	M	89.1%	92.3%	95.2%	84.0%	80.0%	81.8%	↑		80%	83%	86%	
EH17 Number of step-ups to SCS from Early Help Units	M	7	0	1	5	1	5	↑					
EH18 Step-ups as a percentage of Early Help Unit case closures	M	10.9%	0.0%	4.8%	20.0%	20.0%	9.1%	↑		7%	6%	5%	4%
EH19 Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	14.3%	0.0%	20.0%	23.1%	0.0%	21.1%	↓					
EH20 Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	7.7%	0.0%	0.0%	14.3%	100.0%	2.7%	↑					
SCS06 Percentage SCS caseload stepped up from EHPS		This indicator is not currently available											
EH21 Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months		This indicator is not currently available											
EH22 Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral		This indicator is not currently available											
EH23 Percentage closed EHPS cases that become SCS cases within 12 months		This indicator is not currently available											
EH24 Number of children under 5 newly registered with a Children's Centre	M	96					71	↑					
EH25 Number of children under 5 who have sustained contact with a Children's Centre	M	825					754	↑					
EH26 Percentage children under 5 who are registered with a Children's Centre	M	68.8%					68.5%	↑					
EH27 Percentage children under 5 who have sustained contact with a Children's Centre	M	13.3%					12.1%	↑					
EH28 Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	70.9%					70.6%	↑		84%	88%	92%	
EH29 Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	44.1%					44.0%	↑		65%	68%	71%	
EH30 Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	65.0%					72.4%	↓		80%	85%	90%	
EH32 Percentage 5-11 year olds attending open access provision		This indicator is not currently available											
EH33 Number of young people accessing KCC or commissioned youth provision	M	107					192	↓					
EH34 Percentage 11-19 year olds accessing youth provision with SCS involvement		This indicator is not currently available											
EH35 Number of first time entrants to the Youth Justice System	M						48						
EH36 Custodial sentences as a percentage of court disposals	M						14.3%						
EH37 Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)		This indicator is not currently available											
EH38 Percentage Youth Justice caseload who are Children in Care	M						14.3%						
SISE58 Percentage of 16-18 year olds not in education, employment or training (NEET)	M	4.3%					7.9%	↓					
EH39 Percentage 16-18 NEETs coming from vulnerable groups	M	35.4%					34.1%	↑					
EH40 Percentage of cases open to Early Help Units that engage young people who are NEET		This indicator is not currently available											
Exclusions, Persistent Absences and PRUs		Freq.	Current				Previous	DOT	Academic Year Targets				
		Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	87					96	↓				
EH42	Number of fixed term exclusions - secondary school age	M	669					676	↓				
EH43	Number of permanent exclusions - primary school age	M	7					7	↔				
EH44	Number of permanent exclusions - secondary school age	M	1					1	↔				
EH45	Percentage persistent absence - primary school	A	2.7%					2.1%	↑	2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	6.4%					6.6%	↓	5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice		This indicator is not currently available										
EH48	Percentage PRU pupils dual-registered with mainstream		This indicator is not currently available										
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks		This indicator is not currently available										

Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Gravesham

December 2015
October 2015
Data

Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	483					495	↓					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	425.1					421.3	↑					
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	This indicator is not available at District level												
EH01	Number of notifications received at Triage	M	66	22.7%	18.2%	45.5%	13.6%	58	↑					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	26.1	21.5	15.4	46.8	21.8	22.9	↑					
EH03	Number of notifications stepped across from CDT	M	12	33.3%	25.0%	33.3%	8.3%	9	↑					
SCS04	Number of cases closed by SCS	This indicator is not available at District level												
EH04	Number of step-downs received in EHPS Districts	M	12	7	1	4	0	15	↓					
SCS05	Step-downs as a percentage of SCS case closures	This indicator is not available at District level									20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	188	24.5%	28.7%	39.9%	6.9%	188	↔					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	197	19.8%	24.9%	38.6%	16.8%	197	↔					
EH07	Number of cases open to Early Help Units with a plan	M	136	33	39	54	10	136	↔					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available												
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available									80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	11.0	9.1	11.6	10.9	11.9	16.8	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	24.8	20.4	24.1	27.5	25.8	39.4	↓					
EH12	Average duration of closed cases that were received in the past six months	M	130.4	112.4	135.2	156.3	78.7	131.4	↓					
EH13	Number of open cases that have been open for longer than 20 weeks	M	38	9	14	13	2	45	↓					
EH14	Percentage of open cases that are within the 20 week service standard	M	79.9%	80.4%	74.1%	82.7%	84.6%	76.2%	↑					
EH15	Number of cases closed by Early Help Units	M	44	25.0%	40.9%	27.3%	6.8%	51	↓					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	86.4%	90.9%	77.8%	91.7%	100.0%	74.5%	↑		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	1	0	1	0	0	4	↓					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	2.3%	0.0%	5.6%	0.0%	0.0%	7.8%	↓		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	0.0%	0.0%	0.0%	0.0%	0.0%	6.7%	↓					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	3.7%	0.0%	8.3%	0.0%	0.0%	7.9%	↓					
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available												
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available												
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available												
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available												
EH24	Number of children under 5 newly registered with a Children's Centre	M	64					90	↓					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	894					876	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	83.0%					83.1%	↓					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	12.8%					12.5%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	91.0%					91.3%	↓		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	50.1%					50.1%	↔		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	77.4%					78.4%	↓		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available												
EH33	Number of young people accessing KCC or commissioned youth provision	M	471					421	↑					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available												
EH35	Number of first time entrants to the Youth Justice System	M						31						
EH36	Custodial sentences as a percentage of court disposals	M						0.0%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available												
EH38	Percentage Youth Justice caseload who are Children in Care	M						5.6%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	6.9%					11.3%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	27.2%					26.6%	↑					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available												
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	84					82	↑					
EH42	Number of fixed term exclusions - secondary school age	M	443					420	↑					
EH43	Number of permanent exclusions - primary school age	M	1					1	↔					
EH44	Number of permanent exclusions - secondary school age	M	7					9	↓					
EH45	Percentage persistent absence - primary school	A	3.8%					2.7%	↑		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	6.5%					6.0%	↑		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available												
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available												
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available												

Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Maidstone

December 2015
October 2015
Data

Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	548					503	↑					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	326.7					321.7	↑					
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	This indicator is not available at District level												
EH01	Number of notifications received at Triage	M	81	23.5%	37.0%	32.1%	7.4%	66	↑					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	22.3	18.9	26.6	27.8	10.5	18.1	↑					
EH03	Number of notifications stepped across from CDT	M	12	25.0%	50.0%	16.7%	8.3%	13	↓					
SCS04	Number of cases closed by SCS	This indicator is not available at District level												
EH04	Number of step-downs received in EHPS Districts	M	0	0	0	0	0	8	↓					
SCS05	Step-downs as a percentage of SCS case closures	This indicator is not available at District level									20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	237	19.8%	37.1%	37.6%	5.5%	251	↓					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	278	13.7%	25.2%	50.7%	10.4%	264	↑					
EH07	Number of cases open to Early Help Units with a plan	M	115	27	39	39	10	117	↓					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available												
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available									80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	18.6	16.8	19.8	18.8	19.3	23.6	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	29.1	29.9	31.4	28.9	17.7	40.5	↓					
EH12	Average duration of closed cases that were received in the past six months	M	134.6	124.2	141.1	135.1	140.7	138.0	↓					
EH13	Number of open cases that have been open for longer than 20 weeks	M	72	13	25	30	4	71	↑					
EH14	Percentage of open cases that are within the 20 week service standard	M	69.6%	72.3%	71.6%	66.3%	69.2%	71.8%	↓					
EH15	Number of cases closed by Early Help Units	M	75	28.0%	32.0%	32.0%	8.0%	49	↑					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	80.0%	81.0%	87.5%	70.8%	83.3%	85.7%	↓		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	6	3	2	1	0	3	↑					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	8.0%	14.3%	8.3%	4.2%	0.0%	6.1%	↑		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	8.6%	18.2%	0.0%	10.0%	0.0%	12.5%	↓					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	7.0%	9.1%	13.3%	0.0%	0.0%	2.9%	↑					
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available												
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available												
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available												
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available												
EH24	Number of children under 5 newly registered with a Children's Centre	M	178					148	↑					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	1112					920	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	65.4%					64.7%	↑					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	11.1%					9.2%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	71.3%					70.7%	↑		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	40.4%					40.4%	↔		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	70.6%					72.8%	↓		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available												
EH33	Number of young people accessing KCC or commissioned youth provision	M	188					107	↑					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available												
EH35	Number of first time entrants to the Youth Justice System	M						41						
EH36	Custodial sentences as a percentage of court disposals	M						0.0%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available												
EH38	Percentage Youth Justice caseload who are Children in Care	M						9.1%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	4.5%					6.6%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	19.7%					21.7%	↓					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available												
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	114					118	↓					
EH42	Number of fixed term exclusions - secondary school age	M	864					867	↓					
EH43	Number of permanent exclusions - primary school age	M	3					3	↔					
EH44	Number of permanent exclusions - secondary school age	M	15					15	↔					
EH45	Percentage persistent absence - primary school	A	2.9%					2.1%	↑		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	4.7%					5.0%	↓		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available												
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available												
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available												

Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Sevenoaks

December 2015
October 2015
Data

Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	300					313	↓					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	235.3					236.8	↓					
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	This indicator is not available at District level												
EH01	Number of notifications received at Triage	M	62	24.2%	24.2%	38.7%	12.9%	37	↑					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	22.7	20.6	17.2	34.4	18.6	13.6	↑					
EH03	Number of notifications stepped across from CDT	M	10	20.0%	50.0%	30.0%	0.0%	8	↑					
SCS04	Number of cases closed by SCS	This indicator is not available at District level												
EH04	Number of step-downs received in EHPS Districts	M	7	1	3	3	0	4	↑					
SCS05	Step-downs as a percentage of SCS case closures	This indicator is not available at District level									20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	100	11.0%	51.0%	32.0%	6.0%	98	↑					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	213	19.2%	22.1%	50.2%	8.5%	245	↓					
EH07	Number of cases open to Early Help Units with a plan	M	46	5	23	18	0	63	↓					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available												
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available									80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	13.0	14.3	11.6	13.8	13.0	20.6	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	23.5	18.0	21.5	26.8	32.0	33.7	↓					
EH12	Average duration of closed cases that were received in the past six months	M	135.3	123.1	175.7	108.1	86.9	126.0	↑					
EH13	Number of open cases that have been open for longer than 20 weeks	M	32	6	20	4	2	29	↑					
EH14	Percentage of open cases that are within the 20 week service standard	M	68.0%	45.5%	60.8%	87.5%	66.7%	70.4%	↓					
EH15	Number of cases closed by Early Help Units	M	33	15.2%	45.5%	33.3%	6.1%	13	↑					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	90.9%	80.0%	86.7%	100.0%	100.0%	84.6%	↑		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	1	0	1	0	0	1	↔					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	3.0%	0.0%	6.7%	0.0%	0.0%	7.7%	↓		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%	↓					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	5.3%	0.0%	7.7%	0.0%	0.0%	0.0%	↑					
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available												
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available												
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available												
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available												
EH24	Number of children under 5 newly registered with a Children's Centre	M	87					66	↑					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	588					521	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	67.4%					68.0%	↓					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	8.1%					7.2%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	70.9%					72.2%	↓		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	27.1%					27.8%	↓		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	58.0%					54.5%	↑		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available												
EH33	Number of young people accessing KCC or commissioned youth provision	M	206					180	↑					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available												
EH35	Number of first time entrants to the Youth Justice System	M						25						
EH36	Custodial sentences as a percentage of court disposals	M						100.0%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available												
EH38	Percentage Youth Justice caseload who are Children in Care	M						0.0%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	4.3%					6.3%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	12.5%					13.5%	↓					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available												
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	107					99	↑					
EH42	Number of fixed term exclusions - secondary school age	M	208					231	↓					
EH43	Number of permanent exclusions - primary school age	M	4					3	↑					
EH44	Number of permanent exclusions - secondary school age	M	7					6	↑					
EH45	Percentage persistent absence - primary school	A	2.5%					1.9%	↑		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	6.7%					6.7%	↔		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available												
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available												
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available												

Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Shepway

December 2015
October 2015
Data

Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	558					596	↓					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	451.9					457.9	↓					
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	This indicator is not available at District level												
EH01	Number of notifications received at Triage	M	46	13.0%	54.3%	23.9%	8.7%	50	↓					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	20.2	10.1	36.3	18.1	10.3	21.9	↓					
EH03	Number of notifications stepped across from CDT	M	8	50.0%	25.0%	25.0%	0.0%	11	↓					
SCS04	Number of cases closed by SCS	This indicator is not available at District level												
EH04	Number of step-downs received in EHPS Districts	M	12	0	5	7	0	13	↓					
SCS05	Step-downs as a percentage of SCS case closures	This indicator is not available at District level									20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	187	11.8%	39.0%	40.1%	9.1%	200	↓					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	221	17.6%	32.1%	40.3%	10.0%	226	↓					
EH07	Number of cases open to Early Help Units with a plan	M	129	14	53	51	11	126	↑					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available												
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available									80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	11.1	9.0	11.9	12.8	7.2	16.4	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	25.9	28.5	30.8	25.3	15.5	32.2	↓					
EH12	Average duration of closed cases that were received in the past six months	M	142.8	126.5	150.0	151.2	122.1	154.1	↓					
EH13	Number of open cases that have been open for longer than 20 weeks	M	53	4	21	22	6	42	↑					
EH14	Percentage of open cases that are within the 20 week service standard	M	71.7%	81.8%	71.2%	70.7%	64.7%	79.1%	↓					
EH15	Number of cases closed by Early Help Units	M	40	22.5%	32.5%	37.5%	7.5%	34	↑					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	82.5%	77.8%	76.9%	93.3%	66.7%	67.6%	↑		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	0	0	0	0	0	0	↔					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	↔		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	↔					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	↔					
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available												
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available												
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available												
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available												
EH24	Number of children under 5 newly registered with a Children's Centre	M	48					42	↑					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	878					1238	↓					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	76.5%					76.6%	↓					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	14.7%					12.8%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	76.1%					77.3%	↓		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	45.6%					46.0%	↓		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	72.7%					75.5%	↓		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available												
EH33	Number of young people accessing KCC or commissioned youth provision	M	439					332	↑					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available												
EH35	Number of first time entrants to the Youth Justice System	M						29						
EH36	Custodial sentences as a percentage of court disposals	M						0.0%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available												
EH38	Percentage Youth Justice caseload who are Children in Care	M						14.3%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	4.7%					7.4%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	30.6%					29.3%	↑					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available												
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	140					135	↑					
EH42	Number of fixed term exclusions - secondary school age	M	960					942	↑					
EH43	Number of permanent exclusions - primary school age	M	6					5	↑					
EH44	Number of permanent exclusions - secondary school age	M	5					3	↑					
EH45	Percentage persistent absence - primary school	A	2.5%					2.4%	↑		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	6.8%					7.3%	↓		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available												
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available												
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available												

Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Swale

December 2015
October 2015
Data

Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	691					713	↓					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	473.1					470.6	↑					
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	This indicator is not available at District level												
EH01	Number of notifications received at Triage	M	82	15.9%	39.0%	35.4%	9.8%	76	↑					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	24.6	14.4	31.4	33.5	14.6	22.8	↑					
EH03	Number of notifications stepped across from CDT	M	16	37.5%	25.0%	31.3%	6.3%	16	↔					
SCS04	Number of cases closed by SCS	This indicator is not available at District level												
EH04	Number of step-downs received in EHPS Districts	M	15	3	7	5	0	9	↑					
SCS05	Step-downs as a percentage of SCS case closures	This indicator is not available at District level									20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	325	20.6%	35.4%	37.5%	6.5%	309	↑					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	440	20.2%	29.3%	40.5%	10.0%	435	↑					
EH07	Number of cases open to Early Help Units with a plan	M	209	49	70	76	14	148	↑					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available												
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available									80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	14.7	15.1	13.9	13.8	22.2	17.3	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	30.7	33.6	33.5	29.4	23.8	34.7	↓					
EH12	Average duration of closed cases that were received in the past six months	M	138.6	120.0	143.6	143.8	143.0	131.7	↑					
EH13	Number of open cases that have been open for longer than 20 weeks	M	118	25	39	47	7	107	↑					
EH14	Percentage of open cases that are within the 20 week service standard	M	64.0%	62.7%	66.1%	61.5%	66.7%	65.4%	↓					
EH15	Number of cases closed by Early Help Units	M	59	18.6%	37.3%	37.3%	6.8%	23	↑					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	74.6%	72.7%	81.8%	63.6%	100.0%	82.6%	↓		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	5	1	2	2	0	3	↑					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	8.5%	9.1%	9.1%	9.1%	0.0%	13.0%	↓		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	12.5%	25.0%	14.3%	0.0%	0.0%	25.0%	↓					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	6.4%	0.0%	6.3%	10.0%	0.0%	5.9%	↑					
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available												
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available												
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available												
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available												
EH24	Number of children under 5 newly registered with a Children's Centre	M	104					107	↓					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	1255					764	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	74.0%					74.1%	↓					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	13.9%					13.7%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	78.6%					78.6%	↔		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	51.7%					52.1%	↓		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	78.4%					76.0%	↑		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available												
EH33	Number of young people accessing KCC or commissioned youth provision	M	224					83	↑					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available												
EH35	Number of first time entrants to the Youth Justice System	M						57						
EH36	Custodial sentences as a percentage of court disposals	M						14.3%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available												
EH38	Percentage Youth Justice caseload who are Children in Care	M						14.3%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	5.7%					9.3%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	28.4%					26.4%	↑					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available												
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	204					202	↑					
EH42	Number of fixed term exclusions - secondary school age	M	1288					1324	↓					
EH43	Number of permanent exclusions - primary school age	M	7					5	↑					
EH44	Number of permanent exclusions - secondary school age	M	0					0	↔					
EH45	Percentage persistent absence - primary school	A	3.6%					2.2%	↑		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	7.4%					9.1%	↓		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available												
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available												
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available												

Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Thanet

December 2015
October 2015
Data

Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	932					996	↓					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	688.5					681.1	↑					
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral		This indicator is not available at District level											
EH01	Number of notifications received at Triage	M	125	19.2%	32.0%	44.0%	4.8%	81	↑					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	40.0	28.7	42.7	66.5	11.4	25.9	↑					
EH03	Number of notifications stepped across from CDT	M	16	37.5%	37.5%	18.8%	6.3%	17	↓					
SCS04	Number of cases closed by SCS		This indicator is not available at District level											
EH04	Number of step-downs received in EHPS Districts	M	36	13	7	15	1	22	↑					
SCS05	Step-downs as a percentage of SCS case closures		This indicator is not available at District level								20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	334	18.6%	27.5%	44.0%	9.9%	274	↑					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	352	24.4%	26.4%	37.8%	11.4%	382	↓					
EH07	Number of cases open to Early Help Units with a plan	M	207	38	60	96	13	193	↑					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan		This indicator is not currently available											
EH09	Percentage of open cases with a plan in place within 4 weeks of notification		This indicator is not currently available								80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	11.8	11.6	10.9	11.7	17.2	12.6	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	22.9	25.5	20.8	22.9	27.3	30.4	↓					
EH12	Average duration of closed cases that were received in the past six months	M	133.6	117.7	141.8	137.0	136.0	131.5	↑					
EH13	Number of open cases that have been open for longer than 20 weeks	M	43	5	15	22	1	65	↓					
EH14	Percentage of open cases that are within the 20 week service standard	M	85.3%	91.9%	83.7%	82.1%	93.3%	76.3%	↑					
EH15	Number of cases closed by Early Help Units	M	103	17.5%	35.9%	39.8%	6.8%	74	↑					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	80.6%	66.7%	91.9%	75.6%	85.7%	70.3%	↑		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	15	5	3	6	1	10	↑					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	14.6%	27.8%	8.1%	14.6%	14.3%	13.5%	↑		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	13.2%	20.0%	6.7%	20.0%	0.0%	10.9%	↑					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	14.7%	30.8%	8.7%	10.7%	25.0%	13.2%	↑					
SCS06	Percentage SCS caseload stepped up from EHPS		This indicator is not currently available											
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months		This indicator is not currently available											
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral		This indicator is not currently available											
EH23	Percentage closed EHPS cases that become SCS cases within 12 months		This indicator is not currently available											
EH24	Number of children under 5 newly registered with a Children's Centre	M	99					81	↑					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	1316					1180	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	81.4%					81.6%	↓					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	15.7%					14.1%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	83.0%					83.1%	↓		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	53.4%					53.4%	↔		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	74.0%					74.5%	↓		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision		This indicator is not currently available											
EH33	Number of young people accessing KCC or commissioned youth provision	M	384					289	↑					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement		This indicator is not currently available											
EH35	Number of first time entrants to the Youth Justice System	M						85						
EH36	Custodial sentences as a percentage of court disposals	M						0.0%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)		This indicator is not currently available											
EH38	Percentage Youth Justice caseload who are Children in Care	M						33.3%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	5.4%					10.3%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	38.3%					36.2%	↑					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET		This indicator is not currently available											
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	275					287	↓					
EH42	Number of fixed term exclusions - secondary school age	M	934					951	↓					
EH43	Number of permanent exclusions - primary school age	M	9					13	↓					
EH44	Number of permanent exclusions - secondary school age	M	0					0	↔					
EH45	Percentage persistent absence - primary school	A	3.1%					2.2%	↑		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	6.5%					6.1%	↑		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice		This indicator is not currently available											
EH48	Percentage PRU pupils dual-registered with mainstream		This indicator is not currently available											
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks		This indicator is not currently available											

Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Tonbridge and Malling

December 2015
October 2015
Data

Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	330					310	↑					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	294.1					293.7	↑					
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	This indicator is not available at District level												
EH01	Number of notifications received at Triage	M	75	17.3%	32.0%	45.3%	5.3%	42	↑					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	24.7	17.4	25.2	41.3	7.7	13.8	↑					
EH03	Number of notifications stepped across from CDT	M	11	27.3%	9.1%	63.6%	0.0%	14	↓					
SCS04	Number of cases closed by SCS	This indicator is not available at District level												
EH04	Number of step-downs received in EHPS Districts	M	3	0	1	2	0	4	↓					
SCS05	Step-downs as a percentage of SCS case closures	This indicator is not available at District level									20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	199	16.6%	36.2%	41.7%	5.5%	220	↓					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	259	16.6%	21.6%	49.0%	12.7%	230	↑					
EH07	Number of cases open to Early Help Units with a plan	M	111	13	41	52	5	114	↓					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available												
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available									80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	14.3	14.5	15.0	13.4	14.5	17.1	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	29.7	31.3	30.8	26.1	34.5	27.9	↑					
EH12	Average duration of closed cases that were received in the past six months	M	159.8	143.3	161.0	175.0	112.0	156.0	↑					
EH13	Number of open cases that have been open for longer than 20 weeks	M	76	9	34	30	3	95	↓					
EH14	Percentage of open cases that are within the 20 week service standard	M	61.8%	72.7%	52.8%	63.9%	72.7%	56.8%	↑					
EH15	Number of cases closed by Early Help Units	M	55	18.2%	23.6%	47.3%	10.9%	41	↑					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	85.5%	90.0%	92.3%	80.8%	83.3%	73.2%	↑		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	2	0	1	1	0	3	↓					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	3.6%	0.0%	7.7%	3.8%	0.0%	7.3%	↓		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	↓					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	4.4%	0.0%	8.3%	4.3%	0.0%	7.4%	↓					
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available												
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available												
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available												
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available												
EH24	Number of children under 5 newly registered with a Children's Centre	M	114					71	↑					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	886					795	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	69.0%					68.4%	↑					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	11.9%					10.7%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	72.9%					71.7%	↑		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	46.5%					45.5%	↑		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	70.5%					68.5%	↑		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available												
EH33	Number of young people accessing KCC or commissioned youth provision	M	151					178	↓					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available												
EH35	Number of first time entrants to the Youth Justice System	M						42						
EH36	Custodial sentences as a percentage of court disposals	M						14.3%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available												
EH38	Percentage Youth Justice caseload who are Children in Care	M						7.7%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	4.3%					7.1%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	17.1%					20.8%	↓					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available												
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	102					118	↓					
EH42	Number of fixed term exclusions - secondary school age	M	456					488	↓					
EH43	Number of permanent exclusions - primary school age	M	6					6	↔					
EH44	Number of permanent exclusions - secondary school age	M	5					5	↔					
EH45	Percentage persistent absence - primary school	A	1.9%					1.9%	↔		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	6.1%					7.0%	↓		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available												
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available												
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available												

Education and Young People's Services Performance Management
Early Help and Preventative Services Monthly Scorecard
Tunbridge Wells

December 2015
October 2015
Data

Indicators		Freq.	October 2015					September 2015	DOT	Financial Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	M	361					355	↑					
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	M	237.5					239.0	↓					
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	This indicator is not available at District level												
EH01	Number of notifications received at Triage	M	52	26.9%	26.9%	44.2%	1.9%	27	↑					
EH02	Rate of notifications received per 10,000 of the 0-18 population	M	18.4	19.7	15.9	30.3	2.1	9.6	↑					
EH03	Number of notifications stepped across from CDT	M	7	28.6%	42.9%	28.6%	0.0%	7	↔					
SCS04	Number of cases closed by SCS	This indicator is not available at District level												
EH04	Number of step-downs received in EHPS Districts	M	6	4	2	0	0	5	↑					
SCS05	Step-downs as a percentage of SCS case closures	This indicator is not available at District level									20%	22%	24%	26%
EH05	Number of cases open to Early Help Units	M	106	16.0%	48.1%	29.2%	6.6%	117	↓					
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	M	243	25.1%	32.1%	35.4%	7.4%	234	↑					
EH07	Number of cases open to Early Help Units with a plan	M	46	5	21	18	2	45	↑					
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available												
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available									80%	87%	95%	
EH10	Average length of time from notification to first contact (rolling 3 months)	M	24.5	16.3	27.5	25.9	17.3	32.3	↓					
EH11	Average length of time from notification to plan (rolling 3 months)	M	36.3	0.0	31.0	40.5	38.5	49.0	↓					
EH12	Average duration of closed cases that were received in the past six months	M	149.1	169.1	140.6	155.0	124.6	155.7	↓					
EH13	Number of open cases that have been open for longer than 20 weeks	M	44	6	19	14	5	40	↑					
EH14	Percentage of open cases that are within the 20 week service standard	M	58.5%	64.7%	62.7%	54.8%	28.6%	65.5%	↓					
EH15	Number of cases closed by Early Help Units	M	24	4.2%	33.3%	41.7%	20.8%	23	↑					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	M	70.8%	100.0%	75.0%	70.0%	60.0%	82.6%	↓		80%	83%	86%	
EH17	Number of step-ups to SCS from Early Help Units	M	3	0	1	2	0	1	↑					
EH18	Step-ups as a percentage of Early Help Unit case closures	M	12.5%	0.0%	12.5%	20.0%	0.0%	4.3%	↑		7%	6%	5%	4%
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	M	8.3%	0.0%	20.0%	0.0%	0.0%	0.0%	↑					
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	M	15.4%	0.0%	0.0%	25.0%	0.0%	5.6%	↑					
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available												
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available												
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available												
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available												
EH24	Number of children under 5 newly registered with a Children's Centre	M	62					90	↓					
EH25	Number of children under 5 who have sustained contact with a Children's Centre	M	614					579	↑					
EH26	Percentage children under 5 who are registered with a Children's Centre	M	59.8%					59.8%	↔					
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	M	8.6%					8.2%	↑					
EH28	Percentage children under 5 living in the 30% most deprived LSOAs registered with a Children's Centre	M	65.1%					65.0%	↑		84%	88%	92%	
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with a Children's Centre	M	33.4%					33.4%	↔		65%	68%	71%	
EH30	Percentage children under 5 with current Social Services involvement known to a Children's Centre	M	74.3%					73.6%	↑		80%	85%	90%	
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available												
EH33	Number of young people accessing KCC or commissioned youth provision	M	72					9	↑					
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available												
EH35	Number of first time entrants to the Youth Justice System	M						17						
EH36	Custodial sentences as a percentage of court disposals	M						0.0%						
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available												
EH38	Percentage Youth Justice caseload who are Children in Care	M						0.0%						
SISE58	Percentage of 16-18 year olds not in education, employment or training (NEET)	M	5.0%					7.2%	↓					
EH39	Percentage 16-18 NEETs coming from vulnerable groups	M	19.5%					19.6%	↓					
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available												
Exclusions, Persistent Absences and PRUs		Freq.	Current					Previous	DOT	Academic Year Targets				
			Overall	0-4	5-10	11-15	16+	Overall		2015	2016	2017	2018	
EH41	Number of fixed term exclusions - primary school age	M	76					75	↑					
EH42	Number of fixed term exclusions - secondary school age	M	487					503	↓					
EH43	Number of permanent exclusions - primary school age	M	0					0	↔					
EH44	Number of permanent exclusions - secondary school age	M	4					6	↓					
EH45	Percentage persistent absence - primary school	A	2.0%					2.3%	↓		2.6%	* 8%	* 7.5%	* 7%
EH46	Percentage persistent absence - secondary school	A	5.1%					4.2%	↑		5.5%	* 12.5%	* 11%	* 10%
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available												
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available												
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available												

Early Help and Preventative Services Monthly Scorecard

Scorecard - Indicator Definitions

Indicators		Definition
SCS01	Cases Open to SCS for Children Aged 0-17 (inclusive)	The total caseload figures for Specialist Children's Services. All CIN, CP and LAC cases with an open referral are included, care leavers are excluded from this count. Some of these cases are held by teams that do not align with EHPS Districts so are included in the Kent total figure. This data comes from SCS Management Information.
SCS02	Rate of referrals to Specialist Children's Services per 10,000 of the 0-18 population (rolling 12 months)	This indicator shows the rate of referrals received by Specialist Children's Services. Numerator: Number of referrals by District allocated to (rolling 12 month period). Denominator: child population figure for the District divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates). This data comes from SCS Management Information.
SCS03	Percentage re-referrals to Specialist Children's Services within 12 months of a previous referral	The proportion of repeat referrals to Specialist Children's Services where the previous referral date is within 12 months of the new referral date. This data comes from SCS Management Information.
EH01	Number of notifications received at Triage	The total number of notifications received by Triage during the current reporting month, with a percentage breakdown given for the age bandings. District splits are made by the District of the notifier. The data includes all notifications received by EHPS, excluding all notification types that were "Existing TAF", "SCS", or "CDT". Date of birth used to calculate age.
EH02	Rate of notifications received per 10,000 of the 0-18 population	The total number of notifications received during the current reporting month per 10,000 of the Mid Year 2013 0-18 population Estimates. The data includes all notifications received by EHPS excluding the notification types that were "Existing TAF", "SCS", or "CDT". Date of birth used to calculate age.
EH03	Number of notifications stepped across from CDT	The total number of notifications received by Triage during the current reporting month, with a percentage breakdown given for the age bandings. The data includes all notifications with the type "CDT".
SCS04	Number of cases closed by SCS	The total number of Specialist Children's Services cases closed at the end of the current reporting month. This data comes from SCS Management Information.
EH04	Number of step-downs received in EHPS Districts	The number of step-downs received by EHPS Districts for the current reporting month. The data shows the total number before they are allocated to Units as cases. Notification type "SCS step-down" is used to measure this. Date of birth used to calculate age.
SCS05	Step-downs as a percentage of SCS case closures	The proportion of all cases closed by SCS within the period where the referral end reason was recorded as being step-down. This data comes from SCS Management Information.
EH05	Number of cases open to Early Help Units	The number of open cases as at the end of the current reporting month, with a percentage breakdown given for the age bandings. The data includes all cases open to Units. It is calculated from the "First Notification Received" date. Date of birth used to calculate age.
EH06	Workload originating from Notifications and open to EHPS which is not held within Early Help Units	The number of cases open to non-unit services as at the end of the current reporting month, with a percentage breakdown given for the age bandings. The data includes all cases open, which are not identified as Unit cases. It is calculated from the "First Notification Received" date. Date of birth used to calculate age.
EH07	Number of cases open to Early Help Units with a plan	The total number of cases open to Early Help Units, for which a plan has been put in place. The "Date of Assessment and Plan" is used to determine when a plan has been put in place. The data includes all cases open to Units. It is calculated from the "First Notification Received" date.
EH08	Percentage of notifications received in the 3 months prior to the reporting month that led to a plan	This indicator is not currently available
EH09	Percentage of open cases with a plan in place within 4 weeks of notification	This indicator is not currently available
EH10	Average length of time from notification to first contact (rolling 3 months)	The average number of days for Early Help notifications that were received in the previous 3 months and are open cases in the Early Help Units, to reach the first contact stage. The "Date of First Contact" field is used to determine that this has taken place. The data includes all cases open to Units. It is calculated from the "First Notification Received" date.
EH11	Average length of time from notification to plan (rolling 3 months)	The average number of days for Early Help notifications that were received in the previous 3 months and are open cases in the Early Help Units, to reach the plan stage. The "Date of Assessment and Plan" field is used to determine that a plan is in place. The data includes all cases open to Units. It is calculated from the "First Notification Received" date.

EH12	Average duration of closed cases that were received in the past six months	The average duration of Unit cases received within the last six months that have now closed, as at the end of the current reported month. This is determined by taking the time between the dates for "Notification Received" and the "End of Case Work". Date of birth used to calculate age. The data includes all cases open to Units.
EH13	Number of open cases that have been open for longer than 20 weeks	The number of cases open to Early Help Units that have been open for longer than 100 working days. The data includes all cases open to Units. It is calculated from the "First Notification Received" date.
EH14	Percentage of open cases that are within the 20 week service standard	The proportion of cases open to Early Help Units that are within 100 working days since notification. The data includes all cases open to Units. It is calculated from the "First Notification Received" date.
EH15	Number of cases closed by Early Help Units	The number of Early Help Unit cases that were closed in the current reported month, with a percentage breakdown given for the age bandings. The data includes all cases that were open to Units. It is calculated from the "First Notification Received" date. The following Closure Outcomes are excluded: "re-opened", "Closure - Open to Early Help" and "Moved Out of Kent"
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	The percentage of all cases closed by Units with outcomes achieved for the current reported month. The data includes all cases that were open to Units. It is calculated from the "First Notification Received" date. Closure outcomes used are those which contain "Outcomes achieved". Date of birth used to calculate age.
EH17	Number of step-ups to SCS from Early Help Units	The number of all cases closed by Units with the closure outcome "Escalation to SCS" for the current reported month. The data includes all cases that were open to Units. It is calculated from the "First Notification Received" date. Date of birth used to calculate age.
EH18	Step-ups as a percentage of Early Help Unit case closures	The proportion of all cases closed by Units with the closure outcome "Escalation to SCS" for the current reported month. The data includes all cases that were open to Units. It is calculated from the "First Notification Received" date. Date of birth used to calculate age.
EH19	Step-ups as a percentage of Early Help Unit case closures (<=20 weeks)	The proportion of all cases closed by Units with the closure outcome "Escalation to SCS" for the current reported month. Only cases open for less than 100 working days are included. The data includes all cases that were open to Units. It is calculated from the "First Notification Received" date. Date of birth used to calculate age.
EH20	Step-ups as a percentage of Early Help Unit case closures (>20 weeks)	The proportion of all cases closed by Units with the closure outcome "Escalation to SCS" for the current reported month. Only cases open for more than 100 working days are included. The data includes all cases that were open to Units. It is calculated from the "First Notification Received" date. Date of birth used to calculate age.
SCS06	Percentage SCS caseload stepped up from EHPS	This indicator is not currently available
EH21	Number of referrals to EHPS which have had involvement with Early Help Units within the previous 12 months	This indicator is not currently available
EH22	Percentage re-referrals to EHPS within 12 months of previous involvement with Early Help Units with the same primary reason as the previous referral	This indicator is not currently available
EH23	Percentage closed EHPS cases that become SCS cases within 12 months	This indicator is not currently available
EH24	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, this includes Children recorded out of area.
EH25	Number of children under 5 who have sustained contact with a Children's Centre	Children aged under 5 attending an activity or event at a Children's Centre within the month.
EH26	Percentage children under 5 who are registered with a Children's Centre	Proportion of children aged under 5 registered with a Children's Centre.
EH27	Percentage children under 5 who have sustained contact with a Children's Centre	Proportion of children aged under 5 who attend an activity or event at a Children's Centre within the month.
EH28	Percentage 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.
EH29	Percentage children under 5 living in the 30% most deprived LSOAs who have sustained contact with 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.
EH30	Percentage 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.

EH31	Percentage 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. Ofsted have currently suspended inspections of individual Children's Centres, so this indicator is not currently reported.
EH32	Percentage 5-11 year olds attending open access provision	This indicator is not currently available
EH33	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 elsewhere.
EH34	Percentage 11-19 year olds accessing youth provision with SCS involvement	This indicator is not currently available
EH35	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 elsewhere.
EH36	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 elsewhere.
EH37	Percentage of cases open to Early Help Units that engage young people with a Youth Justice intervention (Open Programmes)	This indicator is not currently available
EH38	Percentage Youth Justice caseload who are Children in Care	The number of young people who are 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 elsewhere.
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.
EH39	Percentage 16-18 NEETs coming from vulnerable groups	The percentage of young people from vulnerable groups 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.
EH40	Percentage of cases open to Early Help Units that engage young people who are NEET	This indicator is not currently available
EH41	Number of fixed term exclusions - primary school age	Number of pupils that have a fixed term exclusion from a Kent maintained primary school or a primary academy over the reported time period.
EH42	Number of fixed term exclusions - secondary school age	Number of pupils that have a fixed term exclusion from a Kent maintained secondary school or a secondary academy over the reported time period.
EH43	Number of permanent exclusions - primary school age	Number of pupils that have been permanently excluded from a Kent maintained primary school or a primary academy over the reported time period.
EH44	Number of permanent exclusions - secondary school age	Number of pupils that have been permanently excluded from a Kent maintained secondary school or a secondary academy over the reported time period.
EH45	Percentage persistent absence - primary school	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. * The targets for 2016 onwards are for the new measure of 10% or more sessions.
EH46	Percentage persistent absence - secondary school	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. * The targets for 2016 onwards are for the new measure of 10% or more sessions.
EH47	Percentage PRU pupils engaged with EH, SCS or Youth Justice	This indicator is not currently available
EH48	Percentage PRU pupils dual-registered with mainstream	This indicator is not currently available
EH49	Percentage PRU pupils being reintegrated into mainstream schools within 14 weeks	This indicator is not currently available

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Education and Young People's Services



Early Help and Preventative Services

Early Help and Preventative Services Quality Assurance Framework

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1) Introduction

Early Help and Preventative Services (EHPS) is committed to providing excellent services in partnership with internal and external stakeholders, children, young people and their families by developing an organisation that encourages continuous learning from both successes and challenges.

The EHPS Quality Assurance Framework sets out the mechanisms through which the quality of service delivery and its impact will be measured and evidenced to support the continuous improvement of working practices across EHPS. It is essential that the service ensures the highest quality and effectiveness of its delivery in order to improve outcomes for children, young people and families.

The EHPS vision:

'Every child and young person, from pre-birth to age 25, and their family, who needs early help services will receive them in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and they achieve good outcomes. The service works to ensure that children and young people contribute positively to their communities and are actively engaged in learning and employment to achieve adult wellbeing and independence.'

Quality assurance is a continual and dynamic process by which standards are set, achievements are monitored against those standards and the information is used to improve the services provided and undertake ongoing reviews.

2) Purpose

The Framework is a systemic integrated approach to monitoring and evaluating the effectiveness of delivery of services using a variety of approaches to enable EHPS to review the performance of the service against its aspirations.

EHPS aim to support the most vulnerable children, young people and families with a focus on delivering better outcomes by ensuring they are able to access the right services at the right time in the right place. They are placed at the heart of everything the service does, working in a more integrated way and avoiding, where possible, single service interventions which may lack coordination or result in wasteful duplication. Key priorities and outcomes are detailed in the Kent EHPS Strategy and Three Year Plan 2015-18.

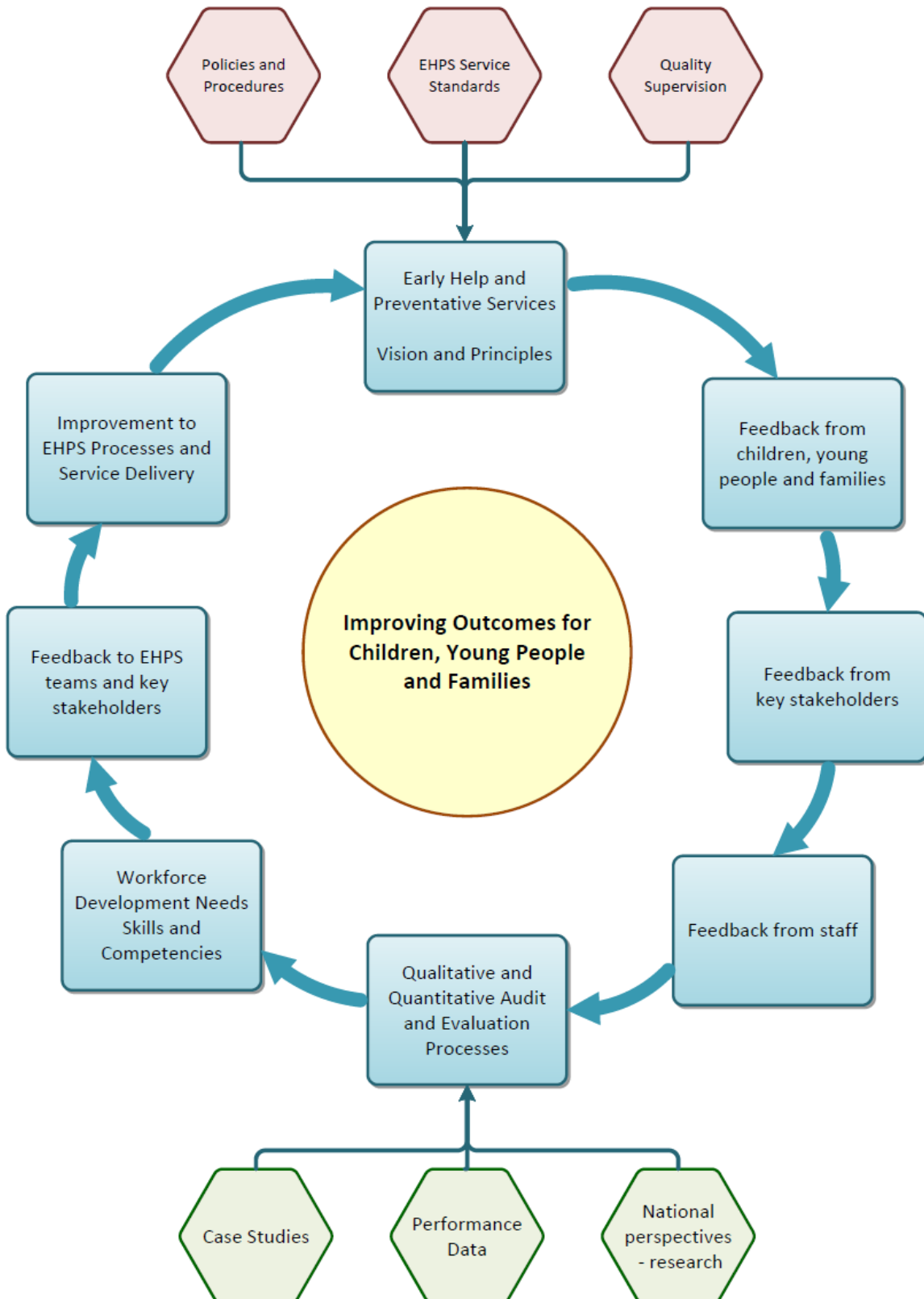
The key purpose of the Framework is to:

- Improve outcomes for vulnerable children, young people and families
- Ensure services are achieving consistently high standards
- Engender an organisational culture committed to learning and continual improvement
- Improve the level of feedback on the quality of services from key stakeholders - children, young people, families, internal and external partners and staff
- Support the continuous development of the core competencies, skills and knowledge of the children's workforce

The Framework is informed by key plans, legislation, performance frameworks and skills matrices shown in Appendix A, together with a range of feedback routes shown in Appendices B, C and D. These will be used as benchmarks for the quality of services and practice.

3) EHPS Quality Assurance Framework

The Framework, based on the improvement cycle, is both reflective and proactive.



By examining past service delivery against good practice standards and considering service users feedback about the services received and the experiences of key stakeholders, the impact and quality of service delivery can be measured.

High quality training, supervision and support is vital to ensure the quality and consistency of practice, to identify potential problems or issues in both practice and processes and to seek to resolve these before they become embedded as poor practice.

The Framework includes seven stages:

a) Feedback from children, young people and families

EHPS is committed to working with children, young people and families to ensure their needs, views and experiences are known and used to inform and drive the development and implementation of services. Families are encouraged to reflect on what is going well and what they would like to change and may be offered opportunities to self-reflect e.g. use of self-assessment tools in youth justice.

The quality assurance processes must provide regular opportunities for children, young people and families to give feedback on the service and practice through a variety of media including feedback forms (electronic and hard copy), online surveys, district youth forums and meetings.

The context in which children, young people and families provide feedback differs depending on the level and type of engagement in the service. It is essential that their voice and opinions are captured and evidenced accordingly. For intensive and specialist support this should, at least, be at each stage of intervention – assessment, formal review and end of involvement.

Any complaints received will be dealt with swiftly by the relevant manager following KCC complaints procedures. Lessons learnt will be used to improve services.

Any feedback received from children, young people and families should be shared with the relevant worker's line manager to support them in their coaching and feedback to individual staff.

b) Feedback from key stakeholders

EHPS works in partnership with internal and external organisations supporting families at universal, additional, intensive and specialist levels. All partners will be encouraged and given opportunities to feedback on practice and processes to support the continuous improvements for children, young people and families to achieve better outcomes. These opportunities should be at least every six months with organisations able to provide ad hoc feedback.

Feedback will be sought through district workshops and network meetings held three times a year, online surveys and consultations. Triage will be inviting feedback using an online form and capturing daily comments on a communications log. Partners will also be invited to engage in multi-agency audit processes providing opportunities to reflect on joint working and giving two way feedback.

Any feedback received from internal and external organisations will be used to inform developments and improvements in the services provided for families and in building robust

relationships with partners. Any complaints received will be dealt with swiftly by the relevant manager following the KCC complaints procedure and lesson learnt used to improve services.

c) Feedback from staff

EHPS staff will be given regular opportunities to feedback and share experiences through service away days, workshops, roadshows and inspiration days. Feedback will also be gathered through ongoing operational meetings and supervision.

Online survey tools will also be used to gather feedback from staff, and to measure changes in staff opinions over time. The results of these surveys will be used to inform the content of future inspiration days to ensure a cyclical approach to staff and service development.

Staff will be engaged in quality assurance processes and contribute to improvements in practice and service delivery. Their contributions will inform the ongoing development of the EHPS Workforce Development Plan.

d) Qualitative and quantitative audit and evaluation processes

Processes will be monitored via an audit matrix which will record dates of completion, review mechanisms and next steps.

Audit processes

A programme of quality audits across EHPS services will provide a clear cycle of audits to review the quality, consistency and effectiveness of process and practice when supporting children, young people and families across Kent. In addition, thematic and 'deep dive' audits will be undertaken to identify and develop an understanding in a particular service, area of practice or new development. In some cases these will be joint audits with multi-agency partners including Specialist Children's Services (SCS), Health and Education and Young People's Services (EYPS). Appendix B outlines all qualitative and quantitative audit and evaluation processes.

The audit processes may vary according to the type and level of support that is being provided (universal, additional, intensive, specialist) and will be an evolving process to be refined and developed through use and experience. Different types of audit will enable an understanding of the quality of case work, group work, programmes, activities and compliance.

Standardised tools will be used for all audits undertaken by EHPS. An online tool will be used to audit EHPS case work following the journey of the child, young person and family from receipt of notification to end of case work involvement reflecting the recording of process and practice. A checklist will be used for safeguarding audits to ensure the quality of operations in Children's Centres and Youth Hubs. An observation tool will be used for open access group activities.

All staff should be given opportunities to participate in the quality audit processes. District Managers will agree the involvement of individuals in peer audits and data quality audits. A series of Consultative Improvement Reviews will explore a range of themes in addition to audits and will be partnership reviews between district and area staff together with Information and Intelligence.

An analysis of findings is completed by the Information and Intelligence Service and will be shared with relevant managers to support them in coaching and feedback to individual staff and teams. The findings of any audit may be only part of the story and any feedback should

acknowledge this, inviting the manager and practitioner to reflect on the views expressed. Managers are responsible for any actions to be taken and building on lessons learnt.

Quarterly reporting will be given to the relevant Head of Service on the findings of the audits during the period for consideration and prior to discussion at Divisional Management Team.

Details of the audit programme and procedures are available:

<http://knet/directorate/Pages/Information-and-Intelligence.aspx>

Evaluation processes

Ongoing evaluation is essential for the service to continuously improve. The evaluation process should be conducted by an Evaluation Team to include relevant Improvement Managers, Practice Development Leaders and Improvement Officers. Other key managers e.g. District Managers, Unit Leaders, Delivery Managers, Partnership Managers, Operations Managers or Leads should be invited, as necessary.

The evaluation of specific projects should also be conducted by an Evaluation Team to include relevant Information and Intelligence Managers, officers and other appropriate Managers and staff.

If the quality falls below the service standards, the reasons must be investigated by the Evaluation team and corrective action recommended and implemented. Management Information (MI) will be consulted where poor data quality is identified as not meeting the Data Quality Standards. The Evaluation Team should decide on appropriate action to take in the case of persistent poor quality e.g. assessments, data and limited improvement in outcomes for the child, young person or family concerned.

The evaluation will be informed by key statutory, national and local guidance and by quantitative information provided by MI from a variety of data sets and performance reports including the use and review of EHPS scorecards and dashboards. Research will be undertaken to consider other Local Authority approaches and perspectives along with local case studies evidencing good practice. The evaluation will build on both the positive and negative feedback received from service users and stakeholders to develop a clear picture of the areas for development.

The evaluation will be enhanced by the results and lessons learnt from the quality audit processes to define the areas for improvement to be considered by strategic and operational managers with key recommendations for change.

e) Workforce development

The quality assurance processes will help to identify workforce development needs and areas for improvement in the competencies, skills and knowledge of individuals, teams, districts and the organisation as a whole.

The evaluation feedback will make recommendations which will be used to ensure the continuous development of the Workforce Development Plan and appropriate training opportunities. It will also support individual Personal Development Plans, team plans and inform operational managers of priority areas for consideration.

f) Feedback to EHPS Teams and Stakeholders

- **Front line Staff** – feedback to staff may be direct from children, young people and families or through line managers providing an opportunity to reflect on the views and comments received from children, young people, families and stakeholders and the outcome of any quality audit processes. Further feedback and discussion at team meetings should consider lessons learnt, the impact on daily practice and workforce development needs.
- **Operational Managers** – managers will be leading and actively engaged in the quality assurance processes across the district. Any feedback from children, young people, families and stakeholders will routinely be shared with operational managers with formal feedback on a monthly basis. Managers are responsible for reviewing the information received, consider the outcomes and ensure actions are taken where necessary. Managers should share the findings of audits, evaluation process and feedback from children, young people and families with their teams and all staff groups, as appropriate.
- **Divisional Management Team** – quarterly reporting will be given to the relevant Head of Service on the findings of the audit processes. Regular reporting from Information and Intelligence will include a quarterly evaluation report defining the areas for improvement to be considered by the Divisional Management Team with key recommendations for change. The half yearly report on the quality and effectiveness of EHPS will be drafted for approval by the Divisional Management Team prior to sharing with the Kent Safeguarding Children's Board (KSCB).
- **Key Stakeholders** – regular feedback, at least quarterly, will be given to partners to ensure they are kept update with progress and changes. Information will provided to schools and external partners via the KELSI E-Bulletin and shared through district operational and network meetings, commissioned service forums and local Boards. Feedback to internal teams and services within EYPS, SCS and Public Health will be shared through strategic forums and with operational managers across the district on a monthly basis or as appropriate. A report providing a summary of findings on the quality and effectiveness of EHPS will be provided to the KSCB Quality and Effectiveness Sub Group every six months for discussion with key stakeholders and to support improvements across the children's workforce.

g) Improvement to EHPS

It is vital for EHPS to continuously evolve and develop processes and practice to ensure the service is meeting the needs of the most vulnerable children, young people and families in Kent. The decisions taken by the Divisional Management Team may result in improvements and changes to EHPS. Working closely with operational managers, any improvements or changes will be designed and implemented and clearly communicated to internal and external stakeholders.

4) Roles and Responsibilities in supporting quality assurance

Everyone has a role to play in improving the quality and effectiveness of the service from front line practitioners to senior managers.

Front line staff

One of the key principles to this Framework is that front line staff need to be engaged in the process of quality assurance. The process must be inclusive and working with staff who are well placed to assess the quality of what they do, understand any restrictions in delivering quality and to reflect and learn from the experience.

Front-line staff are best placed to obtain feedback from service users and to gather feedback when working with other organisations. Opportunities may be available for staff to be directly involved in quality auditing e.g. peer audits.

All staff must adhere to the EHPS Recording Policy and be aware of the EYPS Data Quality Policy which ensures the quality of data and information evidencing the quality and effectiveness of the work with families. The quality audit processes are based on the recording of process and practice.

Operational managers

District Managers are responsible and accountable for quality assurance in their districts. They must ensure feedback is obtained from service users and will regularly liaise with key stakeholders providing opportunities for feedback and discussion to prevent problems and resolve issues.

Practice Development Leaders have a key role in leading the quality audit programme in the districts. They will work closely with District Managers and other managers to ensure an effective programme of quality audits is undertaken and completed in line with the agreed plan.

Information and Intelligence Service

Improvement Managers, supported by Improvement Officers, will project manage the EHPS Quality Assurance Framework by enabling and supporting strategic and operational managers to ensure its effective implementation.

Improvement Managers will have oversight of the quality assurance processes which will be planned and jointly managed with Practice Development Leaders. They will maintain the programme of audits, the audit tools, undertake analysis of findings to develop an 'evidence led' approach when producing reports following the evaluation process ensuring feedback to strategic and operational managers and front line staff, where appropriate.

Strategic Managers

The Divisional Management Team is responsible for strategic decision making to support the continuous improvement and development of the service through learning from both successes and challenges. They will ensure the appropriate strategic reporting to the KSCB and other key strategic Boards and Members. Working closely with KCC Internal Audit, they will support colleagues who may undertake an independent and objective evaluation of our ability to accomplish our business objectives and manage risks.

Heads of Service are ultimately accountable and responsible for the operational function of their area in ensuring the highest quality standards and effectiveness across the service to meet our objectives to improve outcomes for children, young people and families. Working closely with Information and Intelligence Service, they will ensure the implementation of this Framework and agree the programme of quality audits in their area.

Appendix A

EHPS key plans, legislation, performance frameworks and skills matrices the service will use as benchmarks for the quality of services and practice:

- EYPS Vision and Priorities for Kent, 2015-18
- EHPS Strategy and Three Year Plan, 2015-18
- EHPS Workforce Development Plan, 2015
- Working Together to Safeguard Children, 2015
- Ofsted – Inspection criteria for Safeguarding and Children’s Centres
- HMIP – Inspection criteria for Youth Justice
- Public Health Outcomes Framework for England, 2013-16
- National Standards for Youth Justice, 2013
- National Occupational Standards for Youth Work, 2014
- Modern YOT Partnerships, 2013
- Children’s Act 2004
- Education Act 1996 and 2006 and subsequent Regulations

Appendix B

Qualitative and quantitative audit and evaluation processes

Type	Activity	When	Who
EHPS whole service	EHPS Scorecard	Monthly analysis of key performance indicators at Kent and district level	Divisional Management Team
	Casework Tracker	Monthly monitoring of caseload, case throughput and effectiveness	Divisional Management Team
	Sustainability Matrix	Monthly monitoring of service transformation and improvement	Divisional Management Team
Triage	Audit of Triage advice and guidance	Six weekly audit of decisions, thresholds and feedback – 10%	Triage Manager Triage Unit Leaders
	Audit of Missing Persons Process and Return Interviews	Monthly audit of return interviews and decisions taken	Triage Manager
	Review of feedback from notifiers and districts	Monthly review of feedback with collation of key findings for action	Triage Manager
Early Help Units	Audit of intensive case work	Six weekly audit programme of 10% of cases in the last six months focused on process and practice	Unit Leaders – pilot Practitioner – peer audits Triage involvement
	Audit of Unit meetings	Monthly peer audit of Unit meetings against framework standard – bronze, silver, gold	Unit Leaders
	Audit of cases closed with outcomes not achieved	Monthly audit of cases	Practice Development Leaders
	Data Quality Audit	Monthly reporting – EHM Three monthly audit of data quality	MI reporting Senior Support Officer
	Deep Dive Audits	Six monthly deep dives focusing on specific areas of need or concern <ul style="list-style-type: none"> Step down cases 	I and I, Practice Development Leaders, Directors, Heads of Service, District Managers
	Thematic Audits	Six monthly thematic audits focusing on: <ul style="list-style-type: none"> New practice e.g. Signs of Safety, young carers 	I and I, Practice Development Leaders, Directors, Heads of Service, District

	<p>Casework Trackers</p> <p>Sustainability Matrix</p> <p>EHPS Scorecard</p>	<ul style="list-style-type: none"> • Joint working e.g. joint audits with schools, health providers, SCS • Voice of child, young person and family • NEETs <p>Daily/Weekly monitoring of caseload, case throughput and effectiveness</p> <p>Monthly updating and monitoring of service transformation and improvement</p> <p>Monthly analysis of key performance indicators at district level</p>	<p>Managers and MI. Joint audits with multi-agency partners, as appropriate</p> <p>Heads of Service, District Managers, Unit Leads, Early Help Workers</p> <p>Heads of Service, District Managers, I and I moderation</p> <p>Heads of Service, District Managers, Unit Leads</p>
<p>Open Access – Children’s Centres and Youth Hubs</p>	<p>Safeguarding Audits for each children’s centre or youth hub</p> <p>Audit of additional targeted case work</p> <p>Observation and evaluation of group activities</p> <p>Data Quality Audit</p> <p>Thematic Audits</p>	<p>Yearly audit of each centre or hub</p> <p>Six weekly audit programme of 10% of cases in the last six months focused on process and practice</p> <p>Six monthly audit of each centre Evaluation feedback of activities</p> <p>Monthly reporting – eStart Three monthly audit of data quality</p> <p>Six monthly thematic audits focusing on:</p> <ul style="list-style-type: none"> • New practice e.g. open access • Joint working e.g. joint public health audits with children’s centres • Voice of child, young person and family e.g. youth participation 	<p>Delivery Managers with I and I support</p> <p>Delivery Managers pilot Practitioner – peer audit</p> <p>Delivery Managers and senior workers supported by I and I</p> <p>MI reporting Senior Support Officer</p> <p>I and I, Practice Development Leaders, Directors, Heads of Service, District Managers, Delivery Managers, Senior workers and MI. Joint audits with multi-agency partners, as appropriate</p>
<p>Youth Justice</p>	<p>Audit of Statutory case work</p>	<p>Six weekly audit programme of 10% of cases in the last six months</p>	<p>Youth Justice Managers with I and I support</p>

	Data Quality Audit	Monthly reporting - Careworks Three monthly audit of data quality	MI Senior Support Officer
	Deep Dive Audits	Six monthly deep dives focusing on specific areas of need or concern	I and I, Directors, Heads of Service, Youth Justice Operations Manager
	Thematic Audits	Six monthly thematic audits focusing on: <ul style="list-style-type: none"> • New practice e.g. Signs of Safety, young carers • Joint working e.g. joint audits with SCS • Voice of child, young person and family • Re-offending • NEETs 	I and I, Directors, Heads of Service, Youth Justice Operations Manager, Youth Justice Practice Managers and MIU. Joint audits with multi-agency partners, as appropriate
PRU, Inclusion and Attendance (PIAS)	Audit of PIAS pathway and outcomes	Six weekly audit programme of 10% of school requests in the last six months	Senior Education Lead, Area Education Leads with I and I support
	Data Quality Audit	Monthly reporting - Impulse Three monthly audit of data quality	MI Senior Support Officer I and I, Senior Education Lead, School Liaison Officers, Inclusion and Attendance Advisers
	Deep Dive Audits	Six monthly deep dives focusing on specific areas of need or concern e.g. levels of attendance	I and I, Directors, Heads of Service, Senior Education Lead, School Liaison Officers, Inclusion and Attendance Advisers, District Manager
	Thematic Audits	Six monthly thematic audits focusing on: <ul style="list-style-type: none"> • New practice e.g. SLO • Joint working with schools and across EHPS • Group and project work • Voice of child, young person and family 	I and I, Directors, Heads of Service, Senior Education Lead, School Liaison Officers, Inclusion and Attendance Advisers, District Manager, Triage Manager and partners as

	Exclusions Data	Monthly data pack includes Kent and district performance, school level data, context, and information about numbers of days lost and number of young people with 3+ fixed term exclusions.	appropriate Head of Service, Senior Education Lead, School Liaison Officers, Inclusion and Attendance Advisers, District Manager
	PRU Dataset	Termly (6x per year) pupil level and summary data with context and EHPS involvement	Head of Service, Senior Education Lead, PRU Heads

Appendix C

Young People and Key Stakeholders feedback

Feedback from young people will be gathered in the following ways:

- Viewpoint – young people survey tool (currently used for Youth Justice but there are plans to extend its use across EHPS)
- Cross-directorate working group exploring how best to facilitate the voice of the child being heard.
- Kent Youth County Council
- Views of young people central to planning of activities within Youth Hubs
- Observations of children’s responses and behaviour used to inform development of activities in Children’s Centres
- The views of the whole family, including children and young people, are considered and recorded throughout intensive case work, in the assessment, family plan and subsequent reviews and case closure. This is a core element of the Signs of Safety approach which is being embedded in EHPS.
- Conversations with children and young people are encouraged using focus cards and other tools.
- A Schools Working Group has been established to seek the views of schools about all aspects of Early Help work, and meets regularly to improve joint working and an increased understanding of the Early Help offer and any improvements that need to be made to service delivery or communication.
- Regular meetings with Health partners take place to ensure a coordinated approach to delivering Early Help services, and to provide opportunities for two-way feedback.

Appendix D

Staff feedback

Feedback from staff will be gathered in the following ways:

- EVP survey led by HR
- Staff supervision/Personal Development Plans/Total Contribution Pay
- EHPS staff training survey
- Inspiration days and roadshows
- Team meetings

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

Peter Oakford, Cabinet Member for Children's Services

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 – 21 January 2016

Subject: Cabinet Members' priorities for business plans 2016-17

Classification: Unrestricted

Electoral Division: All

Summary:

This report presents the priorities of the Cabinet Members' for Education and Health Reform, Children's Services and Community Services for the Education and Young People's Services (EYPS) directorate business plan 2016-17, so that this Cabinet Committee can comment on them before the business plan for the directorate is drafted.

Recommendation:

The Committee is asked to comment on the Cabinet Members' priorities for the EYPS directorate business plan 2016-17.

1. INTRODUCTION

- 1.1 On 10 September 2015, Policy and Resources Cabinet Committee received the annual report on business planning and approved the proposed process for developing the 2016-17 business plans.
- 1.2 The paper approved by County Council on 10 December 2015 about embedding strategic commissioning as business as usual also reinforces the changes to business plans for 2016-17 to ensure that they support and strengthen the authority's strategic commissioning approach.
- 1.3 The review of the 2015-16 business planning process found that although they reflect the priorities of Cabinet Members, in some cases these priorities were captured mid-way through the process, leading to redrafting.
- 1.4 To address this, the proposal for business planning in 2016-17 included a commitment for Cabinet Members to identify the top priorities that they wish to see reflected in the 2016-17 directorate business plans before the

drafting process begins. This will ensure that they are incorporated into and shape the development of the directorate business plans.

2. CABINET MEMBERS' PRIORITIES

- 2.1 Cabinet Members each took part in a 1:1 meeting with the Director of Strategy, Policy and Assurance to identify their top priorities during October 2015. They identified both priorities for their own portfolio, and a number of cross-cutting priorities that apply more widely across Kent County Council (KCC).
- 2.2 The priorities that each Cabinet Member identified were aggregated and discussed at Leader's Group in early November 2015, where they were slightly amended and collectively agreed.
- 2.3 The full list of priorities identified by the Cabinet Members is provided in Appendix 1.
- 2.4 The priorities that will need to be reflected in the directorate business plan that this Cabinet Committee will receive are detailed below:

Cabinet Member priorities that will be reflected in the Education and Young People's Services Directorate Business Plan 2016-17:

- Continue to increase take up of free places for two year olds
- Ensure school sufficiency of places as set out in the Education Commissioning Plan and work with Government to ensure new Free Schools are opened where they are most needed and make the most of Government funding
- Continue implementation of the SEND Strategy including the Special schools review, effective implementation of EHCPs, work with CCGs to deliver enhanced speech and language therapy, reduce out of county placements, delivery and expansion of SEND places and new SEN transport through route optimisation
- Deliver higher levels of Good and Outstanding schools, with improved performance at each key stage, and work with schools and the Kent Association of Headteachers (KAH) to strengthen school to school support and collaboration
- Develop more school sponsorship arrangements for new and under-performing schools and more Kent multi-academy trusts
- Development of options to deliver an Education Trust that are wide-ranging and of sufficient scale
- Deliver the NEETs strategy, address skills tracking and structural issues including working with employers and training providers
- Further commercialisation and income generation through EduKent
- Further embed the PREVENT strategy in schools and other settings and across the council
- Achieve all the targets set out in the Early Help Strategy and Three Year Plan which include key outcomes for Youth Justice, Youth Services, Children's Centres and the Troubled Families programme

- Ensure Community Learning and Skills, as a commissioned service, delivers its targets and other priorities set out in the business plan.

2.5 As well as the priorities identified specifically for the Directorate, there will be links and cross-over with the priorities identified for other Directorates, so Directorate Management Teams will be provided with the entire list as shown at Appendix 1 so they can reflect these links as appropriate.

2.6 In addition, Cabinet Members have identified a number of priorities around the way in which all Directorates need to work as we continue on our journey to become a strategic commissioning authority. These will inform the development of the directorate business plans, and will be put into practice in the implementation of the business plans during 2016-17. The priorities around ways of working reinforce the approach we have already set out in the Strategic Statement and Commissioning Framework. They are:

- Strengthen commissioning, procurement and contract management
- Ensure information requirements are clear in all contracts
- Better cross-support between Directorates
- Communicate better externally – messages to be linked to strategy
- Stronger evidence base for transformation decisions and better engagement with the public on the big service changes required

3. Next Steps in Drafting Directorate Business Plans

3.1 EYPS Directorate will now begin drafting the business plan 2016-17 with support from Strategy, Policy and Assurance.

3.2 The draft directorate business plan will be brought to this Cabinet Committee on 17 March 2016 for comments before it is approved.

3.3 The timescales for the development, approval and publication of the directorate business plan 2016-17 is in Table 1 below:

Activity	Timescale
Development and agreement of Cabinet Members' priorities	Sept - Nov 2015
Development of directorate and divisional priorities by DMTs	Dec 2015 - Jan 2016
Drafting of directorate business plans including all the required information including approved County Council budget	Feb - Mar 2016
Draft directorate business plans to Cabinet Committees	March 2016 round of meetings
Directorate business plans finalised taking into account Cabinet Committee comments	April – May 2016
Final collective approval of directorate business plans by Cabinet Members and publication on the KCC website	May 2016

Table 1: Timescales for development of 2016-17 directorate business plans

3.4 Service level business plans 2016-17 will be developed alongside the Directorate business plan 2016-17 and approved in time to be published on KNet in May 2016.

4. Appendices:

Appendix 1: Cabinet Members' priorities for the Directorate Business Plans 2016-17

5. Background Documents:

None

6. RECOMMENDATION

4.1 The Committee is asked to comment on the Cabinet Members' priorities for the EYPS directorate business plan 2016-17.

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Cabinet Members' priorities for the 2016/17 Directorate Business Plans

Finance and Procurement

- Make sure there is an effective system of contract management – corporate approach as well as resilience in services
- Commissioning improvement programme to develop better links between commissioning and procurement
- Fully exploit the Iproc Collaborative online systems to reduce cost
- Focus on cost control
- Examine discretionary and non-discretionary powers

Corporate and Democratic Services

- Work with a strategic partner to rethink the ICT infrastructure to support the organisation
- Deliver ICT systems integration
- Further progress the One Public Estate programme
- Review New Ways of Working to ensure it is fit for purpose - property assets must be in the right locations for our services and more quickly disposed of where no longer required
- Review the schools estate and put protocols in place for the quick disposal of unneeded assets
- HR to work with directorates to put proper succession planning protocols in place
- Develop the appropriate interface between the Business Service Centre and the directorates and ensure the BSC delivers on its budget commitments
- Manage the Member role in commissioning, ensuring they are appropriately trained, informed and involved and using Cabinet Committees and CAB appropriately

Commercial and Traded Services

- Implement Commercial Services business plan and deliver £6.7 million dividend
- Deliver transformation of external communication function linking with all Directorates to deliver less, better quality communication which is in line with wider strategy
- Deliver transformation of Legal Services – form a Joint Venture

Economic Development

- Coordination of marine activity including development & regeneration, skills & employment, manufacturing, ports, tourism and recreation
- Provide strategic planning and highways support to Districts to unlock sustainable housing development
- Work with partners to deliver strategic infrastructure to unlock housing and employment sites, particularly Lower Thames Crossing, Junction 10a of M20 and delivering superfast broadband across the county
- Secure funds for and look at opportunities for providing business support and build on the RGF to ensure recycled loans are used to best effect
- Maximise opportunities to leverage developer contribution, for example through S106, CIL and Commuted Sums for priority council services

Education and Young People's Services

- Continue to increase take up of free places for two year olds
- Ensure school sufficiency of places as set out in the Education Commissioning Plan and work with Government to ensure new Free Schools are opened where they are most needed and make the most of Government funding
- Continue implementation of the SEND Strategy including the Special schools review, effective implementation of EHCPs, work with CCGs to deliver enhanced speech and language therapy, reduce out of county placements, delivery and expansion of SEND places and new SEN transport through route optimisation
- Deliver higher levels of Good and Outstanding schools, with improved performance at each key stage, and work with schools and the Kent Association of Headteachers (KAH) to strengthen school to school support and collaboration
- Develop more school sponsorship arrangements for new and under-performing schools and more Kent multi-academy trusts
- Development of options to deliver an Education Trust that are wide-ranging and of sufficient scale
- Deliver the NEETs strategy, address skills tracking and structural issues including working with employers and training providers
- Further commercialisation and income generation through EduKent
- Further embed the PREVENT strategy in schools and other settings and across the council
- Achieve all the targets set out in the Early Help Strategy and Three Year Plan which include key outcomes for Youth Justice, Youth Services, Children's Centres and the Troubled Families programme
- Ensure Community Learning and Skills, as a commissioned service, delivers its targets and other priorities set out in the business plan.

Environment and Transport

- Maintain the highways assets to a good standard to ensure safe and efficient journeys across Kent (with a particular focus on potholes and resurfacing, carriageway maintenance, introduction of LED street lighting and drainage)
- Develop a highways asset management strategy for approval
- Develop a single point of knowledge and evidence base to profile future population growth and needs through the GIF which is continually updated – embed the GIF, implement its ten-point plan and encourage partners and stakeholders to adopt it
- Ensure all major contracts and commissions including waste, highways maintenance, public transport and infrastructure provide optimal value for money for KCC
- Work with Highways England and partners to deliver a solution to Operation Stack
- Progress the development of Thanet Parkway
- Work with Districts to maximise the efficiency of waste collection and disposal
- Deliver Local Growth Fund projects and identify a prioritised programme for any future rounds of LGF

- Make on-street parking arrangements across the county more cost effective to deliver significant revenue savings
- Build the profile of the needs and opportunities of the heritage agenda
- Better work with the interests involved in the rural agenda
- Embed and coordinate delivery of Kent Environment Strategy
- Identify opportunities for income generation to enable delivery of better services without impacting the council tax payer
- Help to shape Local Plans to deliver sustainable growth and infrastructure ensuring KCC's interests are recognised and incorporated into the supporting Infrastructure Delivery Plans

Community Services

- Quickly progress the transformation of LRA and CLS into internally commissioned services
- Explore opportunities to deliver social value in council contracts through cultural commissioning
- Work with Turner Contemporary to identify and exploit commercial opportunities
- Embed arts and sports to deliver wider KCC strategic outcomes, including working with Public Health
- Build on the success of the integrated Resilience and Community Safety teams to provide better multi-agency working including closer working with health partners
- Further develop the intelligence-led approach to Public Protection, including building on joint working between Trading Standards and Community Safety

Specialist Children's Services

- Continue to make delivering our statutory safeguarding responsibilities the top priority
- Develop efficient edge of care service to ensure that numbers of children in care are kept to a minimum
- Recommence direct management of the Adoption Service in line with the evolving partnership with Coram
- Lobby government for a national distribution scheme for Unaccompanied Asylum Seeking children (UASC)
- Lobby Government to fully fund the true cost of UASC and for full repayment of historical UASC underfunding
- Lobby Government to encourage other LAs not to place their CIC into Kent
- Increase number of appropriate step downs from Specialist Children's Services to Early Help
- Develop a new pathway for the transition of young people with a disability from children's to adults' services
- Ensure the transformation of delivery and optimisation of process becomes embedded in the business as usual
- Focus on the priorities of suitable accommodation, employment and training opportunities for care leavers
- Raise awareness of all elected members on their role and responsibilities as a corporate parent.

Adult Social Care and Public Health and Health Reform

- Continue to make delivering our statutory safeguarding responsibilities the top priority
- Clarify roles, responsibilities and accountabilities within the commissioning cycle in line with embedding strategic commissioning into business as usual
- Ensure the right balance of non- residential and residential models of care and sufficient capacity in line with the overall strategy for adults with learning disabilities
- Manage demand for support for older people, managing increasing frailty and social isolation
- Ensure the continuing sustainability of the residential and domiciliary care market in Kent and the social care workforce
- Put systems in place to ensure that Transformation continues to be sustainable once transferred into business as usual
- Continue the KCC and NHS integration programme, including Pioneer and BCF work and initiatives including the vanguard, Integrated Commissioning Organisation, Healthy New Towns in North Kent and LD integrated commissioning
- Ensure the pathway to major improvements to the social care client systems is developed and progressed
- Ensure implementation of the Workforce Planning Strategy 2015-2020 with regards to succession planning, talent management and retaining critical roles within the organisation
- Continue to build KCC's relationship with the Voluntary and Community Sector, particularly around the preventative agenda
- Ensuring effective transformation of the adult and children public health improvement programmes in line with statutory guidance and within allocated financial resource
- Deliver the supporting transformation programmes including the new health inequalities strategy and the District health improvement deal
- Delivering the refresh of the JSNA and ensuring that it becomes a widely used and effective tool planning tool for the wider health and care sector, and drives the refresh of the Kent Health and Wellbeing Strategy
- Ensure a coordinated and effective programme of Health Improvement Campaigns across the health and care sector, delivering consistent health improvement messages to the public.

Cross-cutting priorities

- Look at ways to make the council more entrepreneurial
 - Strategic Business Development and Intelligence (Strategic and Corporate Services Directorate) to lead
- Ask the market to solve problems
 - Strategic Business Development and Intelligence (Strategic and Corporate Services Directorate) to lead
- Be more creative in anticipating and solving problems
 - Strategic Business Development and Intelligence (Strategic and Corporate Services Directorate) to lead
- Develop the preventative model and reduce demand
 - Strategy, Policy and Assurance (Strategic and Corporate Services Directorate) to lead
- Development of a devolution deal for Kent

- Strategy, Policy and Assurance (Strategic and Corporate Services Directorate) to lead
- Continue to build KCC's relationship with the Voluntary and Community Sector, particularly around the preventative agenda
 - Strategy, Policy and Assurance (Strategic and Corporate Services Directorate) to lead
- Progress District Deals, taking a wider remit including health
 - Environment, Planning and Enforcement (Growth, Environment and Transport Directorate) to lead
- Succession planning – develop a High Potential Development Scheme
 - Engagement, Organisational Design and Development (Strategic and Corporate Services Directorate) to lead
- Further embed the PREVENT strategy across the council
 - All Directorates

Priorities around ways of working

- Strengthen commissioning, procurement and contract management
- Ensure information requirements are clear in all contracts
- Better cross-support between Directorates
- Communicate better externally – messages linked to strategy
- Stronger evidence base for transformation decisions and better engagement with the public on the big service changes required

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From: Peter Sass, Head of Democratic Services

To: Education and Young People's Services Cabinet Committee – 21 January 2016

Subject: **Work Programme 2015/16**

Classification: Unrestricted

Past Pathway of Paper: EYPS Cabinet Committee – 15 December 2015
Future Pathway of Paper: Standard item to Cabinet Committee

Summary: This report provides updated details on the proposed Work Programme and seeks suggestions for future topics to be considered by the Education and Young People's Services Cabinet Committee.

Recommendation: The Education and Young People's Services Cabinet Committee is asked to consider and suggest any additional topics for consideration to be added to future agendas and agree its Work Programme for 2015/16.

1. Introduction

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

2. Terms of Reference

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

Preventative Services

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

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

- Troubled Families

Education Planning and Access

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

Education Quality and Standards

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

School Resources

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

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

3. Work Programme 2015/16

3.1 An agenda setting meeting was held on 24 November, at which items for this meeting's agenda and future agenda items were agreed. The Cabinet Committee is requested to consider and note the items within the proposed Work Programme, set out in appendix A to this report, and to suggest any additional topics that they wish to be considered for inclusion to the agenda of future meetings

3.2 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 Wednesday, 27 January 2016 at 11:00 – 12:00 noon.

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

4. Conclusion

- 4.1 It is vital for the Cabinet Committee process that the Cabinet Committee takes ownership of its work programme to help the Cabinet Member to deliver informed and considered decisions. A regular report will be submitted to each meeting of the Cabinet Committee to give updates of requested topics and to seek suggestions for future items to be considered. This does not preclude Members making requests to the Chairman or the Democratic Services Officer between meetings for consideration.

- 5. Recommendation:** The Education and Young People's Services Cabinet Committee is asked to consider and suggest any additional topics for consideration to be added to future agendas and agree its Work Programme for 2015/16.

6. Appendices

Appendix A – Work Programme

7. Background Documents

None.

8. Contact details

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**EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET
COMMITTEE
WORK PROGRAMME 2015/16**

FORTHCOMING EXECUTIVE DECISIONS		
07/09/2015 to 31/03/2016		
Decisions to be taken under the remit of this Cabinet Committee	Lead officer	Decision Taker
Proposed expansion of Bysing Wood Primary School from 1FE to 2FE from September 2016 (DEFERRED)	Marisa White Area Education Officer (East Kent)	Cabinet Member for Education and Health Reform
STANDARD ITEMS		
Item	When does the Cabinet Committee receive item?	
Final Draft Budget Reports	Annually (January)	
Commissioning Plan	Bi-annually (July/December)	
School Performance – Exam Results	Annually (November/ December)	
Performance Scorecard (including preventative Services for Adolescents)	At each meeting	
Strategic Priority Statement	Last submitted April 2015	
Post 16 Transport Policy Statement (to be published by 1 June each year)	Annually (April)	
Recruitment of Teachers – Annual figures	Annually (September)	
Annual Equality and Diversity Report	Annually (September)	
Work Programme	At each meeting	
Proposed Co-Ordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Primary and Secondary Community and Voluntary Controlled Schools	Annually (March)	
ITEMS REQUESTED BY MEMBERS		
Item	Date requested	Cabinet Committee Meeting
The co-option of Teacher Advisers/Union reps.	25 July 2013	tba
SEND Mediation and Disagreement Resolution Services	16 December 2014	tba
Decisions on proposed commissioning agreements	13 January 2015	tba
How the NHS works with the Education and Young People's Services Directorate (to include a list of the commissioned services) and how they are monitored.	8 July 2015	tba
Mr Leeson agreed to give Members information to support their understanding on the new way the curriculum was being measured and reported as from next year. It was advised that School Governors would need support too.	18 September 2015	tba

Mr Bagshaw agreed to supply the exact number of students that were receiving home to school transport, but advised that this figure was fluid.	18 September 2015	
Performance of Commissioned Youth Work Services/ Annual report – Request by Mr Vye	20 October 2015	March